

出國報告(出國類別:考察)

「考察北歐（芬蘭、瑞典）大學 入學制度」出國報告

服務機關：教育部高等教育司

姓名職稱：楊淑婷專員

派赴國家：芬蘭、瑞典

出國期間：101 年 6 月 2 日至 6 月 12 日

報告日期：101 年 9 月 10 日

摘要

我國教改實施多年，大學入學由單一的聯考取才，改而為希冀建立多元智能、適性選才及導引高中教學正常化的多元入學方案，經過多年變革，多元入學之精神及其執行方案獲得各界的肯定。而我國高等教育近 30 年間由菁英教育轉型為普及教育，學校總數由 1981 年之 104 所擴張至目前的近 170 所，其中專科學校因轉型科技大學而縮減，學院與大學則大幅擴張，學校數及招生名額的擴張，加上少子化的影響，使國內高等教育未來的招生問題面臨嚴峻的考驗。此外，高等教育亦面臨諸多的挑戰，如頂尖大學的挑戰、質量失衡的挑戰、國際化與本土化衝突的挑戰等，都有待汲取更多的經驗以預為規劃。

為因應高等教育急速擴張與少子化的趨勢，大學主動開發招生來源，已為重要之課題，未來可能強化的招生來源，可分為外國學生、大陸生及回流進修學生。北歐各國高等教育發達，且皆有其發展特色，芬蘭的教育行政體系與臺灣相同，都是由中央集權而走向地方分權，並積極致力於與世界同步，邁向教育普及化，有諸多值得學習之處。瑞典則是首先將回流教育具體形諸於政策的國家，高達三分之二的民眾參與各類型的成人教育活動，為世界之最，也是終身學習的代表性國家。本參訪團的目的包括考察大學入學制度與瞭解成人就讀大學之機制，參訪的對象以辦理成人就讀大學成效良好，以及大學入學較有特色之大學、高中、政府教育主管機關為主，芬蘭包括赫爾辛基大學招生辦公室與師資培育系、Vaskivuori Upper Secondary School；瑞典則參訪斯德哥爾摩大學國際處和招生辦公室、全國高等教育服務署，同時約談華僑洪詩錡同學。

針對此次參訪所見所聞，提出幾點未來值得努力的方向，包括(1)教育政策決定招生目標、招生定位決定選才規劃，應作系統性思考，配合 12 年國教推動，將高中課綱、學習評量、入學考試及大學招生等整合，規劃大學多元入學新願景；(2)建置結合高中端、大學端乃至於國內外共通的整合性大學入學招生平台，係簡化招生程序、提升招生資訊透明度及信賴度可以努力的方向。(3)芬蘭中學教師受到社會尊重及家長肯定，有很高的教學自主性，所以不會因為入學方式的改變而改變教育方式，也沒有入學考試領導教學的情形。建議我國在師資培育上應更加重視並做適當調整，在少子化的趨勢下，更要提升教育品質，因應未來小班化量少而質精的師培政策規劃，政府應訂有長遠的發展藍圖；(4)高中教育應規劃彈性、以學生需求為導向的特色課程，著重綜合能力之培養，強調自主學習，打破單一的升學價值觀，讓學生能夠適性發展，尊重學生學習選擇權，讓各種價值都找到自己的出路，才是多元社會應有的發展模式；此外，芬蘭高中重視輔導工作、扶弱托底，更是值得我國多加學習。(5)針對終身學習建議訂定具體的政策，鼓勵全民不斷地學習與成長，以整體提升國民素質，也為國內高等教育各院校教育資源的投入找到充分利用的途徑。

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壹、源起及目的

我國教改實施多年，大學入學由單一的聯考取才，改而為希冀建立多元智能、適性選才及導引高中教學正常化的多元入學方案，經過多年變革，多元入學之精神及其執行方案亦獲得各界的肯定。

我國高等教育近 30 年間由菁英教育轉型為普及教育，學校總數由 1981 年之 104 所擴張至目前的近 170 所，其中專科學校因轉型科技大學而縮減，學院與大學則大幅擴張，學校數及招生名額的擴張，加上少子化的影響，使國內高等教育未來的招生問題面臨嚴峻的考驗。除此而外，高等教育亦面臨諸多的挑戰，如頂尖大學的挑戰、質量失衡的挑戰、國際化與本土化衝突的挑戰等，都有待汲取更多的經驗預為規劃以便因應。

2010 年在教育部經費補助下，由教育部、大學、高中、招聯會、大考中心等相關單位的代表及學者專家，組團參訪美國具代表性之大學及高中，就其大學申請方式與高中的輔導措施進行深入考察，之後經由各項招生和教務相關會議，將考察結果與各大學負責招生學系主管及行政同仁分享，引起相當熱烈的迴響，也激發各校在招生策略與作法上之新構想，成果可謂相當豐碩。

招生一直都是學校相當重要的事務，為因應高等教育急速擴張與少子化的趨勢，大學主動開發招生來源，已為重要之課題，未來可能強化的招生來源，可分為外國學生、大陸生及回流進修學生。北歐各國高等教育發達，且皆有其發展特色，芬蘭的教育行政體系與臺灣相同，都是由中央集權而走向地方分權，並積極致力於與世界同步，邁向教育普及化，有諸多值得學習之處。瑞典是首先將回流教育具體形諸於政策的國家，高達三分之二的民眾參與各類型的成人教育活動，為世界之最，也是終身學習的代表性國家。本參訪團的目的包括考察大學入學制度與瞭解成人就讀大學之機制，參訪的對象以辦理成人就讀大學成效良好，以及大學入學較有特色之大學、高中、政府教育主管機關為主。

● 考察項目規劃：

- 一、考察北歐芬蘭、瑞典兩國對社會人士申請大學之入學方式、辦理機制及主要特色。
- 二、配合成人學習特質，學校所提供的學習輔導、修業彈性及其他服務等配套措施。
- 三、該入學制度實施後的成效，對正規高中學生入學管道的影響。

● 考察重點在下列三方面：

- 一、大學申請入學制度：大學如何辦理申請入學？審查流程及標準為何？

二、成人就讀大學部份：大學如何審查學生的工作經驗？其基準為何？大學提供成人就讀的管道與名額為何？

三、高中學校配合申請入學制度，所提供之學生學習輔導及其他相關措施。

本考察計畫將探討芬蘭的大學入學方式、高中教育之特色與瑞典成人回流教育入學大學的實施情形，及其相對的配套措施（參訪意旨及所提問問題如附錄一），借鏡其經驗，反思我國發展，期使我國高等教育的未來發展能結合回流教育政策，更加貼近民眾的需求，為健全的大學招生機制吸取經驗，並藉之邁向學習社會之林。

貳、參訪人員

本次參訪團員共 9 人，除教育部代表、計畫主持人及計畫人員外，由教育部推薦邀請大學、高中代表及學者專家各 1 人，並由大考中心遴派代表 1 人，加上 2 位自費團員組成，名單如下表一。

表一：參訪團員名單

單位	人數	人員
教育部代表	1	教育部高教司 楊淑婷專員
考察計畫主持人	1	國立清華大學 周懷樸教授 ※教育部「規劃與試辦大學甄選入學招生查核機制計畫」主持人。
大學代表	1	輔仁大學 劉兆明教授
大考中心	1	大考中心 林棟柱專門委員
高中代表	1	台北市立中山女子高級中學 楊世瑞校長
學者專家	1	國立清華大學 陳榮順教授
承辦單位計畫人員	1	國立清華大學招生組 陳明君組長
自費參團人員	2	國立清華大學 王道維教授 王盛麒組長（國立清華大學前招生組組長）
合計	9 人	

參、參訪行程、經過及參訪單位介紹

一、參訪行程、經過

在參訪前，本團團員先進行北歐教育制度、大學入學制度及回流教育等相關資料蒐集，並匯集成團員參考資料冊；經王盛麒組長推薦，周懷樸教授（團長）及陳榮順教授（大學代表）於 5 月 12 日與曾赴芬蘭高中交換一年、且將其經驗集著成書之陳聖元同學進行座談，初步瞭解芬蘭高中情況；另外，於 5 月 25 日與交通大學高正忠教授(曾赴芬蘭研究的訪問學者)會談，瞭解其對於芬蘭教育理念、成人教育之觀察。根據訪前所蒐集到的資料，可於實際參訪時提問更明確有效率。

本團於今(101)年 6 月 2~6 日前往芬蘭赫爾辛基、6 月 7~12 日至瑞典斯德哥爾摩進行參訪考察，參訪日數共計 11 天，詳細行程表如表二，參訪照片輯錄請見附錄四。

表二：參訪行程表
2012 年 6 月 2 日至 6 月 12 日

日期	時間	參訪行程	備註
6 月 2 日 星期六		搭乘中華航空 CI927 班機(19:30 出發)到香港(21:15 抵達)	17:00 在桃園國際機場華航櫃台前集合
6 月 3 日 星期日		香港(00:25 出發)搭芬蘭航空 AY70 到赫爾辛基(06:05 抵達)	住宿旅館 Sokos Helsinki Hotel 地址: Kluuvikatu 8, FI-00100 Helsinki 電話: +358 20 1234 600 沈翠蓮老師 9:30 到旅館會面
		行前討論會議	
6 月 4 日 星期一	10:00-12:00	拜會赫爾辛基大學招生辦公室 接見人員: Mrs. Rebekka Nylund, Head of Admissions Services	地址: Unioninkatu 34 (the Lobby of the main building of the University of Helsinki) 聯絡人: Mrs. Rebekka Nylund 電話: +358 50576 2911 電郵: rebekka.nylund@helsinki.fi
	14:30-16:00	赫爾辛基大學師資培育系 接見人員: 系主任 Jari Lavonen 教授	聯絡人: 虎尾科大沈翠蓮教授(國科會補助訪問學者)
6 月 5 日 星期二		行前討論會議並檢討參訪結果	
6 月 6 日 星期三	09:00-11:00	拜訪 Vaskivuori Upper Secondary School 接見人員: Eira Kasper 校長	由王盛麒組長介紹、透過赫爾辛基大學 Mariliina Rasanen 女士安排此一參訪行程並陪同前往 Virtatie 4, FI-01600 Vantaa, Finland

			Tel:+358 9 8393 5618
	17:00	搭乘詩麗亞號輪船離開芬蘭赫爾辛基，前往瑞典斯德哥爾摩	15:30 check in at SILJA LINE South Harbor Helsinki / Olympia terminal Eteläsatama Olympiaranta 1 FIN-00140 Helsinki Tel: +358 (0)600 174 552 Fax: +358 (09) 180 4311

日期	時間	參 訪 行 程	備 註
6 月 7 日 星期四	09:30	抵達斯德哥爾摩 Värtahamnen	住宿旅館 First Hotel Amaranten 地址: Kungsholmsgatan 31,SE-10420 Stockholm 電話: +46 (0)8 692 52 00
	14:00- 16:00	參訪斯德哥爾摩大學國際處及招生組 接見人員： 1. Mrs. Elisabet Idermark : Director of International Office 2. Mr. Peter Wretling : Head of Admissions Office 3. Ms. Jenny Brandhill : Admissions Officer 4. Ms. Erika Charpentier : Admissions Officer	地址:Universitetsvagen 10A 聯絡人:Mrs. Elisabet Idermark 電話:0705 637 430
	16:00	參觀瑞典皇家理工學院	
	17:30	文化組於馬來西亞餐廳宴請訪問團 1. 劉德勝參事 2. 陳鈺林秘書	地址：Luntmakargatan 98 電話：+46 (0) 8-673 56 69
6 月 8 日 星期五	10:00- 12:00	參訪瑞典「全國高等教育服務署」 (Swedish Agency for Higher Education Services)。 接見人員： 1. Ms. Caroline Sjöberg: Director-General of the Swedish Agency for Higher Education Serverices. 2. Ms. Tuula Kuosmanen: Director of Admissions Department. 3. Ms. Gunnar Arrhed: Head of Fö reign Credentials Evaluation Department	地址: Karlavägen 108 聯絡人: Ms. Tuula Kuosmanen 電話: + 46 (0)8-725 96 29

		4. Mr. Per Zettervall: Head of System Management Department 5. Ms. Charlotta Volgsten Forberg: Head of Communications Department	
12:00-13:00	午餐 全國高等教育服務署長於 Garnisonen Sodexo 餐廳宴請午餐 代表處出席人員: 1. 鄭天授代表 2. 陳鈺林秘書	地址:Karlavägen 100	
14:00-16:00	於馬來西亞餐廳約見僑胞洪詩錡同學 (Sodertorn University College 觀光系)	地址: Luntmakargatan 98 電話: 08-673 56 69	

日期	時間	參 訪 行 程	備 註
6月9日 星期六		參觀烏普薩拉 (Uppsala) 大學 參訪結果討論	
6月10日 星期日		針對參訪結果之建議事項進行討論	
6月11日 星期一		搭乘芬蘭航空 AY634(12:55 出發) 於 Arlanda 機場到赫爾辛基(14:55 抵達)， 搭芬蘭航空 AY61 從赫爾辛基(16:40 出發)到香港(07:25 抵達)	
6月12日 星期二		搭乘長榮航空 BR892(09:50 出發)到台北(11:30 抵達)	

每日參訪拜會行程簡述如下:

- 6 月 2~3 日:考察團於 6 月 2 日晚上搭乘 7:30 中華航空公司航班到香港轉搭芬蘭航空晚上 12:25 班機,於 6 月 3 日上午 6:05 終於順利抵達赫爾辛基。搭乘巴士至飯店略為梳洗後,即與國科會補助於赫爾辛基大學訪問之學者--虎尾科技大學沈翠蓮教授會談,針對之後幾天在芬蘭的行程、交通安排及注意事項進行諮詢。
- 6 月 4 日赫爾辛基大學(University of Helsinki):
上午 10:00 抵達赫爾辛基大學,由招生辦公室主任 Rebekka Nylund 女士接待,先參觀其大禮堂後,即針對學校簡史、校園概況、教職員及學生人數、招生流程與要求、招生特色等進行簡報與座談(內容詳見附錄二之一簡報檔及三之一逐字稿)。中午在校內餐廳用餐後,下午 2:30 在沈翠蓮教授陪同與安排下拜會該校師資培育系,由系主任 Jari Lavonen 親自對於普遍認為芬蘭教育成功的關鍵之一--師資培育制度與觀念進行深入說明(簡報內容詳見附錄二之二)。
- 6 月 5~6 日 Vaskivuori Upper Secondary School:
在出訪前安排高中參訪時,曾遇到許多困難,因芬蘭、瑞典高中 6 月份已開始放暑假,參訪安排不易,幸經由赫爾辛基大學 Marilina Rasanen 女士的協助,幫忙安排參訪與其學校有交流計畫的 Vaskivuori Upper Secondary School。6 月 5 日先與 Marilina Rasanen 女士會面討論參訪安排之細節,團員並進行行前討論會議並檢討前一日參訪結果。6 月 6 日上午搭火車前往 Vaskivuori Upper Secondary School,9:00 到達,由 Eira Kasper 校長親自簡報與座談(內容詳見附錄二之三簡報檔及三之二逐字稿),同時熱情地帶團員參觀校內許多設備及專門教室,包括視聽教室、烹飪教室、戲劇道具室、錄音設備、理化實驗室等,在參觀時巧遇輔導老師進行正一對一課輔,團員楊世瑞校長把握機會與課輔教師進行交流。下午搭 SILJA LINE 輪船由赫爾辛基至斯德哥爾摩,下午 5:00 出發,夜宿船上,隔天上午 9:00 許抵達。
- 6 月 7 日斯德哥爾摩大學(Stockholm University):
上午抵達斯德哥爾摩後,到飯店略為梳洗,下午 2:00 參訪斯德哥爾摩大學國際處及招生辦公室,先由國際處處長 Elisabet Idermark 女士對於斯德哥爾摩大學進行簡介,再與招生辦公室 Peter Wretling 主任、Jenny Brandhill 女士及 Erika Charpentier 女士針對招生入學方式、資格等進行座談與交流,所提供之招生文件如附錄二之四,簡報與會談內容請見附錄三之三逐字稿。拜會結束後,參觀瑞典皇家理工學院(Royal Institute of Technology),該學院創建於 1827 年,為瑞典一流的理工大學。晚餐由駐瑞典代表處文化組劉德勝參事及陳鈺林組長宴請團員。
- 6 月 8 日瑞典「全國高等教育服務署」(Swedish Agency for Higher Education Services):

上午 10:00 至瑞典「全國高等教育服務署」(Swedish Agency for Higher Education Services)，由署長 Caroline Sjöberg 女士親自接待，並由各部門主管進行簡報，包括 Tuula Kuosmanen 女士(Director of Admissions Department)、Gunnar Arrhed 女士(Head of Foreign Credentials Evaluation Department)、Per Zettervall 先生(Head of System Management Department)及 Charlotta Volgsten Forberg 女士(Head of Communications Department)，簡報內容詳如附錄二之五以及三之四逐字稿(含座談內容)。午餐由全國高等教育服務署署長宴請團員，駐瑞典代表鄭天授大使亦出席與團員交流。出訪前，雖經駐瑞典辦事處協助嘗試安排高中參訪，但由於瑞典高中在 6 月初皆已放暑假，且適逢周五下午，安排十分困難，因此透過代表處聯繫與華僑會談，下午 2:00 約訪僑胞子弟洪詩錡同學，洪同學目前就讀 Sodertorn University College 觀光系，從小在瑞典受教育，以自身以及周遭同學經驗回答團員們的問題，很真實地呈現出瑞典教育之特色，學生選擇大學學程多是按照自己的興趣，而非考量家人期許或根據日後工作機會及薪資高低而定。

- 6 月 9~12 日：6 月 9 日參觀烏普薩拉大學(Uppsala University)是一所公立大學，位於瑞典東部烏普薩拉市，該市不僅是瑞典的工業、軍事中心和鐵路樞紐，而且是瑞典的文化、教育和宗教中心。該校建於 1477 年，是北歐最古老的大學，亦為世界大學排名百大之內的一所大學。6 月 10 日團員們針對參訪結果進行檢討與意見交流，同時也對於建議事項交換意見。6 月 11 日搭乘中午 12:55 芬蘭航空班機於瑞典 Arlanda 機場到赫爾辛基(下午 2:55 抵達)，再轉搭芬蘭航空下午 4:40 班機，從赫爾辛基出發於隔日(6 月 12 日)上午 7:25 抵達香港。而長榮航空由香港飛台北之班機原應於上午 9:50 出發，但因桃園機場大雨積水，延至中午 12:30 起飛，終於在下午 2:10 返抵台北。

二、參訪單位介紹

按參訪順序，針對各參訪單位進行簡要介紹如下：

(一)芬蘭:赫爾辛基大學(University of Helsinki)

1.招生辦公室(Admissions Services)

赫爾辛基大學創立於 1640 年(當時位於 Turku)，於 1828 年遷至赫爾辛基。共有 4 個主校區，11 個學院，市中心校區(City Centre)為神學院、法學院、文學院、行為科學院、社會科學院以及瑞典社會學院，共有 20,600 位學生；醫學院在 Meilahti 校區，共有 2,400 位學生；Kumpula 是理學院，學生有 6,200 人，另外，在 Viiki 校區有生物及環境科學院、農業及森林科學院和獸醫學院。正式修讀學位學生共有 37,000 人，另有 32,000 位選讀生(不授予學位)。至於教職員共 8,670 人，其中教師及研究人員為 4,845 位。相較於芬蘭其他大學，赫爾辛基大學屬於

研究型大學。赫爾辛基大學招生辦公室負責發展和維護招生系統、招生試務等，並與學系配合進行招生工作。

芬蘭的大學學制為 3 年加 2 年取得學士和碩士學位，學生不需繳交學費。目前高中畢業有一個全國性的會考，大學入學除醫科與師資培育相關學系有全國性的考試外，其他都是統一報名、各校系單獨考試招生(或數校聯合招生)，以會考成績與入學考成績作為入學標準，沒有(或很少)另外的多元入學管道。除了醫科之外，熱門領域包括生物、教育(擔任中小學教師)、心理學等，錄取率約百分之三到六，只有選讀教育的學生需要面試。分流非常嚴格，朝專業人士培養，甚至不能雙主修，要修另一個科系得從入學考開始重新來過。

芬蘭全國約百分之五十的高中生會進入大學，但多半非高中畢業後直接升大學，而是先工作兩年比較瞭解自己的興趣後再申請大學(因芬蘭有很好的職業訓練學校，即使未讀大學也可以找到很好的工作)，但芬蘭政府規劃降低大學生入學年齡並提升高中生就讀大學比例，以提高其高等教育國際評比。至於芬蘭成人回流教育成效卓著，赫爾辛基大學推廣教育課程學生約 11,500 人，提供 460 種課程(courses)，到校修課必須付費，可能是學生或是由公司付學費。此外，在國中階段完全沒有補習的問題，但是高中以後的確有部分學生為準備入學考而在畢業後參加私人的補習班或家教班。另根據受訪者說明，在芬蘭，母親教育程度高者，其子女就讀大學的比例較高，而父母的職業別也會影響子女對於學系之選擇，也就是醫師或律師的子女選讀醫科、法律者較多，與臺灣現狀相近。另因為芬蘭中學教師受到社會尊重及家長肯定、而且有很高的教學自主性，所以不會因為入學方式的改變而改變教育方式，也沒有入學考試領導教學的情形。

2.師資培育系(Department of Teacher Education)

赫爾辛基大學師資培育系隸屬於行為科學學院(Faculty of Behavioural Science)，該系有 200 位教師，3000 位學生。系主任 Jari Lavonen 教授以比較 3 個在 PISA (Programme for International Student Assessment)測驗表現優秀的國家--芬蘭、新加坡與韓國作為開場白，闡述所發現的共同點(講者個人觀點)包括嚴選教師、社會上對教師教學專業上的尊重、教學被視為一個事業。芬蘭教育政策的特色是：1.長期的政策，不受政治或黨派的影響；2.強調教育的品質；3.社區力量的積極參與決策；4.社會文化上對教育或教師專業的尊重。在教育的投資上，學習進度落後的學生平均得到更多的教育資源，而學習快速的學生並沒有任何額外的支援，其認為有能力的學生應該可以自己學習，不需要過分關注，這與其他國家所強調的菁英教育相反。

芬蘭國中並沒有對學生能力的全國性檢測，但高中畢業會有會考協調全國教

育的程度得以一致。在對各級教育的投資中，對國中與高中所投資在每位學生上的經費高於對大學生(與小學生)的投資。因為芬蘭政府認為中學時代的學生正在生涯探索與自我認同，要有允許犯錯嘗試的空間，所以有更多的資源予以補助。此外，約 8.5%的學生是需要特殊教育，約韓國的十倍。但其實應該是因為芬蘭把「有需要」的孩子定義比較寬，包括本身能力不差但學習方法或觀念偏差者，而後者只需要在協助導正一段時間後就可以跟上進度，並不是真正的落後者。國家核心課綱(national core curriculum)負責平衡不同區域學校間的差異，而根據其教育法令，不能因為學生的程度而在課堂上將學生分班，因為如何與不同背景程度的人相處也是學生學習不可缺少的一環，芬蘭教育單位認為學校應幫助不同背景、程度或才能的學生彼此協助，使學生都能因此增加自我認同。

芬蘭中小學教師的薪水並沒有比較高，只是社會中等偏上的程度，但是其社會地位很高，得到許多家長的肯定。大學的師資培育系入學之所以有面試，就是要確保是有真正教育熱忱者來就讀，並且非常強調教師自己應是個教育的學習者與研究者，能自己寫論文並發展學生需要的課綱。當教師絕對不是為了賺錢，而是以身為教師為傲，也因此並不對教師作任何全面性的評鑑(但個別學校可能有)，而是不斷地提供協助，讓教得不好的教師可以教得好。Jari Lavonen 主任提到，該系對自己所培育的教師很有信心，學校從不放棄教師，而是不斷地幫助他做得更好，這樣的精神與「不放棄任何一位學生」的教育理念相符。這樣的風氣如何而來？因為北歐其他的國家如瑞典、丹麥等並無此傳統，Jari Lavonen 主任也不能說得清楚為何會演變成這樣，因為六十年代以前的確還是傳統的菁英式教育，雖然他們因為基督教傳統很深，鼓勵教育(為要讀聖經)，但是六十年代有許多不同事件互相影響，結果造成學生多以成為第一線教師為榮，並且讓其教育改革成功。

每年大學招考師資培育系的學生前一個月，都會公告一本書，結合一些最近的教育相關研究，學生要閱讀後才來考試，學生須具備自我學習的能力。招聘最好的師資是教育部最重要的事情。而在芬蘭，小學教師又比中學教師被更多學生視為第一志願，有更嚴格的篩選標準，也得到社會更大的尊敬，以赫爾辛基大學為例，選讀教育相關學位的錄取機會為百分之六，選修特殊教育的錄取率更低到百分之三。碩士學位的訓練(要撰寫論文)係為幫助教師能獨立發展，為學生量身訂作課綱--每一個學生都有量身訂作的學習計畫，「沒有學生是為了學校而預備，但學校是為了學生而預備。」，也就是說，良好的教學是奠基在研究能力上，教師的研究能力將協助其決定未來的教育方向而不害怕改變，芬蘭自 1978 年起，將師資培育自 3 年提升至 5 年，強調教師都需要具備研究能力，所有教師須由特定大學師資培育機構規劃之師資課程取得碩士資格方得任教。

(二)芬蘭:Vaskivuori Upper Secondary School

Vaskivuori Upper Secondary School 是芬蘭第二大高中，校長為長聘無任期制，共有 980 位學生，70 位教師，其中普通課程有 860 位學生，另外 100 位修讀音樂、20 位修讀舞蹈學程。學生多就近入學，百分之八十來自社區。免收學費，學校經費多來自中央政府，部分來自市政府。與國外高中簽有姐妹校合約，提供學生出國交換機會。一般高中修讀 3 年，一學年分 5 學段，每一學段約 7 週，其中 6 週上課，1 週考試。每位學生都有屬於自己的課表，學生可依照自己的學習速度以及個人興趣選修課程。學校注重學生輔導，亦提供個別學生課業輔導。至於 Eira Kasper 校長於簡報中提及芬蘭高中會考科目、評分方式等部分，於後說明芬蘭大學入學方式時併述。

(三)瑞典:斯德哥爾摩大學(Stockholm University)國際處(International Office)及招生辦公室(Admissions Office)

斯德哥爾摩大學目前有人文學院、社會科學院、理學院、與法學院，並無工學院和醫學院，約 5 萬名學生(3+2 的學碩士)，以及 2 仟位博士生，約百分之六十為女性，其中又有三分之一以上是超過 25 歲的回流生，並有超過 1 仟位的國際學生。國際學生(非歐盟)需負擔每年約 13000 美元的學費，國際學生的招生與本地學生完全相同，並沒有國籍、種族或性別的名額限制，錄取率約百分之十到二十。

斯德哥爾摩大學招生組人員共 14 名，每年招生 2 次(透過全國性的招生系統)，大部分是根據高中在校成績(包括全部科目)--會考與課程的成績平均，而一部分是透過全國性的考試。沒有申請入學的管道，也就是說與芬蘭類似，一切只看成績。最熱門的科系包括經濟學、心理學、工程、商業管理、醫學、法律等，多由學生本身興趣所引導，與芬蘭不同的是，師資培育並非熱門學系。若熱門科系有超過名額的學生申請，且最前段的學生仍然超過名額，則會用電腦隨機選取。學生進入大學的某個學程以後，若想改選其他學程，則需要重新申請，但之前修過的課可申請抵免。

近年來，瑞典右派政府上台，推動高教資本化，所以開始對國際學生收學費，並且鼓勵高中畢業學生直接就讀大學以增加競爭力，希望藉此提升社會整體知識水準，以改變工業型態(若只有高中畢業，則多半找得到的工作是零工或勞力型的工作，多半適合男性，也因此女生就讀大學的比例很高)。就業市場也越來越強調大學或碩士學歷的重要，近年來學生覺得學業壓力越來越重。此外，父母的教育程度會影響學生繼續求學的意願，甚至父母的職業(如醫生、教授等)也多半會影響學生選讀同樣的學系。

成人回流或大學入學考試(每年 2 次)可以考很多次，而成績最長可保存 5 年，成人回流教育的學生雖然會有較強的學習動機，但也因為開始負擔家計或生養孩子等，學業表現不一定比較好。另外，由於斯德哥爾摩的生活住宿費用越來越

高，學生傾向於就近入學，住在父母家裡，整體而言區域化的情形越來越明顯。

(四)瑞典:「全國高等教育服務署」(Swedish Agency for Higher Education Services)

全國高等教育服務署成立於 1992 年，是由政府授權成立，具有公務機構之性質，1995 年因業務屬性劃分為兩大機構:一是 Swedish National Agency for Higher Education，專責提升高教品質，功能類似我國高教評鑑中心。另一則為 VHS，提供大學各項招生服務。高等教育服務署包括 4 個部門:電腦系統管理(System Management)，負責申請入學招生系統之管理；招生(Admissions)，負責全國學士班及碩士班所有的入學和招生程序；外國學歷採認(Evaluation of Foreign Upper Secondary Qualifications)，協助認證其他國家高中或大學的學歷，受理瑞典的本國學生與外國學生國外學歷採認；以及通訊(Communication)，負責招生網頁建構與管理，人員約有 120 名。目前由全國 37 所大學提供約百分之八十的經費(按學生人數比例)，其餘由政府撥款補助，資助經費每年約 2800 萬歐元(2010 年)。每年受理申請約七十七萬件，而其中有一萬五千件為國際學生，標榜每個學生只要到其網站上填寫一次資料，就可以申請全瑞典的各大學學程，高中成績直接由各高中提供，每位學生可以選填 20 個志願。嚴格來說，學校並沒有被規範一定要使用此系統來招生，也可以獨立招生，但目前似乎因為行政程序的簡化而都透過這一個管道，若學校要求額外的資料或考試，則需要通過此中心的核准。所有的資料都是電子化甚至數字化，所以不接受任何其他形式的申請資料，換言之，不需要自傳、推薦信、讀書計畫書等等，整個申請流程若不涉及認證等程序其實非常快。

對於瑞典各高中，皆假定同樣的優秀（高中均質），所以並不考慮不同高中或地區所評量的分數是否有不同的標準，其招生的核心價值是公平(以成績來看，沒有任何特殊的名額配給)，並且有效率。學生申請後，第一階段後若沒有選上還可以繼續變更志願，去挑那些還有開放(名額未收滿)的學程，但當然被錄取的機會也會不如第一次就填上的學生。若學生對於申請的結果有異議，則可以直接向學校反映或申訴。至於其他國家的學生，則會以國家作為一個單位而有某種成績的轉換方式，使之變成瑞典高中的成績級數，每年會更新「Qualification Assessment Manuel」以協助學校對國際學生的瞭解。

(五)華僑洪詩錡同學(Sodertorn University College 觀光系學生)

華僑洪詩錡同學自幼在瑞典受教育，高中主修服裝設計(相關課程約佔 50%)，但高中畢業後覺得對於擔任服裝設計師沒有興趣，所以轉選讀觀光系，對此洪同學也有提到，對於 15 歲的高中生而言，決定未來志趣似乎太早。而洪同學根據周遭同學經驗，說明許多高中生畢業後並沒有馬上入大學是為了要休息一下，不一定是為了要打工賺錢；大學學程之選擇多是按照本身的興趣，也會考量學區(就近入學)，而非根據未來工作機會的回報選擇學程。大學比較熱門的領域

包括醫學院、經濟學和心理學。另外，洪同學說明瑞典高中提供 16 個課程，包括數學、瑞典文、外文(三選一)、歷史、地理、社會、生物、物理、化學、音樂、體育、美術等，有些科目雖然上課時數較多，但並沒有加權，所以比較容易有均衡的發展。每個課程有一些基本的學分要求，如數學 A，B，C 等，要在高中學習過某些課程的內容(如進階數學)，否則就無法進入大學某些特定的科系(如數學系或工程)。每個科目最後在高中畢業時會有個總成績，是之前學業成績與後來參加會考成績的某種平均。

肆、參訪內容

將本次參訪內容分為教育制度、大學入學方式、高中教育背景、特色與課程，以及成人回流教育等 4 大部分進行整合性說明。

一、教育制度

在教育制度方面，將分述芬蘭及瑞典之教育制度。

(一)芬蘭教育制度

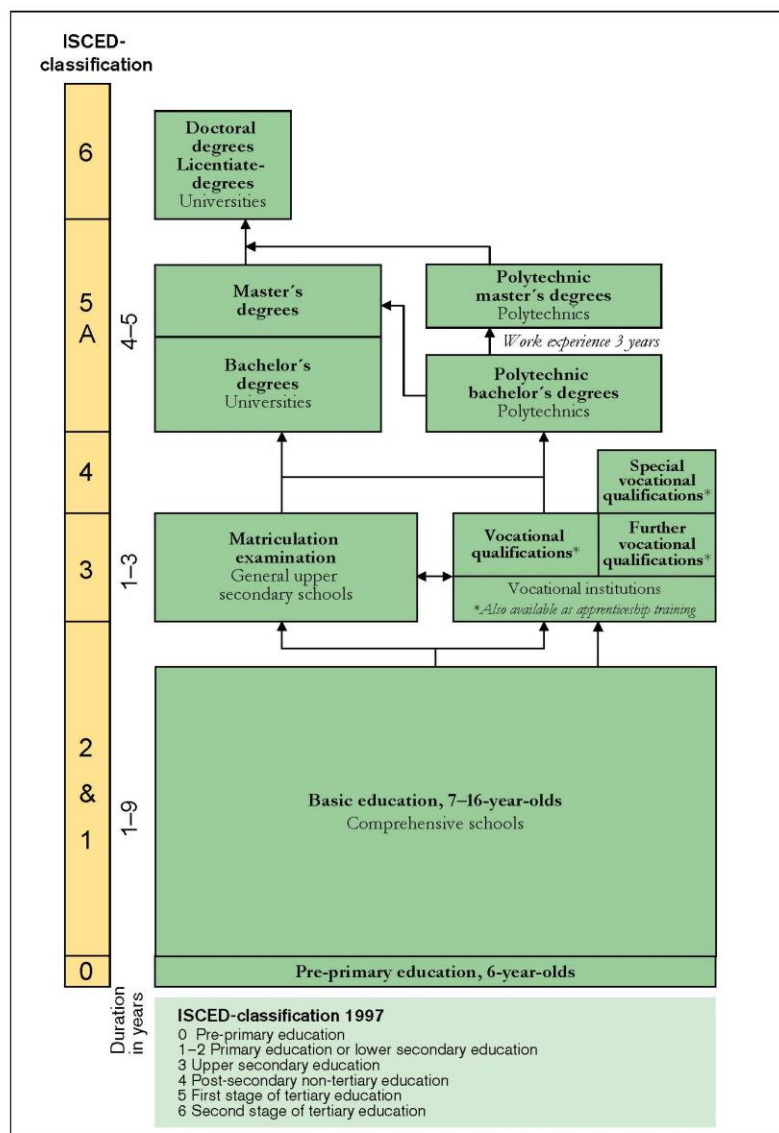
芬蘭教育系統包括 9 年基本教育(綜合學校)，以及 1 年的自願性學前教育；高中教育包括職業教育和普通教育，高等教育則是由大學和技術學院提供。此外，在所有各級教育中，均提供成人教育。

基於接受教育為國民基本權利的理念，在芬蘭，從基本教育到成人教育均為免費，中央及地方政府編列預算共同出資，以確保每個國民在不同的生命階段，都有接受教育的機會，芬蘭在 2011 年 6 月 22 日通過一項政策方案，揭示芬蘭的競爭力來自於良好運作的教育體制，並須確保每個人的受教機會，且教育本身即為其目的。在國際舞台上，芬蘭將以專業知識、高等教育研究發展及創新為目標；且基於前揭目的，芬蘭在 2011 年底訂定 2011-2016 年教育及研究計畫(Education and Research 2011-2016)據以執行，除確保每人都有平等的受教機會外，更以終身教育提高國家的競爭力。

芬蘭社會的福祉是建立在教育、文化和知識之上，並保證所有的孩子不論其居住、語言及財務狀況，都有根據其能力進行學習及自我發展的機會，而彈性的教育制度則在於確保公平和結果的一致性。

有關芬蘭的教育體系，圖示如下：

FORMAL EDUCATION IN FINLAND



資料來源：芬蘭教育及文化部網站

(http://www.minedu.fi/export/sites/default/OPM/Koulutus/koulutusjaerjestelmae/liitteet/finnish_education.pdf)

(二)瑞典教育制度

瑞典的教育制度，主要分為 1.學前教育、2.義務教育、3.進階中等教育、4.高等教育、5.成人教育。學生受教一律免費，國小與國中是合併的，此外並無高中與高職的分別，高中共有 17 種課程，其中 14 種課程是職業導向，3 種是升學導向。高等教育以上的學程跟臺灣較無太大差異，不過大學僅需修讀三年（部分科系如醫學需四年以上），自 2007 年各大學已陸續提供二年制的碩士學程。瑞典

的教育制度簡介如下：

1. 義務教育從 7 歲至 16 歲。
2. 高中教育為 3 年，通常在 19 歲完成。
3. 學生在高中會選擇一種課程（course）以作為進入大學的預備學習。
4. 學生申請進入大學，主要是依據高中成績及瑞典性向測驗成績（容後再敘）。
5. 瑞典的高等教育機構是遵循波隆納歷程（Bologna Process）

瑞典教育制度的原則，在於重視教育機會均等，不受出身背景、性別、種族、宗教、信仰、身心障礙與否，受教機會一律均等。此外，學前教育、義務教育與高中教育為綜合型，學生入學一律免費，且成人繼續教育相當發達。瑞典的學校教育系統，如下圖¹所示：

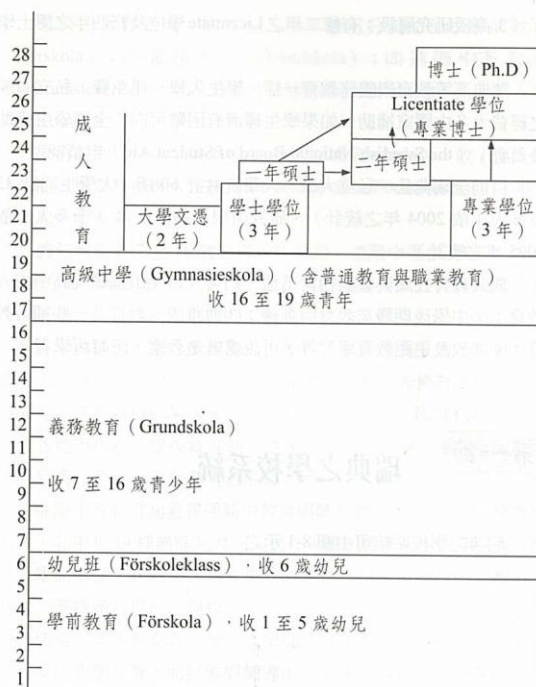


圖 8-1 瑞典學校系統圖

資料來源：The Development of Education, National Report of Sweden, Published by the Swedish Ministry of Education and Science, 2004, p. 2.

¹ 資料來源：陳照雄(2009)，瑞典教育制度。臺北：心理。

二、大學入學方式

關於芬蘭和瑞典的大學入學方式，以下分爲政策目標、甄選規劃和試務辦理機制三方面加以說明。

(一)政策目標

有關芬蘭及瑞典大學之政策目標，分述如下：

芬蘭的大學均爲國立，大學部及碩士班學費全免。依其 University Act of 2009 之第二章，高等教育之目標(摘錄)爲：

- 高等教育應以研究爲基礎
- 教育學生爲國家服務且尊重人性
- 終身學習、與社會互動、提供研究對社會之影響及提供藝術活動
- 確保高國際水準的研究、教育，符合倫理及科學之成果

芬蘭各大學校長制定該校學生入學的原則(Principle)或方針，各學院再依此制定該學院的入學考科或標準。

至於瑞典具體的高等教育(高中以後)目標，在培養學生下列能力²：

- 獨立批評之能力
- 獨立解決問題之能力
- 繼續從事高深學術研究之能力

(二)甄選規劃

芬蘭及瑞典大學依循其教育政策目標，所規劃之招生甄選方式說明如下。

芬蘭的高等教育分流爲大學及技術學院，入學管道不同，學生必須參加預科考試 (matriculation examination)，但若學生持國際學識考試 (International Baccalaureate, IB)、歐洲學士文憑 (European Baccalaureate, EB) 或德國大學入學考試 (Reifeprüfung Examinations) 亦可申請。大學可以自行招生，招生名額是大學與教育部協商而來，若申請人數超過招生名額，則大學可以決定以何種方式篩選學生，大學可自辦招生考試。在芬蘭，進入大學的依據有 3 項：

- 1.芬蘭全國高中學生會考(Finnish Matriculation Examination)成績；
- 2.各大學學系的入學考(Entrance Examination)成績；或
- 3.上述 2 項成績的綜合考量(依所申請的學系之規定)。

² Higher Education Act., published by the Ministry of Education and Research, Sweden, 1992.

上述 3 項擇一即可，例如，申請者會考成績甚佳，則不需再參加特定大學入學考。若不想採用會考成績申請(可能考太差)學系，則可完全用第 2 項成績申請入學。但上述 3 項，每一項都有名額限制。其中，採用第 3 項入學者最多，大約百分之五十，但各大學可能有些微不同。以第 3 項入學者，其會考及入學考所佔的比例會事先公佈，一般第 1 項及第 2 項約各佔百分之五十。全國高中生最後進入大學的比例約為百分之五十至六十，而赫爾辛基大學之教育相關學位之錄取率則只約百分之六。這可能解釋芬蘭中小學的教師之優秀並具熱誠，因此芬蘭在 OECD 國家中有最好的中小學教育。

全國性的高中會考，同學畢業前必須完成 4 個科目測試，其中母語(包括芬蘭語、瑞典語和薩米語)必考，母語考兩天，大多數學生自 20 餘門科目中選考 5-6 科，至多考 9 科；但要考的學科則依所申請學院的要求而定。會考的成績最高為 90 分，最低為 9 分，每 10 分為一個層級，例如：81、72、63、...、9。評分方式分為 7 個等級，包括：A、B、C、M、E、L 和 I(不及格)。至於學系的選擇，通常高中輔導老師會告知高中生去申請有興趣的學系，而不是參加高中時期修得較好且可得較高分會考科目。高中會考一年舉行 2 次，分別是春季和秋季，每次考試是 7 天(週 1、3、5)、每天一科，約考 6 個小時，母語考兩天。同學畢業前必須完成 4 個科目測試，其中母語(包括芬蘭語、瑞典語和薩米語)和文學必考，大多數學生自 20 餘門科目中選考 5-6 科，至多考 9 科；考生有 3 次考試機會，最後一次在高三暑假通常是補考。評分方式分為 7 個等級，包括：A、B、C、M、E、L 和 I(不及格)。

各大學入學考所需研習的書本，通常是學系相關的內容，由大學教授指定書籍，且會事先公佈書名，以筆試為主，每科入學考時間為 4 小時(至少赫爾辛基大學如此)。書本的深淺程度與高中所學相當，不需再研讀額外的課本或更多的書，大學入學考的目的是測試高中所學。基本上，申請者只需參加學系指定的考科，一個學系只會考一科。例如，申請化學系考化學；申請社會科學考社會學科。但申請醫學系，則一個科目中可能包括化學、生物等與醫學相關的考題。但這些規定或方式都可能在 2014 年改變。

綜言之，芬蘭強調考試的公平性，高中會考的題目全國統一，大學申請不需個人非學業資料，因此沒有評量或審查個人特質、成長背景、社經地位等多元考量，而純粹以考試成績衡量入學資格。當然，芬蘭人口少，社會貧富較平均，學生獨立性高，社會價值多元等，其大學入學評量並不一定要以美國知名大學入學方式及評量進行。

至於瑞典學生進入大學的依據包括：

1. 學生的高中成績；
2. 瑞典學術能力性向測驗的成績(Swedish Scholastic Aptitude Test)³。

³ 瑞典學術性向測驗 (Swedish Scholastic Aptitude Test) 是一種標準化考試，其成績可用以申請進入

但進入大學不一定需要參加學術能力性向測驗，不同的課程或學程都有一般性及各領域特殊入學要求，高中生可依自己的成績及申請學系的要求決定是否參加測驗或參加幾科考試。

(三)試務辦理機制

關於芬蘭和瑞典大學招生試務辦理機制，分別說明如下：

芬蘭人口 500 多萬，有 44 所一般大學及 27 所技術(Polytechnics)大學或學院。由於各大學學系的名額限制，爲了招收符合程度及興趣的學生，因此入學考考試內容、方式與時間由各校自行決定。目前芬蘭有全國性的共同申請，但不同的入學標準、作業方式，在醫學、生物、教育等特殊領域則是跨校合作聯合招生。每個申請者可申請 9 個學系(可跨校)，因此最多錄取 9 個學系（我國是 6 個學系），但芬蘭沒有統一分發系統，因此可能錄取多個學系。雖然考生可申請 9 個學系，但考量各系入學考試的時間、地點及科目，很少考生能做到申請 9 學系。芬蘭全國性的入學作業方式及統一分發系統可能會在 2014 年施行，目前仍在討論中。芬蘭大學部學生申請入學時，已經決定將來主修的學系或學程，而且大學部三年(正常修業年限；再加二年則可得碩士學位)期間，只能有一個主修，意即沒有所謂雙學位或雙主修。

雖然芬蘭大學不用繳學費，但高中學生畢業後，有相當高的比例沒有直接進入大學就讀，而是先到職場就業一至二年後，再申請大學就讀，雖然此舉比較符合就讀自己有興趣的學系，表現通常較佳，但入學時並沒有加分或優待，也造成芬蘭的大學生年齡偏高，因此，芬蘭政府仍鼓勵高中生畢業後直接進入大學，藉以降低高級人力的就業年齡及提升就業年限。

本次參訪的赫爾辛基大學(University of Helsinki)在芬蘭算是名校之一，其錄取率依學系而不同，約爲百分之六至百分之五十，比較熱門的學系爲醫學、法律、社會科學及教育等。錄取率較高的學系爲數學及物理學系。此二系與化學及統計 4 個學程入學時不需個別的入學考試成績(入學依據之第 2 項)。雖然，這 4 個學程錄取率高，但入學者高中會考相當類科的成績要求高，簡單而言，學系要求該領域的優秀學生才能入學。

至於瑞典的高等教育(大學及碩士班)入學申請及處理，統一由瑞典全國高等教育服務署(Swedish Agency for Higher Education Services; VHS)辦理。瑞典所有的

瑞典高等教育。該測驗是由瑞典國家高等教育管理局 (Swedish National Agency for Higher Education) 所主管，測驗分為五個部分 (1. 表格、圖表和地圖 2. 詞彙 3. 閱讀理解 4. 英文閱讀理解 5. 數據分析)，包含 122 複選題。本測驗在 1 天舉行，一年舉辦 2 次，分別爲 4 月 (春季考) 或 10 月 (秋季考)。每次考試共歷時 7 至 8 小時 (包括每節之間休息和午休)。除了英文讀寫測驗外，所有科目均採瑞典文測驗。測驗的結果係以常態分佈表示，成績介於 0.0 和 2.0 之間，以 0.1 為級距，約 0.6% 的測試者得到最高成績 2.0。通常情況下，需要得到 109 或 110 分 (滿分 122) 才會得到 2.0 的成績。受測者的平均得分通常是在 0.95 左右，通常大約有三分之一的考生得分介於 0.9-1.1 之間。

高教機構(大學)有相同的規則(regulations)並受法律的約束。申請者只需在 VHS 的入學網站填寫一份表格，就可依此申請全國不同的大學或學院之學系。百分之九十九的申請者利用 VHS 的 2 個網址:Universityadmissions.se 及 Antagning.se 申請大學部及碩士班入學許可。Universityadmissions.se 以英文介面呈現，主要對象為申請碩士班(大多以英文教學)的國際學生；而 Antagning.se 以瑞典文為主，主要為服務瑞典學生。網站會依據使用者(包括學生及大學端)的建議而更新或改善。友善的數位化系統讓使用操作簡單且不需紙本，節省申請者之經費且環保。

VHS 於 1992 年建立，之後又發展另一個系統，即國家入學許可系統(National Admission System，簡稱 NyA)。NyA 由瑞典各大學及學院共同發展完成，啓用於 2007 年春季班入學申請。目前有 37 個大學或學院簽約使用此系統。此網站的目的仍在於大學部及碩士班的入學申請、處理及許可之用，而每個大學或學院所需分擔之費用則視申請人數而定。申請者在該網站建立帳號，即可依入學時間、學校別搜尋瑞典全國大學所提供具正式學位學程與非學位的課程，並提供申請者有關所有大學學程（課程）的重要訊息，包括申請期程、學費、學期、教學方式、上課時間等申請者可能關心的資訊。申請者可透過該網站選擇欲就讀的大學及課程並排志願序（限定時間前可改變志願序），完成後進行支付申請費用之程序（歐盟及瑞士人民免費，其他國家人民須付費）、上傳資料、學歷驗證等，申請者即可透過該網站分發進入大學。申請程序說明如下：

1. 課程轉換（course transfer）：大學課程資訊轉換為網站可查詢使用的格式，並設定招生 round（admission round）、入學條件及分級模式，申請者即可在網站（Antagning.se/Universityadmissions.se）上搜尋課程。
2. 線上申請，如前所述，百分之九十九的申請者均透過前開 2 網站申請進入大學。
3. 準備：以電子化將申請者是否符合資格傳送至 NyA 系統，進行資料掃描並數位化，通知申請者申請所需費用。
4. 自動化的申請流程：評估申請者是否符合資格(eligibility)，符合資格者將其資料與大學入學條件相對應，並根據分級模式自動化地將申請者分級。
5. 評估資格：由全國高等教育服務署招生辦公室的人員，人工評估申請者的資格，並將申請者分級。但依據該處資料顯示，超過半數的申請案，均無須任何人工作業介入即可完成。
6. 錄取和通知：申請人根據志願序被大學錄取，有兩輪分發，申請人必須在第一輪分發後回復。
7. 轉介錄取結果：全國高等教育服務署將分發結果告知大學，且結果將匯入學習檔案系統(Ladok)。

VHS 系統之特性歸納如下：

1. 中央集權單一系統，包括所有入學申請、處理及許可皆在 VHS 完成。
2. 所有大學的入學、學系、課程及學程介紹資訊都可在此單一網站取得。學生可在網站查到所有全國的學程及使用何種語言教學。
3. 利用 Antagning.se 網站，學生可查詢其高中及大學成績。
4. 使用網站不需收取任何費用。
5. 強調簡單、直接、現代化及不呆板(playful)、信任及可靠(trustworthy and reliable) 的網站。
6. 學生可在網站查詢申請狀況、提出問題甚至付費。

VHS 尚有數個與高等教育相關系統，分述如下：

1. Ladok system: 追蹤高等教育之課程及修課結果並歸檔。
2. The National Degree Project Pool: 公司、組織機構及學生使用的網站，似乎用於學生求職、公司取才、職業生涯及探索。
3. 學術性向測驗之機構，類似我國大考中心。

至於全國高等教育服務署與大學的分工方式為：

1. 統一服務單位—全國高等教育服務署

- 文件掃描/數位化
- 登記數位文件
- 評估是否符合資格
- 成立聯絡中心，提供申請人諮詢
- 系統運作

2. 高等教育機構

- 評估課程的具體要求
- 進階的課程與學程
- 免除形式上的條件

至於瑞典的外國學歷採認，亦由全國高等教育服務署統一辦理，與國內分別由用人及考試單位進行學歷採認的方式不同，運作方式略述如下：

1. 該處人員依地理區劃分權責範圍，必須熟悉及掌握所負責地區之教育制度。
2. 為瑞典的大學提供招生服務，評估高中以上的外國學歷，但職業教育不在學歷認證服務的範圍。
3. 編有《資格認可手冊》(The Qualification Assessment Manual) 且經常性地更新。

三、高中教育背景、特色與課程

芬蘭與瑞典都屬地廣人稀(芬蘭每平方公里 16 人;瑞典每平方公里 20.6 人),長期以來對於教育都非常重視,期望將每個孩子帶好;另一方面因為社會福利制度完備倡導終生學習,因此學生高中畢業後,並不一定立即上大學。芬蘭與瑞典高中畢業生直接上大學的比例都在 50%以下。教育的核心價值在於提供多元試探與成長的機會,而非只為大學預備教育作準備,雖然兩國政府擔心年輕人投入就業市場慢,影響國家競爭力,而欲改善此一現象;但是整體思維與臺灣甚或與東方文化環境大不相同。

芬蘭的高中分成一般高中與職業學校兩種,學生在受完 9 年義務教育之後,可填選 5 個志願,沒有入學考試由政府分發學生入學。私立與公立學校均受政府補助,幾乎沒有差異。自從 1999 年起採用無年級制教學模式,每學年分成 5 個學段、每段上課 38 天,學生可從必修、特殊與應用三大類課程,依照自己的學習速度以及個人興趣選修課程。

瑞典義務教育 9 年,高中採綜合高中制,學校自 17 種課程中開設部份種類供學生選修,分成以學術為主的自然科學、社會科學與科技教學等 3 種,以及以實用或就業準備為主的藝術教學、食品教學、手工藝教學、健康照護教學等 14 種課程供同學自由選修。學生申請高中以 GPA 成績入學,初中所修 16 個科目分成 G、VG、MVG 三個等級轉換成 10、15、20 分加總後作為申請依據。

四、成人回流教育

關於芬蘭和瑞典成人回流教育情況,先從北歐國家重視回流教育(終身學習)的背景談起,再說明芬蘭和瑞典兩國成人回流教育的現況。

(一) 北歐國家重視回流教育(終身學習)的背景

芬蘭與瑞典一般的社會觀念,視高中為一個教育階段的結束,學生高中畢業即已被視為可以獨立做決定的成人。中學教育的目標,並不全然是為升大學做準備,而相當重視各種綜合能力的培養,因此學生高中畢業後,並不一定會覺得自己有「需要」「立即」上大學。芬蘭與瑞典高中畢業生直接上大學的比例都在 50%以下,這也是他們政府擔心影響國家競爭力,而亟欲改善的問題,近年來雖企圖以增加會考等方式促使高中畢業生直接上大學,但未有明顯成效。

瑞典的成人教育最早是應工會團體的要求,改善弱勢團體的受教權,國會於 1967 年通過《成人教育法案》,以平等與正義為訴求,將成人教育列為國家教育政策的重心。1974 年又通過《教育休假法》,所有公私部門的工作者均享有帶職帶薪的教育休假,1977 年《高等教育法》更規定有 4 年工作經驗、年齡 25 歲以

上均得以報考大學，即為知名的「254 方案」，但 1992 年大選，中間偏右的保守政黨執政後，政策已做大幅度之修正，不再提供教育休假等福利，但仍維持原成人教育之精神。

瑞典的大學經費是由政府依學生人數撥付各大學。由於高中注重培養學生 learning how to learn 之能力，又有許多學生是有工作經驗以後才上大學，自主選擇的意願與能力均高，大學課程必須符合學生的需要，招收到足額的學生，才能順利運作，而大學的研究經費又多由產業界提供，使大學在教學與研究方面都能與社會及經濟之發展與需求密切結合。

(二) 芬蘭、瑞典兩國成人回流教育的現況

根據赫爾辛基大學提供之資料，該校學位生 37,000 人，另有 32,000 位選讀生(不授予學位)，而推廣教育課程學生有 11,500 人，提供 460 種課程 (courses)，學生多已具有學士或碩士學位，課程內容以符合工作需要為主，費用由學生或雇主負擔。學位生則仍需循一般管道申請入學，以鼓勵高中畢業生直接申請上大學。但申請入學之標準仍有彈性。若學生未參加會考 (entrance examination)，仍可依其高中成績申請入學。

而瑞典目前每年仍有約 2,000 名學生是以「adult student」之身分申請入學。申請時可檢附工作上實際具備之能力 (real competence) 證明。此能力由大學直接認定，例如原在外商公司工作，以英語為主要工作語言，經公司出具證明，大學即可認定其已具備英語溝通之能力。一般而言，成人學生學習動機較強，但也易受家庭或子女因素干擾。

整體而言，瑞典與芬蘭兩國成人教育均相當發達，高中生畢業後直接進入大學的比例均不超過 5 成，多數高中生畢業後，選擇進入職場或另有生涯規劃，俟有升學需求時，再申請入大學。當民眾有就讀大學的需求時，其入學方式原則上與一般學生相同，在瑞典約有百分之十的名額是提供給成人以其專業、由任職單位推薦，大學組成委員會審查是否同意入學，入學後的修業條件與一般生相同，並無特別優待 (例如延長修業年限)。惟芬蘭及瑞典為福利國家，社會福利制度相當完善，成人學生如就讀大學，可向政府申請貸款以支應生活所需；另婦女如有托兒需求，亦有完善的托兒服務，讓學生無後顧之憂。

伍、建議事項

一、對高等教育之整體觀察與建議

(一) 目標明確，緩慢推動

在參訪芬蘭赫爾辛基大學師資培育系時，系主任開宗明義便闡明，芬蘭的教育政策是「目標明確、緩慢推動」，當政策形成共識之後，社會便基於互信的基礎，朝著目標緩慢前進，不躁進。事實上，芬蘭教育改革的推動是由較偏遠的北部地區先做起，最後才達於首都的赫爾辛基，推展於全國。相對於我國的許多教育政策或許迫於政治環境、輿論及民意，由都會地區先做起，使得政策形成過程及推動進程有其壓力，社會凝聚力或許尚有不足，政策的精緻度亦有待加強。教育是百年事業，躁進無以成事，期待彼此多一些信任，給教育多一點時間，社會多一點共識。

(二) 尊重學生學習選擇權

芬蘭及瑞典兩國的教育體系與社會氛圍鼓勵個人發展興趣，學生在進行生涯規劃時，首要考量是個人興趣及意願，而非為了符合社會或家長期待。因為學生瞭解自己的興趣及目標，所以在升學時只要成績足夠申請欲就讀的校系即可；而在國內，許多學生及家長是以分數作為決定念甚麼校系的重要依據，因此分分計較。此外，芬蘭和瑞典兩國學校及家長也尊重學生的選擇權，認為高中生已足夠成熟可以決定自己的未來，而不過度介入，亦值得我國參考。

(三) 國際化程度深

歐洲各國彼此互動密切，因此學校教育的國際化程度也相當深，學生必須學習多種外語，以芬蘭為例，高中生至少必須學習芬蘭文、瑞典文、英文，除此之外尚可學習其他外國語言，如法文、西班牙文、德文、葡萄牙文等。而在瑞典，大學的碩士階段幾乎均以英語教學。此外，芬蘭及瑞典均加入波隆納歷程（Bologna Process），因此在高等教育間的評鑑、學分轉換等，均以國際接軌為基礎，並與國際競爭。

二、對大學招生辦理機制之建議

(一) 統一事權，由公部門提供招生服務

瑞典由全國高等教育服務署提供招生服務，建立單一的入口網站，該系統結合查詢、申請、審查、學歷認證及分發等功能，申請者僅需提出申請並上傳所需資料（歐盟國家人民無需申請費），即可在 2-3 個月內得到錄取及分發結果。

透過建立簡明的招生入口網站，申請者便於查詢所需資訊，並直接提出申請，無須向大學個別申請，省去許多繁瑣程序，對於外國的申請者尤其友善及便利。我國亦可參考瑞典作法，將資源整合，如：「漫步在大學」、「大學招生資訊網」、「大學甄選入學委員會」、「大學考試入學分發委員會」等招生相關網站予以整合，便於學生查詢所需資訊。此外，瑞典由全國高等教育服務署提供國外學歷採認的作法，亦相當值得我國學習，由專責單位進行國外學歷認證，其專業度可大幅提升，並可避免同一個學歷證件，在不同大學採認結果不同的情形；且對於持國外學歷報考我國大學者，亦可省去在不同學校申請認證的時間及程序。

(二) 全電子化申請，整合資源並提高效率

瑞典自 2007 年開始以 NyA 系統對大學提供招生服務，基本上百分之九十九的申請者是透過線上申請大學入學，高中亦將高中成績（GPA）上傳至該系統，申請者則將相關文件（如學歷證件）上傳至系統，大學端則可隨時進入系統檢視並審查申請者的文件，所有作業均在線上完成，除可減少紙本往返外，更可提高效率。瑞典的做法相當值得我國刻正推動甄選入學個人申請線上送件及審查系統之參考，但對於我們最關心的如何查核資料正確性的疑惑，瑞典全國高等教育服務署以加強審查人員的專業度回應，基本上是本於相信申請者的原則，惟審查人員基於專業的敏感度，可由申請文件中判斷是否有可疑之處，進而查證。

(三) 提升甄試工作之專業性

人員甄選（personal selection & recruitment）是一門專業。歐美國家無論是企業或學校，都是用這門專業的基本概念在選擇人才，社會溝通也沒有太大的問題。但在臺灣，太重視技術問題，而忽略了理論的建構，不幸的是，很多的技術在理論上本來就是相互矛盾衝突的。由於基因不合，夭折乃是必然。但其中虛耗的社會成本與資源錯置實在非常可惜。

任何制度的設計，都應有清晰的理論及概念架構支持，並有充分的研究數據予以佐證。制度之執行亦應有專業人員之參與，並接受專業訓練，為提昇甄試工作的專業性，具體建議為：1.教育部可專案委託大學或專業機構進行各級學校入學及甄試的理論與行動研究，包括：(1)依據學理建構甄試的標準流程，並鼓勵大學校系參與建立範例模式，再以持續的行動研究檢視其成效。(2)善用大考中心及各大學多年累積之寶貴資料庫資料，進行各種入學管道及學生入學後實際表現之分析。2.循序建立專業訓練體系：(1)邀請國內外之專家建立訓練團隊，培育種子訓練師。(2)要求各校選派人員受訓，建立各校的訓練團隊。各校訓練體系建立後，即可要求各院系之教師及行政人員必須參與專業訓練或講習後才可執行甄試工作，以避免各院系自以為是，各行其事之弊病。

三、對高中教育之建議

臺灣高中教育與芬蘭、瑞典現行體制均有極大差異，又預計在 103 年實施 12 年國民義務教育，對高中教育之建議如下：

(一) 重視師資培育並做適當調整

師資是教育的根本，在師資培育上應該重視並做適當調整。早期臺灣師資採公費制度，國小師資由師專培育、中學師資由師大培育，因為就讀期間享有公費、畢業時直接分發，確實吸引許多家境清寒或具有教育熱忱之青年報考，在不同學校為國家培育人才。自從師資培育開放改由各大學提出申請、通過後即可開設之後，形成兩種情形令人憂心：一為師範體系大學調整為一般大學速度緩慢並不足以吸引優秀學生報考。另外一般大學所開設之教育學程相關課程常是學生眾多選擇之一，加上專業師資不足，實不足以規劃出優質之師資培育環境及課程。大學與學生均將師資培育視為多元進路之一，加上地方預算及少子化考量，造成許多縣市在老師退休後管控員額招考新進教師人數減緩，影響大學生修習教育學程意願，惡性循環結果，無法培育出優秀師資擔任第一線教學工作，大大減低了學生學習的效果。芬蘭在大學入學制度中，唯一只有師資教育系需要面試，挑選有熱忱與理想的青年投入教育工作；臺灣也需要在師資培育上嚴加把關，一方面挹注經費（無法做到全部公費，至少有部分補助）鼓勵學生修習教育學程，另方面對於教育學程應該從嚴審核，淘汰辦學績效不彰之師培機構，以集中資源做最佳之運用。

(二) 重視輔導工作，心理師與社工師等專業人員應納入正常編制

臺灣在輔導人力上長期不足，以現行 15 班一位輔導老師的編制，如以每班學生 40 人計算，師生比為 1：600，實在亟需調整員額比例。臺灣各高中師資為班級數乘以 2.25，由於部份老師需要兼任組長，加上許多老師因為兼任各種身分或工作，減少授課時數情形普遍，造成師資不足情形嚴重，需要將教師班級員額數提升，以減少老師超鐘點授課降低教學品質的情形，師資數可從每班 2.25 提升至 2.3。

芬蘭一所 1000 人之高中，配有 4 位輔導老師、另有每週 3 天到校之社會工作者（social worker）及學校心理學家（school psychologist），對於學生的生涯規劃及輔導工作甚為重視；芬蘭高中的學校輔導教師主要負責輔導學生選課與未來的生涯發展（即 academic & career counseling）；學生的心理困擾則由學校心理學家（school psychologist）協助處理；學生的家庭、社會及扶助事項，亦由社工師（social worker）提供專業協助；學生的學習困擾則由學習輔導專業人員（learning helper）介入協助。這些專業人員都是市政府的編制人員（civil servant），依學校規模派駐各校（每週 3 至 5 天不等），且其工作內容不僅是接案，還會做一些實際的研

究工作，提供學校及教育行政單位參考。臺灣各大學的心理系、諮商輔導系與社會工作學系多年來培育出無數的專業人員，也有心理師與社工師的國家證照考試，但這些專業人員未被納入正式的教育體制，以致產生許多流浪心理（社工）師，但校內學生問題卻層出不窮，芬蘭政府及教育當局重用專業人員的做法，實在值得我們借鏡。

(三) 重視扶弱托底

芬蘭與瑞典兩國具有完善的社會福利，學生求學不需要繳納學費，公立與私立學校辦學品質齊一，重視學生學習品質。義務教育階段透過 PISA 檢測，芬蘭教育在學生扶弱托底上最為成功；再加上入學高中係以適性發展為最大考量，值得臺灣多加學習。國小國中階段之基礎教育實在應該協助學生打好紮實的基礎。

(四) 增加高中教育經費，且從充實設備及改善設施著手

芬蘭高中的學校設計與設備值得臺灣學習，人性化的討論空間、語文及科學教室的設備、音樂與藝術設備為學生打造一個優質且舒適的學習環境。臺灣近年來也透過學校優質化的過程核撥經費給通過申請的學校，但是部分菁英高中及無法通過申請的學校無法獲得補助，造成校際之間差異擴大。競爭型預算分配固然可以對學校發展產生刺激作用，但是基本需求的改善與滿足仍屬必要。

(五) 強調適性學習與自主學習

芬蘭及瑞典的高中入學制度雖然不盡相同，但是皆以國中各科學習表現作為依據，適性學習是其教育核心價值之一；臺灣未來 12 年國民教育推動後，將不採計國中在校成績，改採在校表現中之獎懲情形、服務學習等情形，會考成績採計也引起許多不同聲音及反彈，究其背後原因在於家長及社會大眾多以入學大學為考量，對高中教育之期待與上述兩國不同。單一價值觀下造成即使調整入學制度，也難達成多元價值的理想。為能解除家長疑慮，齊一義務教育階段學生學力是努力方向。為減少補救教學師資難覓的困境，可以透過行動學習方案，打破統一進度，讓學生從行動載具下載學習，臺灣資訊產業發達，教育行政當局可出面在軟體上積極整合推廣，協助學生自主學習。

(六) 規劃彈性、以學生需求為導向的特色課程，著重綜合能力之培養

芬蘭打破固定年級以及瑞典實施課程選修制度都在後期中等教育上呈現極大彈性，臺灣高中實施課程教學是依據 99 年頒布之課程綱要（以下簡稱 99 課綱），學生總共必修科目共 22 科，加上選修科目，學生平均每學期都需修讀十幾種課程，容易造成學生學習切割過於零碎、學習意願低落的現象；高一、二選修時數不足也造成課程缺乏彈性。未來在特色課程規劃可參考芬蘭購物車式的課程設計，以學生需求為導向，給高中較大空間及彈性，以適合不同社區及學生學習上之需要。此外，芬蘭與瑞典的高中相當重視學生綜合能力的培養，其課程標準

中的百分之五十是國家所訂之目標與課程，另百分之五十則由學校發展其特色。在芬蘭參觀的高中是以媒體與表演為辦學特色，校內有 40 個樂團、電台及電視節目後製平台，學生有能力自行維護其昂貴之設備，其畢業年度大戲則在市表演廳（City Hall）售票演出，座無虛席。但校長特別強調其目標並不在培育樂手或演員，而是在演出的過程中，培養學生學會如何學習等綜合能力，這和我們的課程標準過度強調分科教育有很大的差異。領域的統合並不是各種科目的加總，如何放寬課程標準的框架設定，進行課程的整體規劃，培養學生做中學的綜合行動能力，實在是改革高中課程與發展特色高中的首要之務。

(七) 降低學生人數

芬蘭及瑞典在班級人數上雖未明顯規範，因為地區及課程開設而有不同，但是都較臺灣地區為低，人數在 20~30 人之間；臺灣高中班級人數上限設定為 40 人，為讓老師有更多機會指導學生，應將學生班級人數逐年下降至 35 人，以提升學習品質。

(八) 尊重教師專業，並鼓勵教師應既是經師更是人師

芬蘭及瑞典均重視學生獨立自主能力培養，學生自小學即搭乘大眾交通工具上學，家長也尊重老師的教學專業，甚少干預老師的評量；臺灣在追求民主化及強調升學至上的過程中，近年來對於教師的尊重與信任度下降，學校教育中的法治教育及生活教育過於忽略與限縮，難以培育學生全人發展，以致校園中出現許多脫序現象。應該加強從生活中實踐公民教育，鼓勵老師既是經師更是人師，一如芬蘭強調心理學家 Bandura 社會學習論榜樣學習的重要，讓教師願意擔負起公民教育的責任。

目前十二年國教的規畫，如果不能徹底檢討高中教育的目標，讓學校及學生都能適性發展，不論如何比序，都只會扭曲教育的價值與人性。芬蘭與瑞典的經驗，讓我們看到，高中教育不只是為升大學做準備，同時也在培養學生進入社會的基本能力。表演與服裝都不屬職業教育，其目的不在培養演員或服裝設計師，而在培養學生 Learning how to learn，以及如何做完及做好一件事，芬蘭與瑞典的經驗讓我們了解，高中必須要有自己的特色，才招得到想要的學生，學生是真正為學習而去學校，十二年國教的理想與目標才易達成。

四、對回流教育之建議

對於臺灣實施回流教育之建議，可分為以下幾部分說明：

(一)招生

可與各班制申請入學同時辦理，以工作年資為基本要求，並授權學校以申請學生所提之佐證資料認定其之工作及學習所需具備之能力（real competence）。各

校得在核定之招生名額總量內彈性調整回流教育之名額，但不另增加名額，以促使各校招收與一般生素質相當之學生。

(二)課程

成人教育應更重視學生「個別化」與「跨領域」之學習，給學生更開闊的跨領域選擇空間，使其更符合個人及工作之需要。各校得對回流教育之學生放寬選課之限制，並在專人（如導師）協助下，擬訂個別化之學習及修課計畫。大學亦應主動整合各院系的課程，提供更具吸引力之跨領域課程，以吸引學生報考。

(三)輔系與雙學位

對已獲有學士學位之學生，可依回流教育之精神及輔系與雙學位選修之規定，鼓勵其返校或至他校選讀輔系或雙學位，亦即學生不必再花四年時間修讀第二個學士學位，只需再加修課程，即可獲得輔系或雙學位之資格。

(四)產業研究生計劃

碩博士生之回流教育應加強與產業之合作，鼓勵學生以符合產業需求之研究計畫申請入學。學校亦可與產業合作，以大型或長期之研究計畫招收研究生，為產業培養研發或顧問人才。此與目前的產業碩士在職專班的概念不同，產碩專班現在是集中上課，以教學為主，為企業整批培訓人才，但產業研究生計畫則是以研究為核心的個別化研究計畫，將大學（教師研究計劃與學生博碩士論文）與企業的研發需求整合，培養真正符合產業需求的研究人才。

陸、結語及致謝

「他山之石、可以攻錯」，藉由考察北歐具代表性之芬蘭、瑞典兩國的高等教育制度、大學入學方式、高中教育背景與課程，以及成人回流教育等現況和特色，進一步檢視我國大學入學制度及 12 年國教實施的相關措施，雖然國情有所差異，但確實有許多值得我們學習參考之處。

針對此次參訪所見所聞，提出幾點未來值得努力的方向做為結論，包括(1) 教育政策決定招生目標、招生定位決定選才規劃，政府應作系統性思考，配合 12 年國教推動，將高中課綱、學習評量、入學考試及大學招生等整合，規劃大學多元入學新願景；(2) 建置結合高中端、大學端乃至於國內外共通的整合性大學入學招生平台，係簡化招生程序、提升招生資訊透明度及信賴度可以努力的方向。(3) 芬蘭中學教師受到社會尊重及家長肯定，有很高的教學自主性，所以不會因為入學方式的改變而改變教育方式，也沒有入學考試領導教學的情形。我國在師資培育上應該更加重視並做適當調整，在少子化的趨勢下，更要提升教育品質，因應未來小班化量少而質精的師培政策規劃，政府應訂有長遠的發展藍圖；(4) 高中教育應規劃彈性、以學生需求為導向的特色課程，著重綜合能力之培養，強調自主學習，打破單一的升學價值觀，讓學生能夠適性發展，尊重學生學習選擇權，讓各種價值都找到自己的出路，才是多元社會應有的發展模式；此外，芬蘭高中重視輔導工作、扶弱托底，更是值得我國多加學習。(5) 政府對終身學習應訂定具體的政策，鼓勵全民不斷地學習與成長，以整體提升國民素質，也為國內高等教育各院校教育資源的投入找到充分利用的途徑。

此次參訪首先感謝教育部的支持及駐瑞典代表處文化組的聯絡安排，始得以順利成行，並能與決策及實務兼具的關鍵人物詳談，全體團員深覺收穫良多不虛此行。感謝所有參訪單位的熱情接待、經驗分享與意見的交流；感謝駐瑞典代表處鄭天授代表、劉德勝參事、陳鈺林秘書及相關人員的接待與協助；感謝虎尾科技大學在赫爾辛基大學的訪問學者沈翠蓮教授之協助與導覽；感謝赫爾辛基大學 Marilina Rasanen 女士訪問前費心的聯繫及高中訪問時之引導；最後也感謝各團員們參訪前充分的資料準備、過程中積極的參與討論及參訪後提出之深入見解。雖然參訪意見與建議對國內現行狀況多所批評及討論，但希冀參訪報告之內容可以成為我國改進大學入學制度、推動 12 年國教、及深化成人回流教育的參考。

柒、附錄

一、參訪意旨及提問問題

1. Undergraduate Admissions

The purpose of our visit is to learn from your university the reviewing and evaluation procedure of undergraduate admissions for your domestic students. We intend to adopt the merits of your successful experiences as a basis for reforming the college admission process in our country, Taiwan. We are particularly interested in the following five areas:

A. Office of Undergraduate Admissions, Its Vision, Mission and Guiding Principles

- What are the most important considerations and principles that constitute the bedrock of the admission process to enroll successful students on your campus?
- Who is in charge of drafting up, finalizing and implementing the policy changes as time and circumstances evolve?
- How do you organize and staff the office of undergraduate admissions?
- What is your Standard Operating Procedure (SOP) for the admission, such as evaluation procedure, categories of considerations, the rating guidelines, etc?
- Do you give special considerations to students' family backgrounds, socioeconomic conditions, challenging physical disabilities, minorities, etc.?
- How much do you emphasize intellectual and social diversity in student life? How is it realized and manifested in the admission principles?

B. Evaluation of Applicants

- What are the categories you use to evaluate the qualifications of applicants? How are students' high school academic achievements and intellectual potentials emphasized in the evaluation process? For examples, an applicant's overall ranking, accumulated GPA, Testing scores such as the SAT scores in United States, Essay, Extracurricular activities, Recommendation letters, etc.
- How do you place relative scales and/or weighting factors on above items?
- What qualifications are required of a reviewer (reader)? Special training, educations, experiences?
- Do you use rating sheet, template or pro-forma to help facilitate the reviewing and evaluation processes?

C. Interview

- Is interview a required process in your admission process?
- If yes, what specific goals you intend to achieve in interviewing the prospective students?
- Is the interview conducted on campus or locally in each individual student's hometown?
- What qualifications are required of an interviewer?

D. Application Fee and Financial Aids

- How do you determine a proper amount of application fee?

- Do you provide financial assistances to well-qualified yet financially challenged students? What options can students expect from the university? To what extent could university provide for?
- E. Feedback or review of graduated students
- How do you decide that the admission process is holistic and the criteria are comprehensive in the selection and enrollment of successful students?
 - Do you implement some kind of review mechanism or statistical method to track and measure your students' professional achievements and contributions to a broader, global society after they leave campus? Do you solicit their feedbacks as meaningful references to improve relevant aspects in your admission procedure?
 - Who or which office is charged with the responsibilities in collecting data and assessing alumni' s professional achievements and social contributions?

2. Recurrent Education or Real Competence

We also want to learn the recurrent education for adults or so-called “real competence” program that has been successfully implemented in your country.

- A. What are the key factors that motivated your country to initiate and promote this program? What expectations do you have for the students coming to this program?
- B. What qualifications students must meet in order to be admitted to this program?
- C. Given the nature that the students alternate between work and schooling, on average what' s their graduation rate?
- D. From educational and socio-economic points of view, what are the pros and cons for of this program that we should be aware of?
- E. What methodologies do you use to assess students' qualifications to ensure their successes in the recurrent education? In the admission process, can students use their real world working experiences to substitute for their lack of high school diploma? If so, do you have a standardized formula to determine the equivalency?
- F. For students admitted by working experience, how would you gauge their abilities to learn and their academic performances against their peers with regular high school education?
- G. For part-time students (attending college while still holding their jobs), do you have special course planning and scheduling tailored to meet their needs? Can you share some examples with us?

3. High School

To visit the high schools, we want to learn:

- A. Is high school education compulsory in your country? If not, what' s the high school admission process? Do you have any standardized tests to evaluate a middle-school graduate' s readiness to advance to high school?
- B. High-school administration office:
 - How does the high-school administration office lead to create a vigorous atmosphere to

address the challenging issues, and to ensure each of your students is academically and socially well prepared for their higher education in colleges?

- How does a high school assess whether students' college admissions counseling is effective?

C. Admissions, Its Vision, Mission and Guiding Principles

- What are the most important considerations and principles that constitute the bedrock of the admission process to enroll students on your campus?
- Who is in charge of drafting up, finalizing and implementing the policy changes as time and circumstances evolve?
- How do you organize and staff the office of admissions?
- What is your Standard Operating Procedure (SOP) for the admission, such as evaluation procedure, categories of considerations, the rating guidelines, etc?
- Do you give special considerations to students' family backgrounds, socioeconomic conditions, challenging physical disabilities, minorities, etc.?
- How much do you emphasize intellectual and social diversity in student life? How is it realized and manifested in the admission principles?

D. Evaluation of Applicants

- What are the categories you use to evaluate the qualifications of applicants? How are students' academic achievements and intellectual potentials emphasized in the evaluation process? For examples, an applicant's overall ranking, accumulated GPA, testing scores such as the PSAT scores in United States, Extracurricular activities, Recommendation letters, etc.
- How do you place relative scales and/or weighting factors on above items?
- What qualifications are required of a reviewer (reader)? Special training, educations, experiences?
- Do you use rating sheet, template or pro-forma to help facilitate the reviewing and evaluation processes?

E. Curriculum:

- How does your school's curriculum help students develop, nurture their potentials and become confident in their strengths and abilities?
- What does your school expect the students to become of through their high-school education?
- Do you implement some kind of review mechanism or statistical method to track and measure your students' achievements and contributions to a broader, global society after they leave campus? Do you solicit their feedbacks as meaningful references to improve relevant aspects in school's curriculum?
- Who or which office is charged with the responsibilities in collecting data and assessing alumni's professional achievements and social contributions?

F. Extracurricular programs or activities:

- How do your school's extracurricular programs help create an atmosphere that further

promotes the educational rigor, camaraderie and character-building aspects in your students?

- How to enhance extracurricular programs to foster students' diverse perspectives, civic maturity, cultural awareness and leadership qualities so much valued in college admission?
- What special programs do you have to encourage the developments of creativities, intellectual independence, artistic and musical talents in students?
- Are sports and athletics playing important roles in high-school educations? In what manner, in which way? Could you elaborate a further?

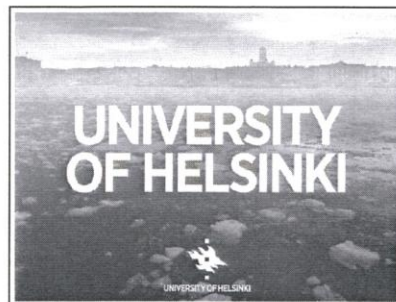
G. Application for college admission:

- What measures does your school take to help students effectively prepare their application materials?
- Are students in your school exhibiting some level of challenges in deciding their majors in colleges?
- How does your school assist or provide counsels to students to help them choose appropriate colleges or major based on their aptitudes, academic interests and external conditions (such as family economic conditions, trends in society, etc.)?
- How to assist the students to prepare standard test such as SAT in United States for college admission?
- Other Assistances provided for students to enter the colleges of their choices

二、參訪單位簡報

二之一:赫爾辛基大學招生辦公室簡報

4.6.2012



University campuses in Helsinki

Meilahti:
Faculty of Medicine
2,400 students, 950 person years of teaching and other staff

www.helsinki.fi/meilahti

University of Helsinki in brief

Established in Turku 1640, moved to Helsinki 1828
Main tasks: research, teaching and societal interaction
Bilingual (Finnish and Swedish), tuition also provided in English
11 faculties
37,000 degree students, 32,000 continuing education and Open University students.
8670 employees, including 4845 researchers and teachers.
Total turnover 2010: EUR 630 million
Operates on four campuses in Helsinki and 17 other locations throughout Finland

www.helsinki.fi

University campuses in Helsinki

Kumpula:
Faculty of Science
6,200 students, 880 person years of teaching and other staff

www.helsinki.fi/kumpula

University campuses in Helsinki

City Centre:
Faculties of Theology, Law, Arts, Behavioural Sciences and Social Sciences
As an autonomous unit Swedish School of Social Science
20,600 students, 1,920 person years of teaching and other staff


www.helsinki.fi/kaupunkikeskus

International staff and students 2010

More than 2,800 international students
Approx. 1,800 international undergraduate students
965 exchange students
1,300 international teachers or researchers
Approx. 650 international employees on university payroll
In addition, an equal number of researchers on scholarships or similar

www.helsinki.fi/international

1



Faculties & Programmes/Departments


- After UAF's processing, evaluate the applications and carry out student selections
 - International coordinators at the faculty
 - Programme coordinators
- The admission requirements are set by the faculties/programmes

UNIVERSITY OF WAIKATO
WELLINGTON CAMPUS
UNIVERSITY OF WAIKATO

Prof. Parker

www.waikato.ac.nz

4/4/2012



Application requirements

- Online application form
 - Including motivation letter
 - possible to create a user account outside the application period
 - <https://admissions.it.helsinki.fi/uaf/pages/register.jsp>
- Language test
 - TOEFL (580/92)
 - IELTS (6.5)

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P.O. Box 10000

www.helsinki.fi/en/studies

A3-2012

Application requirements

- Transcript and degree certificate
 - officially certified copies and official translations in English/Finnish/Swedish
 - conditional application is possible
- Additional documents
 - CV, recommendations, GRE
 - Using international, standardised tests is still rare except for language tests
- Only those applications that are fully documented can be considered for further processing

European University
University of Jyväskylä
jyu.fi

Page: 1

www.euro.fi/requirements

4.4.2012



Schedule

- The University of Helsinki has only one application period per year for graduate students
 - 21 November 2011 – 31 January 2012
- Results are available in April 2012
- Studies will start at the end of August 2012

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Finland

www.helsinki.fi/erasmus

4.6.2012 13



Higher education in Finland

16 universities (14 public universities, 2 foundation universities) + National Defence College

Independent in internal affairs

Government funding covers about 64 % of university budgets


Supplementary funding: sponsoring, donations, paid services, research funding

25 polytechnics (universities of applied sciences)

run by local authorities (4), by municipal education consortia (7) or by private organisations (14)

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www.helsinki.fi/erasmus



No tuition fees


- There are no tuition fees except for Erasmus Mundus Programmes
 - Non EU-students
 - Four programmes
 - Advanced Spectroscopy in Chemistry
 - Economy, State and Society
 - Food of Life
 - International Performance Research
- Students apply to the Erasmus Mundus programmes through foreign universities that are coordinating the programmes

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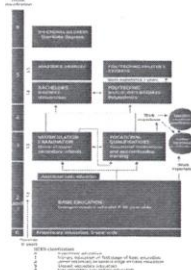
Finland

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Finnish Education System



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Study opportunities in English: Doctoral studies

- All Doctoral programmes at the University of Helsinki can be carried out in English
- Each faculty of the University of Helsinki has its individual application procedure for postgraduate applicants
- Entry requirements
 - Degree certificate and transcript
 - Language test
 - Statement of purpose
 - Summary of the Master's thesis
 - Research or study plan
 - Information on how you intend to finance your studies

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University of Helsinki: Student Admission

Ms. Maikki Naarala, Education Adviser
Rector's Office

maikki.naarala@helsinki.fi

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Finland and Taiwan: Some facts

FINLAND

Total area 338 000 sq km
Population 5.2 million

GDP per capita USD 38 300

Age structure:

0-14 years: 16 %
15-64 years: 66.1 %
65 years and over: 17.8 %

44 HE institutions (17 universities and
27 polytechnics)

TAIWAN

Total area 36 000 sq km
Population 23.1 million

GDP per capita USD 37 900

Age structure:

0-14 years: 15.6 %
15-64 years: 73.4 %
65 years and over: 10.9 %

More than 165 HE institutions

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University of Helsinki in brief

- Founded in 1640
- Main tasks: Research, teaching and societal interaction
- Bilingual (Finnish and Swedish), tuition also provided in English
- 11 faculties, 20 independent institutes (incl. Open University and Palmenia Centre for Continuing Education)
- 37 000 degree students, 32 000 continuing education and Open University students
- 8 670 employees, including 4 845 researchers and teachers
- Operates on four campuses in Helsinki and 17 other locations throughout Finland

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3



General principles of university education in Finland

- At universities students can study for Bachelor's, Master's and doctoral degrees
- As a rule, an **applicant is admitted (simultaneously) to study towards Bachelor's and Master's degree**
- No tuition fees charged in degree programmes (*with some exceptions for non-EU/EEA students!*)
- Universities also provide continuing and updating education, adult education and open university education

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Student admission

Universities' Act 2009:

- The University decides the admission criteria
- The University may restrict the number of students

•***Common national application system, but no common admission system***; each university selects its students independently (co-operation in some programmes)

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The general admission processes (Bachelor)

Eligibility: High school diploma (plus numerous other degrees and qualifications)

Admission criteria: The Rector issues university-wide principles of student admission; the Faculty decides on the detailed admission criteria

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What information is used in selecting applicants (Bachelor)?

The right to pursue a degree is granted on the basis of

- A) A score based on the high school grades,
- B) An entrance examination, or
- C) A combined score of both A) and B) above

Practically every applicant has to pass an entrance examination but he/she can also have points for his/her high school grades

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Entrance examinations (Bachelor)

- Mostly written, subject-related tests with set literature held in Finnish or Swedish

- Text-based tests common procedure

- ✓ • For the moment interviews are used only in selecting students to teacher training

- Examinations are held in Helsinki from late May to mid-June

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Continuing Education: Palmenia Centre for Continuing Education

• Designs and provides tailored programmes as well as research and development services to meet the needs of business life and the public sector

• Target groups: Individuals with Bachelor's/Master's Degree, organisations of the public and the private sector

• 11 500 students, 460 courses

• Student/employer/company pays

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二之二:赫爾辛基大學師資培育系簡報

Jari Lavonen
Professor of Physics and Chemistry Education, Head of the Department
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Teacher education at the University of Helsinki

Jari Lavonen
Professor of Physics and Chemistry Education,
Head of the department
Department of Teacher Education,
University of Helsinki, Finland

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Policies to attract/retain top teachers		Singapore	Finland	S. Korea
1	Selective admissions to teacher training	✓	✓	✓
2	Government paid teacher training	✓	✓	
3	Government regulates supply of teachers to match demand	✓	✓	✓
4	Professional working environment	✓	✓	✓
5	Competitive compensation	✓		✓
6	Cultural respect accorded to teaching	✓	✓	✓
7	Teaching considered as a career	✓	✓	✓
8	Robust opportunities for career advancement	✓		
9	Performance pay for teachers	✓		✓

Augustine, B., Kitta, P., & McKinsey & Company. (2010). Closing the talent gap: Attracting and retaining top talent graduates to a career in teaching. An international and market research-based perspective. McKinsey & Company




Characteristics of Finnish Education

Halinen (2008); Jakku-Sihvonen & Niemi (2006); Laukkanen (2008)

1. Common, consistent and long-term policy
 - models for teacher and compulsory education are 40 years old
 - support to the development of broad literacy
2. Educational equality (especially in comprehensive school)
 - education is free, including books, meals, health care, ...
 - schools do not select their students (there are school districts)
 - well-organised special education (inclusion) and counselling
3. Devolution of decision power to the local level
 - a headmaster is a pedagogical leader (leadership)
 - teachers are qualified and committed
 - local authorities (together with the teachers) plan local curriculum, allocate resources, ...
 - school based and encouraging assessment
4. The culture of trust and co-operation:
 - national level – district – school – families
 - no inspectors, no national exams ...
 - no private tutoring or evening schools

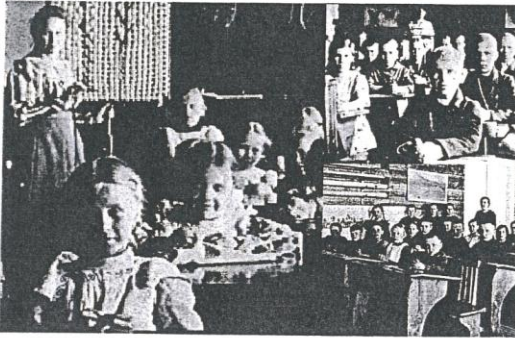
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4


The law of elementary school in 1866:
The state took over the school system

The law of compulsory education in 1921

long-term policy

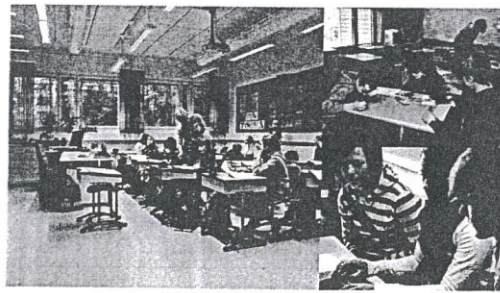


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The common comprehensive school
(grades 1 – 9) in the 1960s

■ Support to the development of broad literacy, including arts, moral and ethical issues,...

long-term policy



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Special education in Finland is preventing drop outs

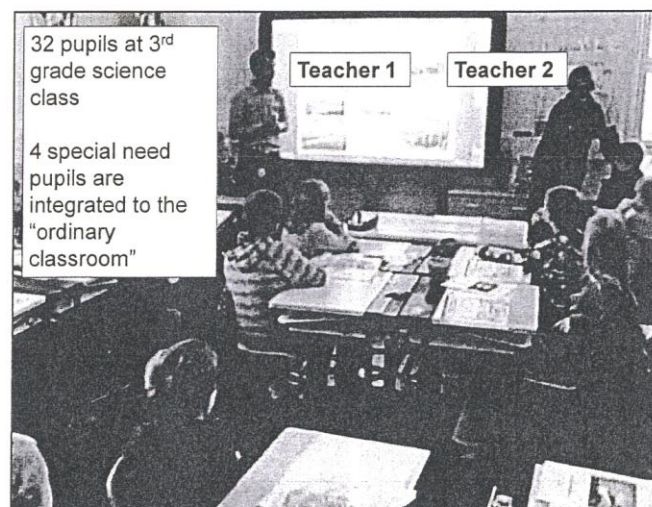
- 8.5 % of all students are with special education needs.
- Special education need students:
 - 55 % are integrated into normal classes :
 - 30 % are attending special education classes, located in mainstream schools
 - 15 % in special schools
- An Individual Education Plan

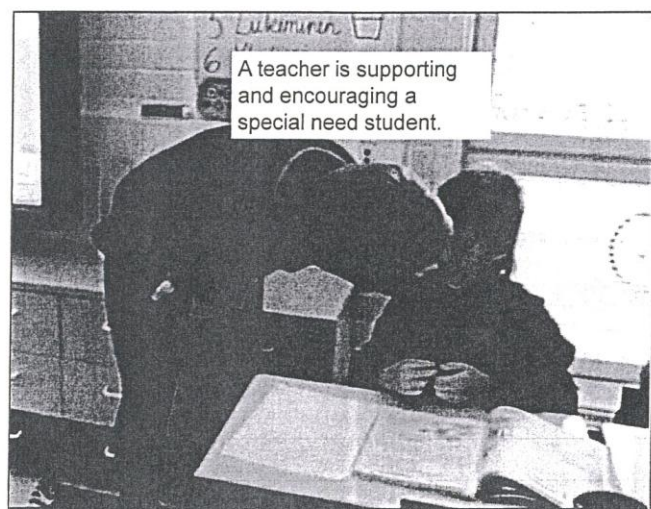
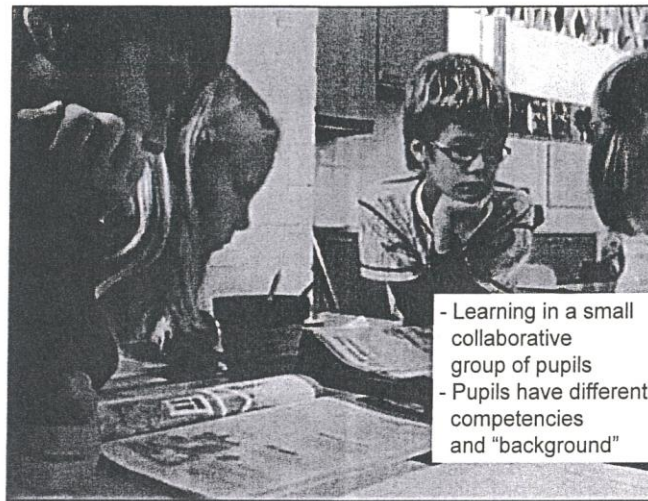
1st level
 2nd level
 3rd level

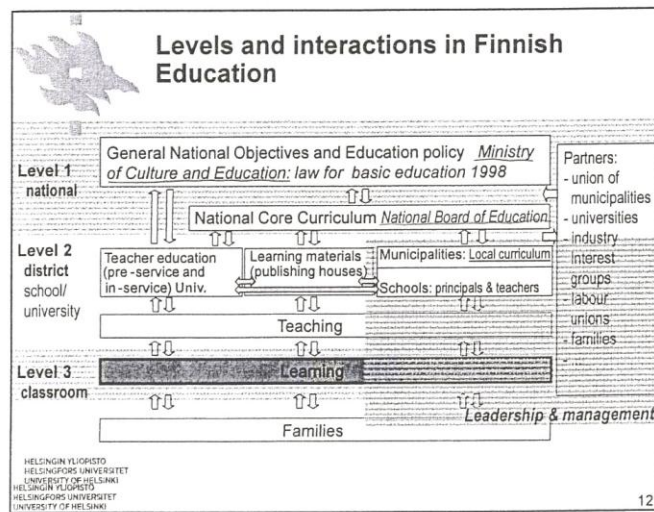
equality


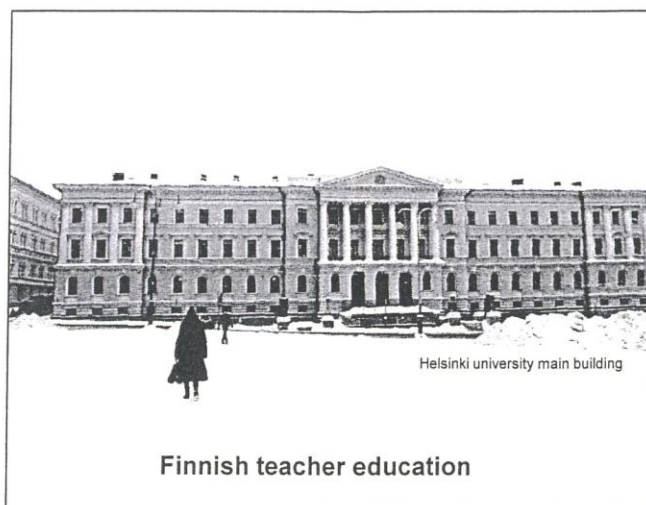
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“... most important part of any successful educational system — the teacher”
SCIENCE, 13th January 2012, Vol 335



Recruit the best and the brightest to be teachers, and train them well.


Give them the independence from centralized authority, and time to prepare lessons and ...

.... Finland acknowledges the central role of teachers in society, as demonstrated by the respect

Editor
John E. Burris

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Helsingfors universitet
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14



A secondary (subject) teacher


- typically teaches at grades 7 to 12 (ages 13 to 19)
- teaches typically one major and one minor subjects (e.g. math and physics)

An elementary (primary) school teacher (a class teacher)

- teaches at grades 1 to 6 (ages 7 to 13)
- teaches typically all 13 subjects

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Teacher education at the University of Helsinki

University of Helsinki (11 faculties, 38 000 students, 7 400 staff members)


Faculty of Behavioural Sciences	Faculty of Arts	Faculty of Science	Faculty of Biosciences	Faculty of Theology	Faculty of Social Sciences
Dept. of Teacher Education	Teacher Training Schools				

Secondary teacher education: pedagogical studies + subject studies

Primary teacher education

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Teacher Education Development Programme (2002): The teacher education programmes should help students to acquire:

- high-level subject knowledge and pedagogical content knowledge, and knowledge about nature of knowledge, ...
- academic skills, like research skills; skills needed in developing a curricula, ...
- social skills, like communication skills; skill to co-operate with other teachers, ...
- knowledge about school as an institute and its connections to the society (school community and partners, local contexts and stakeholders),
- moral knowledge and skills, like social and moral code of the teaching profession,
- skills needed in developing one's own teaching and the teaching profession.

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The main elements of all teacher education programmes (Decree of Teacher Education, 2005) :

- **Academic disciplines:** Disciplines taught at schools (class teachers have a major in educational sciences and a module "Multidisciplinary Studies" (60 ECTS) which is a combination of different school subjects and their pedagogics)
- **Research studies:** Methodological studies, a BA and a MA thesis.
- **Pedagogical studies** including teaching practice (60 ECTS). Obligatory for all teachers.
- **Communication, language and ICT studies.**
- **Optional studies:** a variety of different courses.

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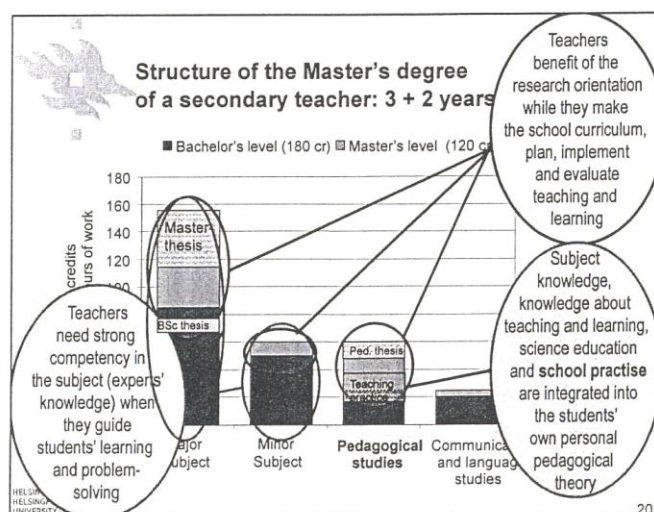


A personal study plan

- The preparation of a personal study plan was introduced in 2005 in university studies in Finland.
- Main function is to guide students to develop their own effective programmes and career plans, and to tutor them in achieving the learning objectives.

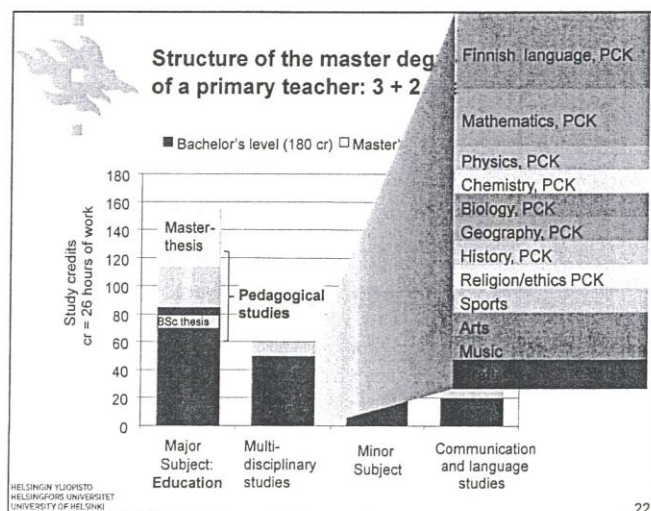
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The structure of the pedagogical studies in secondary teacher education programme in Finland			
Pedagogical studies in Finland (60 cp.)			
General courses on education, teaching and learning 13 cp	Subject pedagogy (PCK) 17 cp	Educational research 10 cp	Teaching practice 20 cp
<ul style="list-style-type: none"> - Psychology of development and learning 4 cp - Special needs education 4 cp - Social, historical, and philosophical basis of education 5 cp 	<ul style="list-style-type: none"> - Psychological basis of teaching and learning of a subject 5 cp - Curriculum development and planning of teaching 5 cp - Evaluation of teaching and learning, evaluation of a curriculum 7 cp 	<ul style="list-style-type: none"> - Research methodology in education 3 cp - Teacher as a researcher-seminar 3 cp - Minor thesis in pedagogy 4 cp 	<ul style="list-style-type: none"> - Supervised basic teaching practice 7 cp - Supervised applied teaching practice 5 cp - Supervised advanced teaching practice 8 cp - Reflection supported by portfolio assessment work

In Finland huge amount of PCK is taught also at the departments of Physics, Chemistry,...






The pedagogical studies helps the students ...

- to integrate subject knowledge, knowledge about teaching and learning and school practice into their own personal pedagogical theory.
- to become aware of the different dimensions of the teacher profession: social, philosophical, psychological, sociological, and historical basis of education,
- to be able to reflect on their own personal pedagogical "theory" (reflection *for, in* and *on* action),
- to develop potentials for lifelong professional development.

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Psychology of development and learning, 4 cp

Objectives:

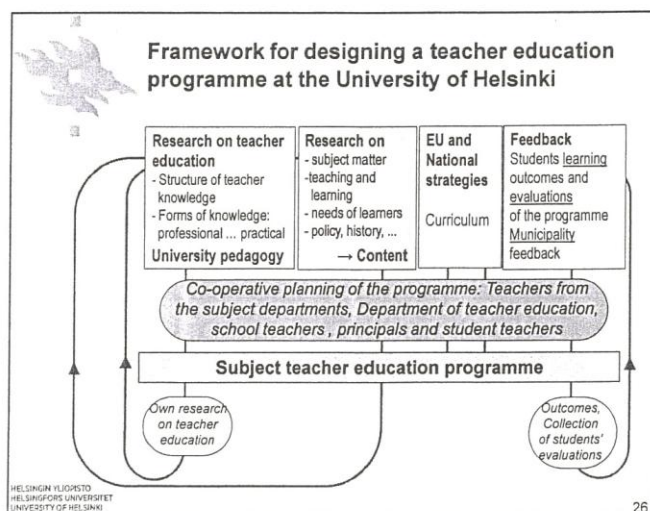
- A student becomes familiar with development of an individual and group and identifies the special characteristics of the different groups.
- The student develops readiness to understand different views on the growth, development and learning of the human being and from the significance of the interaction between an individual and a group and takes the psychologic principles of the learning into consideration in the teaching.

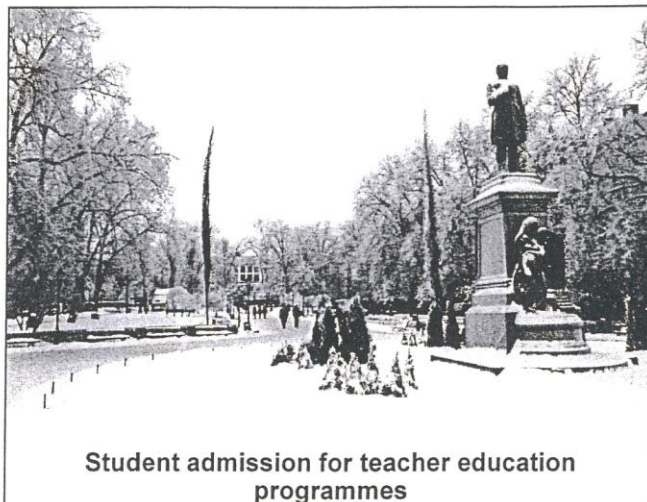
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Development of study programmes at the Department
 Teacher Education, University of Helsinki





 **Student admission (2011)**

Degree programme	Applications	Entrance examination part II	Accepted	%
Class teacher education	1780	360	120	7 %
Kindergarten teacher education	853	300	100	11%
Early childhood master's programme	96	-	28	23 %
Special teacher education	780	-	15	2,0 %
Total	2016	662	267	13,2 %

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Student admission for teacher education programmes 1

- All Finnish universities are maintained by the State and enjoy extensive autonomy. They are free to develop their own procedures for selection of student teachers.
- The number of new students is agreed in the negotiations between the university and the Ministry of Culture and Education.

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Student admission for primary and kindergarten teacher education programmes

- **Selection for the entrance examination**
 - A reading comprehension test (educational sciences)
- **Modules of the entrance examination**
 - Interview
 - Group discussion (Primary teacher education)

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Student admission for secondary teacher education programmes

- There are typically two phases in the entrance examination
 - Subject-related test/tests with one or several books/pdf-materials to read
 - Interviews to pedagogical studies
- Calculation of the points is based on
 - the Upper-secondary school performance
 - the success in the entrance examination according to the Faculty or Admissions Board of the Faculty decision.

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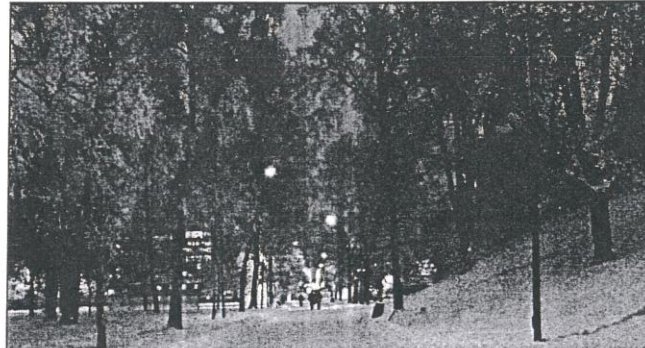


Interview as a part of the student admission

- Three interviewers (one teacher from the teacher training school)
- The questions are asked in order to clarify:
 - How motivated the applicant is for the teacher profession (e.g. are there any other choices)
 - How eager the applicant is for studies (e.g. how well know the content of the programme)
 - How suitable the applicant is for a teacher profession (e.g. interaction skills, experiences of working with kids or young people)

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Quality Assurance of Finnish Teacher education programmes



A new era in quality management for higher education

- The focus in QA is turning internationally more and more to
 - mastering changes,
 - allowing ownership for individual development
(Wolff, 2004; Ehlers, 2009)
- Ehlers (2009) writes: "... the quality in education (e.g. the question "what is good learning?") is still lagging behind, ..."
... "In teacher education we need methods and practices that get deeper into organizations and closer to the teacher educators and learners."




Evaluation /Quality assurance is for improvements in Finnish Teacher Education

- The evaluation policy in Finland is **enhancement-led**
= **evaluation is a tool for improvements**
- Quality Assurance in Finnish Teacher Education
 - allows freedom for different actors
 - is based on a certain level of trust
 - is based on self-assessment and monitoring
 - partners/levels take their responsibility seriously
 - continuous interaction between different partners/levels
 - students' evaluations and staff members' self evaluations is discussed collaboratively

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Levels of Quality Assurance

- Quality Assurance (QA) has three main levels:
 - **National** audits and other national level external evaluations (based on self-assessment at institutional level)
 - **Institutional** level QA (committees and student feedback systems)
 - **Department** and **programme** level QA processes (students' evaluations and staff members' self evaluations).
- Research focusing on QA issues is conducted at all levels.
- The interaction between levels through official (meetings of deans) and unofficial meetings (meetings inside the university)

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An example of QA at the department level (Subject teacher education programme at HU)

- ☐ Students give feedback twice a year through the evaluation questionnaires:
 - how the courses have helped the students in achieving the goals
 - quality of teaching
 - general arrangements
- ☐ Teachers of the program have evaluation and planning meetings at least twice a term
- ☐ Teacher and students are planning and evaluating courses together

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二之三: Vaskivuori Upper Secondary School 簡報

VASKIVUORI UPPER SECONDARY SCHOOL



A graduation party in May

Vaskivuori Upper Secondary School



VASKIVUORI UPPER SECONDARY SCHOOL

Vaskivuori Upper Secondary School

- 980 students, 70 teachers
- General studies 860 (including about 100 media students), music curriculum 100 and dance curriculum 20
- Special areas
 - music, dance, media
 - mathematics and science
 - information technology
 - foreign languages and international activities
 - visual arts
 - sports

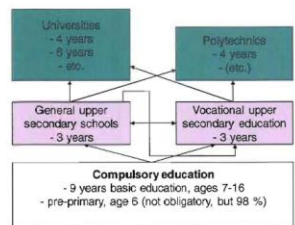



www.vantaa-vaskivuori.fi



VASKIVUORI UPPER SECONDARY SCHOOL

Finnish education



Vaskivuori Chamber Choir
conducted by Jouni Saarni

1

VASKIVUORI LUKIO

Studies in upper secondary school

- Maintained by the local authority
- No entrance examinations (admission based on previous study record)
- Instruction is free of charge
- Free school meal every day
- Study material must be paid for by the students
- A curriculum of three years, possibly 2-4 years
- Module-based education
- Number and order of modules not tied to year classes
- The national matriculation examination





A matriculation examination

VASKIVUORI LUKIO

Matriculation examination


- Four compulsory tests
 - The student's mother tongue (Finnish/Swedish/Sami)
 - The other national language (Swedish/Finnish) or a foreign language or mathematics or general studies
 - Also optional tests (languages, mathematics, general studies)
- Grading scale
 - proportional evaluation



VASKIVUORI LUKIO

Courses / modules

- Minimum of 75
- Each module 38 lessons (45 min.) – 22 x 75
- Compulsory modules 47-51
- Specialisation modules (optional, selective), minimum 10
- Applied (school-based) modules
 - Individual schools decide
 - About 50 upper secondary schools have specialised in some subjects by permission of the Ministry of Education (About 440 upper secondary schools in Finland)
 - Music and dance curricula at Vaskivuori School



2

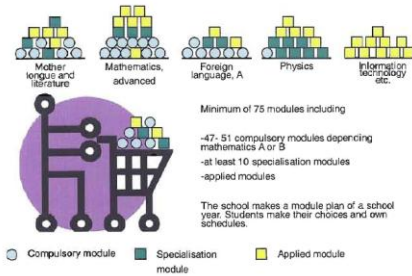
Attention to individual opportunities

- Only 63-68 % of the curriculum is compulsory
- Some modules can be taken at different upper secondary schools or in vocational institutes
- Number and order of modules not tied to year classes
- Individual study programmes
- Modules in any preferred order
- Studies without attending lessons



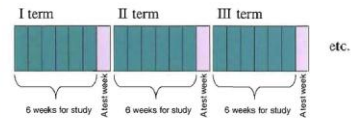
A school year

- Five terms, each seven weeks
- Five different schedules in a school year
- Every student has his/her own schedule
- From four to seven subjects in a term
- After every term a test week
- The school has a module plan for the school year
- Information technology indispensable for school administration



Five terms

- 1 term lasts about 7 weeks
- 6 weeks for study and a test week



Scheme of classes, each lesson 75 min.

1	5	4	4	5
2	6	3	3	7
3	1	2	7	6
4	7	6	1	2
8	8		5	8



Scheme of classes, each lesson 75 min.

Math	5	4	4	5
2	6	3	3	7
3	1	2	7	6
4	7	6	1	2
8	8		5	8



Student counselling

- Homeroom group – study group
- Homeroom group leader = a teacher
- Astudent counsellor
- Individual / group guidance
- Right choices at school
- Guidance to further studies after the upper secondary school



4



Choosing postgraduate studies

- Student counseling
 - Lessons
 - Individual meetings
- A written personal plan for postgraduate studies
- Theme days for students
 - Study visits to universities, polytechnics etc.
 - Visitors at school
- Counseling of subject teachers
 - Visits to universities, polytechnics etc.



Postgraduate studies

- Choosing postgraduate studies
- Training for
- About selection of higher education
- Statistics



Training for postgraduate studies

- Features of upper secondary education
 - Studies without attending lessons
 - Students' responsibility
 - Working independently
 - Setting own objectives
 - Knowledge of making choices

Methods of teaching and learning

Conception of learning
Research based, projects
Learning to learn



5

- About selection procedure for higher education

- Entrance tests for universities
- Admission based on entrance tests and marks of matriculation examination
- In very few departments of universities admission based on only marks of matriculation examination
- In polytechnics admission based on school certificate of graduation and marks of matriculation examination – sometimes also entrance tests
- Universities and polytechnics have freedom to decide by themselves how to select students!



Statistics from Finland

Graduated students take part in postgraduate studies (two years after graduation) 70,4 %

- Universities 34,7 %
- Polytechnics 36,2 %
- Vocational schools, programs for students graduated in upper secondary schools 13,2





University Board

DECISION
16 February 2011

Docket no. SU 40-0346-11
Document 2

Admission regulations for first-cycle and second-cycle courses and study programmes at Stockholm University 2011

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1 Resolution

These admission regulations were adopted by the University Board on 16 February 2011. These replace the admission regulations previously issued by the Vice-Chancellor on 6 May 2010 D-no. SU-40-0364-09).



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These regulations apply to basic level (first-cycle/undergraduate) and advanced level (second-cycle/Master's degree) higher education courses and study programmes.

2 Introduction

The Swedish Higher Education Ordinance sets out the general regulations for access to education at basic (first-cycle) and advanced (second-cycle) higher education levels (SFS 1993:100 Chapter 7). Based on these, the Swedish National Agency for Higher Education has issued more detailed provisions for entry eligibility and selection (HSVFS 1996:21, 1996:22 and 2005:2). The Swedish National Agency for Higher Education has also issued provisions governing deferrals of course commencement dates and for periods of study interruption (HSVFS 1999:1).

Provisions governing application fees and tuition fees at universities and higher education colleges (SFS 2010:543) regulate issues concerning application and tuition fees for students who are not citizens of the EU, EES or Switzerland.

The admission criteria that higher education institutions apply must be established in an admission regulations document approved by the University Board (Swedish Higher Education Ordinance Chapter 6, Section 3). The term admission regulations is intended in part to refer to those rules that institutions of higher education apply with regard to application, eligibility requirements, eligibility exemption criteria and selection criteria and in part is also intended to refer to the details of how admission decisions are made and how exemption criteria are decided. With regard to basic and advanced higher education (first and second-cycle courses and study programmes) this also includes regulations governing how to appeal against entry requirement decisions.

The Swedish Agency for Higher Education Services (VHS) and universities and other institutes of higher education work together to produce specific qualification evaluation handbooks for admission to higher education courses. The admission procedure adopted by Stockholm University follows these guidelines. The evaluation handbooks are available from Student Services at the Stockholm University Student Centre.

Stockholm University also follows, as far as is possible, the recommendations of the Association of Swedish Higher Education (SUHF). These recommendations are also available from Student Services.

Stockholm University is a member of the VHS coordinated admissions system, NyA. Regarding the NyA coordinated admission system, Stockholm University adheres to the time schedules and procedures set by VHS for this process.

3 Decision process

The University Board is responsible for ensuring that the tasks of higher education institutions are performed. The Vice-Chancellor is responsible for the operational running of activities and is subordinate to the University Board. Details of the decision processes at Stockholm University were issued by the Vice-Chancellor on 16 December 2010. These contain information about which decision-making bodies within the university organisation decide on which issues. In summary, within the area of admissions the following applies.



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The Faculty Boards decide the regulations that apply for specific eligibility for courses, study interruptions and returning to studies, as well as admissions to subsequent courses in study programmes. Faculties may further delegate responsibilities.

Issues concerning admissions are delegated by the Vice-Chancellor to the Director of Administration and further to the Director of Student Services. These normally decide on the admission of applicants, the application of selection criteria within the framework of the general provisions and on deferral of course commencement dates. Fundamentally important decisions are, however, taken at a higher level.

The Director of Student Services also finalises the Course Catalogue for Stockholm University and the application material, which contains more detailed provisions.

The Director of Student Services decides on the procedures for application and tuition fees, but does not make overall decisions about the actual course fee amounts to be paid. The Director of Student Services also makes decisions in individual cases concerning application fees and tuition fees.

4 Information about courses

All courses available for new and continuing students to apply for admission to shall be published via the Stockholm University Course Database (SISU). Each respective department is responsible for this. Stockholm University also issues a printed version of its Course Catalogue. Changes to the available courses that are introduced after the publication of the printed catalogue are entered into the Course Database.

5 Applications to first and second-cycle study courses

Applicants wishing to take undergraduate courses or Master's level higher education courses at Stockholm University should apply within the time frame and using the method stated in the Stockholm University Course Catalogue or other information source. Applications are made via the NyA coordinated admissions system. Decisions on exemptions from this procedure are taken by the Director of Administration.

For first and second-cycle courses beginning after 31 July 2011 there is an application fee of 900 SEK. This application fee only applies to applicants who are not citizens of the EU, EES or Switzerland.

If applications are made via www.studera.nu the application fee is administered by VHS. In cases where application is made directly to Stockholm University the students liable to pay application fees will be invoiced by Student Services. The recipient of an application is responsible for checking if the applicant is liable to pay an application fee.

Applications received from applicants liable to pay application fees will not be processed until the application fee has been paid.



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5.1 Stockholm University's application deadlines and deadlines for the submission of supplementary information

5.1.1 Courses beginning in the autumn term

In general 15 April is the final date for applications for admission to courses beginning in the autumn term. The final date for submission of supplementary documentation issued after the final application date is 21 June, or 5 July, respectively, for certificates issued for education programmes completed after 21 June. If other application dates apply, this will be stated in the information and application material for the course in question.

For courses taught in English and courses primarily directed towards applicants who do not have a Swedish residence permit, the final date of application is 15 January for courses beginning the following autumn term. The final date for submission of supplementary documentation is approximately two weeks after the final application date.

5.1.2 Courses beginning in the spring term

In general 15 October is the final date for applications for admission to courses beginning in the spring term. The final date for submission of supplementary documentation issued after the final application date is 1 December. If other application dates apply, this will be stated in the information and application material for the course in question.

For courses taught in English and courses primarily directed towards applicants who do not have a Swedish residence permit, the final date of application is 15 August for courses beginning the following spring term. The final date for submission of supplementary documentation is approximately two weeks after the final application date.

5.2 Late applications, supplementary documentation and responses

Late applications, supplementary documentation or responses may be processed as though they had been received in time if there are extenuating circumstances, for example due to illness. The applicant should him or herself state what the extenuating circumstance was and be able to verify this.

If there are no extenuating circumstances the applicant, if he or she is eligible for entry, will be ranked according to date of submission.

5.3 Cancellation of courses

The department responsible for a course may cancel the course if this becomes necessary for financial or staffing reasons. Applicants who have applied to such courses will be notified at the earliest opportunity.

A course should not be cancelled, however, after applicants have received confirmation of admission to a course or allocation of a clearing place.

5.4 Admission to subsequent programme courses

If there are places available in the second or subsequent terms of a programme, applicants may be admitted to subsequent parts of study programmes.



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Applications and admissions should be made in the manner decided by the responsible body (Faculty Board/Department).

5.5 Admission to programme continuation courses

Application and admission to further courses within a study programme are made, where applicable, according to the manner decided for the individual study programme.

5.6 Re-registration

A student who has been previously registered on a course but who has interrupted his or her education may continue their studies and attend tuition activities *if a place is available* and following a decision of the Dean of the department in question. The Dean of the department will take into consideration the difficulties the student encountered during the previous period of study.

For regulations governing study interruption please refer to section 15.

6 Access to first-cycle undergraduate education

Admission to first-cycle undergraduate studies refers to a course or study programme (Swedish Higher Education Ordinance Chapter 7, Section 1).

6.1 Eligibility

For admission to undergraduate education the applicant must meet the general eligibility requirements and also meet any specific entry requirements that may be prescribed in accordance with the Higher Education Ordinance Chapter 7, Sections 2, 5-11, 24-25.

More exact details of what these requirements are can be found in the application material.

6.1.1 General entry requirements

To be admitted for undergraduate studies the applicant must meet the general entry requirements (Higher Education Ordinance Chapter 7, Sections 5-7, 24). An applicant meets the general entry requirements if he or she:

1. has been awarded final school grades from a national or specially designed upper-secondary school programme and has attained at least the grade of 'Pass' for a minimum of 2250 upper-secondary school credits, including at least the grade of 'Pass' in core subject courses in Swedish language or Swedish as a second language, English and Mathematics;
2. has been awarded final school grades from an upper-secondary school programme in adult education and has attained at least the grade of 'Pass' for a minimum of 2250 upper-secondary school credits, including at least the grade of 'Pass' in core subject courses in Swedish language or Swedish as a second language, English and Mathematics;



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3. has received an education in Sweden or abroad corresponding to the requirements stated in items 1 and 2;
4. is a resident of Denmark, Finland, Iceland or Norway and is eligible for admission to undergraduate studies there; or
5. by virtue of another education or practical experience has acquired knowledge and competence corresponding to the education requirements stated in items 1-4 above (see 6.1.3 recognition of prior learning).

6.1.2 Specific entry requirements

For admission the applicant must also meet any specific eligibility requirements for the course they have applied to. Specific entry requirements refer to prior competence that is essential for a student to be able to benefit from the course (Higher Education Ordinance Chapter 7, Section 8).

The Swedish National Agency for Higher Education has issued regulations governing the combinations of upper-secondary school courses (so called 'field-specific entry requirements') that may be imposed as specific entry qualifications for courses intended for new entrants/freshers, i.e. courses that do not require previous studies at university level.

Each field-specific entry requirement comprises qualifying courses and merit course weightings (Higher Education Ordinance Chapter 7, Section 9).

Approval from the Swedish National Agency for Higher Education is required if a university imposes specific entry requirements other than the field-specific entry requirements prescribed (Higher Education Ordinance Chapter 7, Section 11).

The Swedish National Agency for Higher Education also determines the field-specific entry requirements for course programmes leading to vocational qualifications (Higher Education Ordinance Chapter 7, Section 10a).

At Stockholm University it is the respective Faculty Board or individual department that determines the specific entry requirements that apply for particular courses, based on the general regulations.

6.1.3 Recognition of prior learning

The term recognition of prior learning is used for applicants who lack the formal eligibility requirements for admission but who meet the general entry requirements for first-cycle undergraduate education and/or specific entry requirements "by virtue of practical experience or by some other circumstance have the potential to benefit from the course or study programme." (Higher Education Ordinance Chapter 7, Sections 5, 8, 24, 25).



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The applicant must him or herself claim recognition of prior learning. Instructions for applying on grounds of recognition of prior learning can be found by going to www.studera.nu.

The Vice-Chancellor has established local guidelines for verification of recognition of prior learning at Stockholm University (10 June 2004, D-no. SU 50-1902-03). These were updated on 10 April 2008. More detailed information can be found by going to www.su.se.

If the applicant claims recognition of prior learning and has at least a 'Pass' in Swedish/Swedish as a second language courses A and B, English course A, Mathematics course A and Social Sciences course A, in addition to three years of working experience (a minimum of 50% part-time) following the time that the applicant would normally have completed upper-secondary schooling, the applicant is regarded to meet the general entry requirements (ruling of the Vice-Chancellor 30 September 2009, D no. 40-3231-08).

6.1.4 Exemption from entry requirements

If special grounds exist, a higher education institution may decide to waive one or more of the entry requirements if the applicant has the capacity to benefit from the course or study programme without meeting the entry requirements (Higher Education Ordinance Chapter 7, Section 3).

6.2 Selection

Selection among the application candidates may be applied if there are more eligible applicants than there are places available.

Selection criteria are:

- Grades (upper-secondary school certificates or equivalent);
- Swedish Scholastic Aptitude Test;
- Prioritisation of applicants who are already students at the university in question (for first-cycle courses directed towards new entrants);
- Previous courses (for courses directed towards students who are not new entrants);
- Locally determined selection criteria (see section 6.2.4).

Places should be allocated at least one-third on the basis of grades, at least one-third on the basis of results from the Swedish Scholastic Aptitude Test and at most one-third on the basis of selection criteria determined by the higher education institution (Higher Education Ordinance Chapter 7, Section 13).

If specific reasons exist for applying other means of allocating places this must first be approved by the Swedish National Agency for Higher Education.



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For admission to individual courses, in addition to grades and test examination criteria for selection, individual universities also normally establish the Higher Education Credits required for eligibility for a course (at least 7.5 credits and at most 225 credits).

6.2.1 Selection criteria for study programmes at undergraduate level directed towards new entrants/freshers

Places should normally be allocated in accordance with one of the following models that are exclusively based on grades and Swedish Scholastic Aptitude Test results:

- Grades 67%, Swedish Scholastic Aptitude Test 33%
- Grades 50 %, Swedish Scholastic Aptitude Test 50 %
- Grades 33 %, Swedish Scholastic Aptitude Test 67 %

6.2.2 Selection criteria for undergraduate courses directed towards new entrants

Places should normally be allocated in accordance with one of the following models that are based on grades, Swedish Scholastic Aptitude Test results and Higher Education Credits:

- Grades 33 %, Swedish Scholastic Aptitude Test 47 %, Higher Education Credits 20%
- Grades 40 %, Swedish Scholastic Aptitude Test 40 %, Higher Education Credits 20%
- Grades 47 %, Swedish Scholastic Aptitude Test 33 %, Higher Education Credits 20%
- Grades 34 %, Swedish Scholastic Aptitude Test 33 %, Higher Education Credits 33 %

6.2.2 Selection criteria for undergraduate courses directed towards students who are not new entrants

The selection criteria are previous studies.

- Selection is normally based on the Higher Education Credits attained (at least 7.5 credits and at most 225 credits).
- If necessary a guarantee of a place can be given to an applicant who has read the entry requirement course(s) at Stockholm University during the previous term or during an earlier term.
- It is also possible to grade applicants based on quality aspects from their previous higher education courses, for example higher education course grades.

In exceptional cases upper-secondary school grades and Swedish Scholastic Aptitude Test results may be used as selection criteria.

6.2.4 Selection criteria determined by the higher education institution

According to the Higher Education Ordinance Chapter 7, Section 23, a higher education institution may determine local selection criteria that may comprise special tests other than the Swedish Scholastic Aptitude Test, knowledge, professional or vocational experience or other experience that is of particular



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merit for the course or study programme applied for, and other objective circumstances that are relevant for the programme.

According to the Ordinance a maximum of one-third of the places on an undergraduate course directed towards new entrants/freshers may be allocated on such grounds.

Stockholm University currently has six established local selection criteria categories. These are listed below. Departments wishing to apply any of the local selection criteria categories to a particular course should apply to the Vice-Chancellor, who will decide on the matter. Applications are prepared by Student Services.

Departments wishing to apply a selection criteria other than those already established must apply to the Vice-Chancellor for a decision on the matter.

The following local selection criteria may apply with regard to undergraduate courses (these have previously been approved by the University Board 29 November 2002, D-no. SU 40-2907-02).

- Tuition in native language at a Swedish or foreign upper-secondary school or college and/or experience abroad.
 - The purpose of this selection criteria category is to increase ethnic diversity. This category targets individuals whose cultural origins lie outside of Scandinavia.
- International qualifications
 - The purpose of this selection criteria category is to enable academics from abroad to gain entry to the Swedish labour market more easily and is targeted towards individuals with qualifications from a country outside of Sweden who require supplementary qualifications to conform to the situation in Sweden in the profession the qualification concerns.
- Professional and vocational experience
 - The purpose of this selection criteria category is to improve social diversity, meet the needs of the labour market and contribute to lifelong learning. This category targets individuals with professional or vocational experience who do not have an academic background and individuals seeking further education.
- Eligibility examination tests and/or interviews
 - The purpose of such selection criteria is to provide an additional avenue of entry into higher education courses. This category targets individuals with a special aptitude for the subject/course.
- Specific qualifications relevant to the subject and/or upper-secondary school project work
 - The purpose of this selection criteria category is to provide an additional avenue of entry into higher education studies.
- Regional association with a residential district or workplace
 - The purpose of this selection criteria category is to increase diversity by Stockholm University coming to the district in question. This category targets individuals living or working within a particular geographical area or who have a particular education.



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6.2.5 Selection categories at undergraduate level

The following selection categories are used in relation to undergraduate study programmes and courses at Stockholm University.

BI	Upper-secondary school grades without supplementation, 0.1-22.50
BII	Upper-secondary school grades with supplementation, 0.1-22.50
BIII	Grades from an upper-secondary school education abroad, 300-500
BIV	Study assessments from further education college, 1-4
BV	Upper-secondary school grades, 0.1-20.00. (Applies to courses directed towards students who are not new entrants/freshers)
HP	Results from Swedish Scholastic Aptitude Test, 0.1-2.0.
APS	Higher Education Credits, 7.5-225 credits.
APL	Higher Education Credits within a study programme, 1-300 credits
APSG	Guaranteed place for applicants with specific registration, 990 (Stockholm prioritisation)
PG	Guaranteed place 999
PGIU	Guaranteed place, no selection, 999
PGL	Guaranteed place for study programme students, 999
DA	Direct admission, 999
ÖS	Other eligible applicants, 999
SA	Late applications, 1-999
EA	Post-closure applications, 1-999

Other variations may also occur.

7 Access to second-cycle higher education

Admission to second-cycle (or advanced level) studies refers to a course or a study programme (Swedish Higher Education Ordinance Chapter 7, Section 1).

7.1 Eligibility

For admission to second-cycle higher education courses the applicant must meet the general eligibility requirements and also meet any specific entry requirements that may be prescribed in accordance with the Higher Education Ordinance Chapter 7, Sections 2, 28-31.

More exact details of what these requirements are can be found in the application material.

7.1.1 General entry requirements for second-cycle study programmes

For second-cycle study programmes leading to a general or arts degree there is a requirement for a first-cycle qualification comprising at least 180 Higher Education Credits or an equivalent qualification from abroad, or that the applicant, by virtue of courses or study programmes in Sweden or abroad, has practical experience or by some other circumstance has the aptitude to benefit from the course or study programme. An exception may be made to the requirement for a qualification if the applicant is considered to meet the



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requirements for the award of such a qualification but no certificate has been issued prior to the starting date for the course (Higher Education Ordinance Chapter 7, Section 28).

The general entry requirements make no stipulations regarding Swedish or English language competence. Such competence requirements should be stated in the special entry requirements (see section 7.1.3).

General entry requirements for access to a second-cycle higher education study programme may also be met by the examination of recognition of prior learning (see section 7.1.4).

7.1.2 General entry requirements for second-cycle higher education courses

According to the Higher Education Ordinance Chapter 7, Section 30, an applicant meets the general entry requirements if he or she has completed first-cycle courses or has the aptitude to benefit from the course or study programme.

General entry requirements for access to second-cycle higher education courses may also be met by the examination of recognition of prior learning (see section 7.1.4).

The general entry requirements make no stipulations regarding Swedish or English language competence. Such competence requirements should be stated in the special entry requirements.

7.1.3 Special entry requirements for second-cycle higher education courses

The special entry requirements imposed must be essential for students to be able to benefit from the course or study programme. Such requirements may be knowledge from one or more higher education courses or other conditions determined by the course or study programme or may be of significance for the professional or vocational area for which students are to be prepared.

At Stockholm University it is the respective Faculty Board or individual department that determines the specific entry requirements that apply for particular courses, based on the general regulations. General entry requirements for access to second-cycle higher education courses may also be met by the testing of recognition of prior learning (see section 7.1.4).

7.1.4 Recognition of prior learning

The term recognition of prior learning is used for applicants who lack the formal eligibility requirements for admission but who meet the general entry requirements for first-cycle undergraduate education and/or specific entry requirements "by virtue of practical experience or by some other circumstance have the potential to benefit from the course or study programme." (Higher Education Ordinance Chapter 7, Sections 5, 8, 24, 25).

The applicant must him or herself claim recognition of prior learning. Instructions for applying on grounds of recognition of prior learning can be found by going to www.studera.nu.



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The Vice-Chancellor has established local guidelines for verification of recognition of prior learning at Stockholm University (10 June 2004, D-no. SU 50-1902-03). These guidelines were updated on 10 April 2008. More detailed information can be found by going to www.su.se.

7.1.5 Exemption from entry requirements

If special grounds exist, a higher education institution may decide to waive one or more of the entry requirements if the applicant has the capacity to benefit from the course or study programme applied for despite failing to meet the entry requirements (Higher Education Ordinance Chapter 7, Section 3).

The applicant must him or herself apply for exemption. If such application is not made Stockholm University may nevertheless examine whether exemption may be granted for an applicant.

7.2 Selection for second-cycle higher education courses

The higher education institution may itself determine which of the selection criteria grades, results from Swedish Scholastic Aptitude Tests, previous courses or other selection criteria to apply to selection. The higher education institution may also itself determine how the places on courses will be distributed based on the selection criteria.

Selection based on previous studies is normally the criteria applied for courses and study programmes at second-cycle higher education level. There are two different methods available for ranking the applicants:

- Previous studies
 - Option 1 Selection may be based on the number of Higher Education Credits attained (up to a maximum of 270 credits). If necessary a guarantee of a place can be given to applicants who have read the entry requirement course(s) at Stockholm University during the period immediately preceding continuation to the course applied for. In addition it should also be possible to grade applicants based on previous higher education course qualifications.
 - Option 2 Selection is based on a weighted assessment of quantity (number of Higher Education Credits), quality (higher education course results and/or the quality of dissertation/project work) and the relevance of the previous studies in relation to the course or study programme applied for. The departments offering the courses determine the details of how selection criteria will be applied. These regulations should be accessible to applicants at the time of application.

Higher Education Credits are calculated up until the closing day for applications.

7.2.1 Selection criteria determined by the higher education institution

According to the Higher Education Ordinance Chapter 7, Section 23, a higher education institution may determine local selection criteria that may comprise special tests other than the Swedish Scholastic Aptitude Test, knowledge, professional or vocational experience or other experience that is of particular merit for the course or study programme applied for, and other objective circumstances that are relevant for the programme.



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According to the Ordinance a maximum of one-third of the places on an undergraduate course directed towards new entrants/freshers may be allocated on such grounds. For second-cycle higher education courses there are no restrictions on the distribution of place allocation, which means, for example, that all of the places on a particular course at second-cycle higher education level may be allocated via test examination.

Stockholm University currently has six established local selection criteria categories. These are listed below. Departments wishing to apply any of the local selection criteria should apply to the Vice-Chancellor, who will decide on the matter. Applications are prepared by Student Services.

Departments wishing to apply a selection criteria other than those already established must apply to the Vice-Chancellor for a decision on the matter.

The following local selection criteria may apply with regard to second-cycle higher education level courses (these have previously been approved by the University Board 29 November 2002, D-no. SU 40-2907-02).

- Tuition in native language at a Swedish or foreign upper-secondary school or college and/or experience abroad.
 - The purpose of this selection criteria category is to increase ethnic diversity. This category targets individuals whose cultural origins lie outside of Scandinavia.
- International qualifications
 - The purpose of this selection criteria category is to enable academics from abroad to gain entry to the Swedish labour market more easily and is targeted towards individuals with qualifications from a country outside of Sweden who require supplementary qualifications to conform to the situation in Sweden in the profession the qualification concerns.
- Professional and vocational experience
 - The purpose of this selection criteria category is to improve social diversity, meet the needs of the labour market and contribute to lifelong learning. This category targets individuals with professional or vocational experience who do not have an academic background and individuals seeking further education.
- Eligibility examination tests and/or interviews
 - The purpose of such selection criteria is to provide an additional avenue of entry into higher education courses. This category targets individuals with a special aptitude for the subject/course.
- Regional association with a residential district or workplace
 - The purpose of this selection criteria category is to increase diversity by Stockholm University coming to the district in question. This category targets individuals living or working within a particular geographical area or who have a particular education.

7.2.2 Selection categories at second-cycle level

The following selection categories are used in relation to second-cycle study programmes and courses at Stockholm University.



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APM	Higher Education Credits, 7.5-270 credits
INT	Quantity and quality of previous academic studies, 1-9999
KVA	Quality and quantity of previous higher education studies, 1-9999
PG	Guaranteed place 999
PGIU	Guaranteed place, no selection, 999
DA	Direct admission, 999
ÖS	Other eligible applicants, 999
SA	Late applications, 1-999
EA	Post-closure applications, 1-999

Other variations may also occur.

8 Individual examination testing

According to the Higher Education Ordinance (Chapter 6, Sections 16, 27), in isolated cases a higher education institution may deviate from the prescribed selection criteria. This may only occur if it is impossible to assess the applicant's qualifications appropriately in accordance with the existing selection criteria and if the applicant by virtue of prior education, professional or vocational experience or some other circumstance has specific knowledge or some other specific aptitude for the course or study programme.

The following criteria should be applied to individual examination testing at Stockholm University. The applicant must him or herself apply for individual examination testing. The grounds that he or she requests to be assessed on must be able to be verified by the relevant certification. When Stockholm University examines such an application a holistic assessment is performed based on the applicant's merits (upper-secondary school grades, other courses, higher education course results, professional or vocational experience) and the other circumstances claimed by the applicant. Such other circumstances may include functional limitations.

9 Continued studies within a study programme

A guarantee of a place should normally apply for applicants continuing their basic undergraduate or second-cycle study programme.

If this is not possible there are two methods of student ranking and selection that may be applied:

- The number of Higher Education Credits attained within the study programme.
- Selection based on quality aspects, e.g. grades for the courses included in the study programme.

For students who entered a study programme beginning no later than the 2007 spring term, ranking can be performed in accordance with the number of Higher Education Credits attained (up to a maximum of 225 credits).



10 Differentiating between applicants of equivalent merit

First-cycle undergraduate courses directed towards new entrants: Applicants who have equivalent merits in terms of grades shall be differentiated on the basis of the results of the Swedish Scholastic Aptitude Test. As an alternative to a Swedish Scholastic Aptitude Test, an interview procedure or selection by lot may be applied (Higher Education Ordinance Chapter 7, Section 12).

First-cycle and second-cycle courses not directed towards new entrants: Selection based on examination test or interview may be used when required for applicants who have equivalent merits. By examination test is intended a Swedish Scholastic Aptitude Test or other test.

11 Letter of admission

All applicants to courses at Stockholm University will receive confirmation of the result of their application. This information will clearly state if the applicant has been accepted, has been placed on a provisional clearing list or has not been accepted. For applicants on clearing lists the position number the candidate occupies on this provisional stand-by list shall be stated. Information providing details of how to appeal against admission decisions shall be provided for applicants who have not been accepted. The letter of admission shall also include instructions regarding any reply requirements.

If a student is liable to pay tuition fees the following information shall also be stated in the letter of admission: The amount of the tuition fee, the final date for payment of fees and that admission is conditional on the payment of the tuition fees.

For courses that have been applied for via the coordinated NyA application system the results of applications will be communicated via a computer-generated standard letter. There is a limit to the amount of points an applicant can be accepted to study and/or placed on a clearing list for. This is stated in the application material.

The letter of admission issued by the NyA system also contains instructions about how and when any replies should be submitted. If the applicant replies too late, he or she will lose their place or clearing place.

A new selection process is performed once the replies from applicants have been received and a confirmation letter is sent out.

12 Admission of those on clearing lists, roll calls and registrations

Those who have been allocated a place should begin their studies in the term the admission acceptance concerns. If there are places available on a course or study programme once all of those who have been admitted have been given the opportunity to begin their studies, the department may then call-up the applicants on the provisional clearing list.

These should be admitted based on selection criteria category when and where places become available and in the order of their placing in the clearing list. If there are no applicants on a clearing list for a particular selection criteria category, students may be admitted from another category. The selection



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criteria category "Other eligible applicants" (applicants lacking the merits that selection was based on) as well as "Late applications" (applicants whose applications have been received after the closing date for applications) are placed last in terms of priority and ranking.

Departments may themselves choose a suitable format for the call-up of applicants from the clearing list. This should be done in such a way that applicants are given reasonable opportunity to respond to the offer that is made. In cases where the method selected is offer by telephone call and the applicant cannot be contacted, a written offer should be sent out with information about the final date for replying to the offer. If an applicant from the clearing list declines the offer of a place, this should be noted on the list or documented in some other way.

Each department may decide on the need for a mandatory roll call for those accepted and/or called-up. If an accepted student/student accepted from the clearing list fails to appear for a mandatory course roll call then he or she will lose their place.

Departments may also decide on the registration time(s) for courses and study programmes, based on the framework annually decreed by the Vice-Chancellor. A student who fails to register in time will also lose their place.

Information about course roll calls and registration shall be communicated to the accepted and called-up students concerned.

Departments may decide that the placing order of the clearing list will cease to apply at the earliest one week following the course commencement date. After that time stand-by students may be called in any order. The students concerned, however, must be informed of this in advance, e.g. in conjunction with the provision of course information, information about registration or suchlike.

13 Admission to available places

If there are still places available when all of the accepted students and clearing list students have been presented with the opportunity to commence study on the course or study programme, post-closure applications may still be submitted via the website www.studera.nu.

Eligible applicants will be admitted in turn according to the date of application submission.

14 Deferral of study commencement

Those who have been allocated a place on a course or study programme should begin their studies in the term the admission concerns. If there are extenuating circumstances a higher education institution may decide in individual cases that a student accepted onto an undergraduate or Master's degree course may defer the commencement of their studies (Higher Education Ordinance).

Reasons for study deferrals may be, according to the provisions of the Swedish National Agency for Higher Education (HSVFS 1999:1), "social, medical or other special circumstances such as caring for a child, national service or civil defence duties, student union duties or deferred holiday entitlements in accordance with the Employee's Right to Educational Leave Act (1974:981). The deferral period may not extend beyond 18 months unless there are specific reasons for this period to be extended."



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Stockholm University applies these regulations in the following way: The reason for deferral should concern the applicant and have arisen following the application closure date. Study deferrals are granted in the first instance for studies of longer duration, such as study programmes. In exceptional cases deferral of course commencements may be granted. Study deferrals may be granted, however, for courses that require studies of at least 30 Higher Education Credits on grounds of national service or civil defence duties.

The applicant must him or herself apply for deferral and verify the reason for the deferral by providing documentation such as a doctor's certificate, child's birth certificate, call-up papers or an employer's letter. Deferrals are normally granted until the commencement of the next academic term, but deferrals may be granted for up to three academic terms.

Unless otherwise stated in the Course Catalogue or other information material, the application should be submitted to Student Services, Admissions Office, Stockholm University, SE-106 91, Stockholm, Sweden.

If the reason for study deferral is national service or civil defence duty the application for study deferral may be made directly when submitting the course or study programme admission application. More detailed instructions can be found in the Course Catalogue.

15 Study interruption

If there are extenuating circumstances a higher education institution may decide in individual cases that a student accepted onto an undergraduate or Master's degree course may continue with their studies following a period of interruption (Higher Education Ordinance). Specific reasons for being allowed to continue studies following a period of interruption may be, according to the provisions of the Swedish National Agency for Higher Education (HSVFS 1999:1), "social, medical or other special circumstance such as caring for a child, national service or civil defence duties or student union duties."

Anyone intending to interrupt their studies on a study programme or course at Stockholm University should notify the department responsible for the course and state the reason for the study interruption. The applicant may then be granted leave to return to their studies following the period of interruption. Leave to return to a study programme is granted conditional on the applicant, at the time of study interruption, having read and passed at least one term of the study programme and having attained a minimum of 15 Higher Education Credits.

The length of the period of study interruption must be stated in the decision in addition to whether or not the applicant will be permitted to continue to study when he or she returns. If the applicant is not granted leave to return to his or her studies, information about how to appeal against this decision shall be included with the decision (section 17).

Anyone not notifying interruption to studies in advance may continue to study on his or her return if a place is available on the course or study programme, see section 5.5.

16 Notification of study interruption

Students interrupting their studies on a course or study programme shall notify the department responsible for the course, which in turn will enter the information of the study interruption into the study



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documentation system at Stockholm University. Departments must have information available to students about the procedures that apply when studies are interrupted (information material, homepage or suchlike).

17 **Reviews and appeals**

Anyone receiving a decision that it is possible to appeal against shall be provided at the same time with information about how to submit an appeal.

The following admission decisions may be appealed against according to Chapter 12 of the Higher Education Ordinance.

- A decision that the applicant does not meet the entry requirements or a decision not to grant an exemption.
- A decision not to grant deferral of study commencement.
- A decision that a student may not continue with his or her studies in a study programme following a period of study interruption.

Appeals must be made in writing. The applicant must state the amendment to the decision he or she is seeking and the grounds the appeal is based on.

The written appeal should be directed to the Higher Education Appeals Board, but is sent to the postal address stated in the decision information.

The appeal must be received no later than three weeks from the date of the applicant having been informed of the decision.

Stockholm University will review the original decision and amend this if any error has been made. If not, the appeal will be further communicated, together with a written opinion, to the Higher Education Appeals Board for a decision.

二之五:瑞典全國高等教育服務署簡報



Swedish Agency for Higher Education Services (VHS)

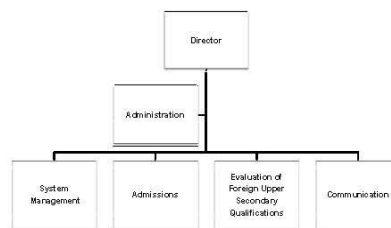
Swedish Agency for Higher Education Services (VHS)

- Government authority
- Fee-based
- Approx. 120 employees, 27 million euro turnover (2011)
- Board of directors with full responsibility, works under the Swedish government
- Main customers are Sweden's higher education institutions (HEI)

VHS History

- Founded in 1992
- Divided into two agencies in 1995:
 - Swedish National Agency for Higher Education (Quality in HE, HEI compliance with legislature and regulations)
 - Swedish Agency for Higher Education Services (Services to higher education)
- 1998-2005: Development and implementation of a new admission system, NyA.

VHS Organization



VHS Fields of Operation

- **Admissions**
Coordinate admission processes for all first and second cycle (bachelor's and master's) higher education studies in Sweden
- **Evaluation of Foreign Upper Secondary Qualifications**
Swedish and foreign students living in Sweden can send in their international qualifications for evaluation
- **System Management**
Technical manager of the educational administration support systems

Universityadmissions.se



In 2011, we processed close to 770,000 admission applications from Sweden and the rest of the world

用 FinePrint 列印 - 可在 www.ahasoft.com.tw/FinePrint 訂購

Education in Sweden

- Compulsory education for students from age 7 to 16 ("grundskola")
- Upper secondary education for 3 years, usually finished at age 19 ("gymnasieskola")
- Students select a course of study in upper secondary school that prepares them for university studies
- Students qualify, and compete with one another, for places in higher education courses and programmes based on:
 - grades in upper secondary school
 - results of the Swedish Scholastic Aptitude Test
- Swedish higher education institutions follow the Bologna Protocol



Admissions in Sweden

- Sweden has a central, unified system for admission to higher education
- Admission regulations are the same for every higher education institution in Sweden
- Admission regulations are dictated by law
- There are general and specific requirements for admission to courses and programmes



Admissions

- Only one application needed to apply to every university and university college in Sweden
- 99 percent of applications come in through our websites Universityadmissions.se and Antagning.se
- An almost entirely digitalized system simplifies administration
- Environmentally-friendly as paper, envelopes and transportation are kept to a minimum



In 2010, the number of applicants from outside the EU/EEA increased by 10 percent. However, in 2011 there was a decrease by 77 % due to the introduction of study fees for applicants from countries other than EU/EEA or Switzerland.



Evaluation of Foreign Upper Secondary Qualifications

- Service is provided free of charge
- Critical to the admission evaluation process
- Appreciated by foreigners pursuing employment or education opportunities in Sweden



System Administration – Admission

- Our admission system is the only one of its kind
- Can receive and process applications for every course and programme offered in Sweden
- Process is completely electronic
- Administration of Universityadmissions.se and Antagning.se, our admission information and application sites



The NyA-system

- NyA – the National Admission System
- Developed by Swedish universities and university colleges in cooperation with VHS
- Used spring term 2007 for the first time
- Now used by 37 universities and university colleges on a contract basis with VHS
- Used for admission to higher education programmes and courses at first and second cycle level (bachelor's and master's level)
- The fee for each HEI is based on the amount of applicants that are processed in the system for them



Other Systems Administered by System Administration

- Ladok system, which tracks and documents higher education courses and results
- The National Degree Project Pool, a meeting place for companies, organizations and students
- Registration for the Swedish Scholastic Aptitude Test
- Database for upper secondary school qualifications



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More than half of all admission applications go through our system without the need for any manual assistance (2010)

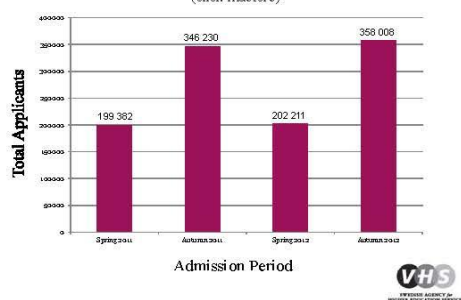


VHS Important Figures

	2011	2010	2009
Total applications	770 000	895 000	818 000
Masters	32 000	120 000	91 000
Total admitted applicants	475 000	479 000	416 000
Admissions cost per applicant	87 SEK	81 SEK	82 SEK



Total Applicants, Last Date of Application (excl. masters)



Sustainable Development

- 99% of admissions processes occur via the web, reducing the need for paper and transportation
- Virtual organization allows us to work with 37 different HEIs without leaving our workplaces
- Fulfilling our vision of being an "e-agency"
- Education of personnel in energy savings, energy-efficient travel, web meetings and smarter copying and printing routines



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三、逐字稿

三之一:赫爾辛基大學招生辦公室簡報及座談之逐字稿

◎Transcription is as the following :

Q: Before we come here, we also heard, you have a large percentage of students who already have some working experience, so we would like to know, your selection criteria for them, and how is the outcome for them. Because I think you have had this for many years already, right? So how' s the achievement, and things like that.

A: I' m going to first tell you something general about the university, and then my colleague Mike will tell you more details about the admission. We have a list of the questions, but because the education systems are quite different, we find it a bit difficult to make a presentation, it might be better to have a discussion, and if we haven' t answered all the questions on this list..., and in case we still have some time, I have some slides for our admissions procedures...

Mumbling

So we are the most oldest, and biggest, and most beautiful university, and absolutely the best university in Finland. By our history, we are bilingual, teaching languages are in Finnish and Swedish, but because we want to have more international students, quite a lot are in English as well. But mostly the English classes are at the Master level. Of course the bachelors level has English as well, but not as much. You don' t have to make notes on this, I will break it down for you.

Q: Do you mind if we have voice recording?

A: Certainly.

Q: When you said international students, are they mostly from other parts of Europe or...? What do you mean by international?

A: I would say that they' re all from Europe, but nationalities are from China, Russia, Estonia...

The main task of our university is research, teaching, and social interaction. If you compare the University of Helsinki to other universities in Finland, we are definitely a more research university. And as I said, we do have 11 faculties, and we have 37,000 degree students. It doesn' t mean that they would all be studying here all the time, I would say the closer number would be around 30,000. The thing is, when you get to the university, we don' t have the possibility to kick you out. Once you get here, you can stay here longer.

Q: So you mean the 32 continuing education, those are recurring students?

A: Yes, and we also do have an open university as well.

Q: What do you mean by open university?

A: Available for everybody, everybody can go there. Open university. Not degree.

But in case somebody studies at the open university and after that becomes a degree student, the studies down in the open university can be included.

Q: you mean the course credits?

A: yes, those can be transferred.

Q: Do they have to come to the campus? Or they can do it on the Internet?

A: Both.

Q: You also have the Internet course?

A: Yes.

So there is 8670 employees, including mostly of course research and teachers. But I would say there are also a lot of people working in administration, like us, and our total turnover in 2010 was 630 million. We do have 4 campuses. There is a faculty of Theology, law, arts, behavioral sciences and social sciences. Arts, there are different languages, we have the biggest language selection in Finland from African languages to classical languages and basically everything in between. Behavioral sciences means psychology, teacher education, these sorts of things. And social sciences is social politics, economics, political history, sort of subjects. And then we do also have an autonomous unit of social sciences. Most of the students study at the center campus, because the faculty of art is definitely the biggest faculty which we have. Then we do have in the Meilahti campus a faculty of medicine, which is one of our crown jewels. Then we do have a science campus in Kumpula, and then I have somehow missed one of our campuses in Vikki where we have environmental sciences and agricultural and forestry and also veterinary medicine.

We do have international students, but we would like to have more of them. At the moment there are 2800

international students where the big part is exchange students who come to study here, and we are a very popular destination for exchange students. Mostly exchange students come from other European countries, Germany, Spain, and Italy are the biggest countries sending us students coming to study one or two semesters.

Q: Do they need to pay tuition?

A: No.

Q: In the 37000 students, how many are undergraduates? Half?

A: If you don't mind, I will provide that later by email because I just skipped those slides and didn't consider them for the admissions.

In case they're not in your slides, I'll send you those facts later.

So me, being the head of admissions services, it's a relatively new unit. It was founded in 2007, and so this means we've been developing our admits and procedures quite a lot since that. And, we are still doing a lot of developing and there is a lot of developing going on that we would like to have a joined admissions with all the universities and all the polytechnics in Finland, that all the students would apply at the same time with the same basic application procedure in 2014. And my unit is responsible for data systems and supporting the faculties who are actually making the decisions who they are going to take. So we are helping with the procedures and telling prospective students what you can study at the University of Helsinki because with 11 different faculties young people usually will ask what can we study. And basically you can study everything else except engineering and business administration, those you cannot study in the university, but everything else you can. We do also have the university admissions. Finland would help us with international applicants, but I can tell about that a bit more later. But now I will give the floor to my colleague, and she will give her presentation.

Q: About engineering and business, they have to go to other universities?

A: Yes.

Q: You don't have these two programs?

A: No, no.

Q: When undergraduates come to the school, they can choose any major they want?

A: They have to decide when they apply.

Q: So when they come in as freshman, they already know they're going to be in arts, or...

A: Yes, of course you can change if you change your mind to another area. There is a possibility that you can change the major but...

Q: Is it easy for them to change? Or they have to get very good grades so they can switch? Or they can just say you know, I like that, I'm more interested in that... like medicine... I want to switch from art to medicine.

A: It's not so easy. You have to pass an entrance examination. Written entrance examination if you want to change, in some cases. You know in this world, there are some majors that are more popular than others, that is why we can't have them all, so we have to select.

Q: Some certain quota for them to switch majors?

A: Yes, that's right.

Foreign language

Q: I have a question, do you feel that you have to compete with other universities maybe in Finland, maybe in Sweden, in order to get good students to study. Do you have such pressure? Or since you are probably the largest one in Finland, all the good students will come to your university, so you don't have to do anything.

A: It's year by year, it is a bit competition for the good students.

Q: Between which schools? In Finland or in other countries?

A: Not so much in Finland because I think we have the best reputation and the best quality in Finland... more from Sweden, and major European universities.

Q: You also want to attract good students from their countries. And your students may also go there.

A: Yes, yes. Young people nowadays are much more international. It is easier to move even at the bachelor level to leave to another country. In Finland we are very use to studying languages already in secondary school. Which makes it easier to decide after that to go to Sweden, Germany, or England.

Q: And I heard over 50% of students undergraduates, they just graduate from high school then work then they come back. So they don't directly go into the university.

A: In Finland it is very common that you have one or two years after high school... then you come back...and it's something the government doesn't like. That's one of the reasons why we want to change the system.

Q: So you want them directly go to the university?

A: Yes.

Q: If they go off the school one or two years, then come back, do you treat them differently when you admit them? Or you just use the same standard?

A: It's the same thing, but I think it's better to listen to the presentation first.

Q: ok, ok.

A: SO you can see, there is something in common, and something very different between our countries. Our country is ten times bigger than your country but you have almost 5 times more people. The GDP, the capital, is about the same, and I think this age structure is very interesting. It is one of the challenges we are talking here in Finland today because as you can we have about the same amount of young people before 14, but then there is a big difference between 15 and 64 and then also after that, over 65, and I think that is one of the major challenges and problems in Finland because our population is aging.

Q: We have the same problem. You can see the numbers, that means we're approaching to yours. Because our underage population is getting less, even less than yours, and maybe even getting more. We are 15.6, you are 16. So we have the problem ahead.

A: We are some years in front of you, but you come to face the same situation. And that's because the government wants that the high schools, after finishing the high school, you have to come straight to the university and study because we have to be at the labor market. I think in Finland we are quite... when you compare internationally... we are quite old when we graduate from the university.

Q: I think the first year of your elementary school start at 7 years old, most other countries start from 6, so it's one year later.

A: yes, that's true.

But then the interesting thing is, some studies say, when we graduate from the university, quite many of us have been working at the same time, during our university time, especially in the capital city where the living expenses are higher, it means that our students usually get to the working life easier than other parts of Finland. And also comparing some other European countries, it's common that when we graduate, we're easier in one or two years, getting the jobs that are more related with our studies. So it's not a black and white situation.

Q: More motivation, learning motivation, when they have working experience and they also know what they want to learn.

Q: Then why doesn't your government like this?

A: because getting out of the school is too late.

There are pluses there are minuses.

Q: but the government encourages this?

A: The government wants that. But in some of the faculties, we have seen that the situation is, that the better students are a bit older, they have a bit more experience of life, and after that, when they know what they really want to do, they are more motivated. So it's not a black and white situation especially from the point of view of the university. It is hard to find what is the truth in this but in here, the government, which is on the other side of the square, they are looking at us all the time, so...

But I think also we have a bit problem with the older... I mean in Finland, we retire very early from the labor market. So the government wants us to be in the business and working life longer. So, anyway we have to drive the productive side.

Q: How long for a student to get a degree when they enter the school? Within 4 years, or 5 or even longer?

A: Six or seven years.

Q: For undergraduates?

A: No. It's 3 plus 2. 3 for bachelors and 2 for masters.

Q: So they have to be full time students? Because you said they usually have working experience. So does that mean they may also work at the same time during their studies? So they may take longer to finish the program?

A: Yes, yes.

Q: You know, study like a part-time student. They do not take as many credits as other students.

A: Yes.

The higher education institute is very interesting. In Finland we have 44 universities, 27 polytechnics, and you, in Taiwan, have 165. So that's a big difference between these two numbers.

Q: We are number one in the world. The EDP is not correct, because we do not have 37,000 now, it's probably

half.

A: there's one slide which shows some similar university principles of university education in Finland, because I think our system differs from the system of many countries. Of course other universities you can study bachelors, masters, doctoral degrees, that is universal. But I think the unique thing in Finland is that when you apply to the university, you can get at the same time, the right to study bachelors degree and at the same time, right to masters degree. And that is because when you ask how many undergraduates, I mean bachelors we have, it is hard to say, because you have these two rights.

Q: But do all of them succeed? Can you graduate in bachelors, but not in masters.

A: Yes, you can. But if you say you graduate bachelor and no master, it is very very hard to find a job in Finland. Because in Finland the basic degree is master degree, not bachelor degree, that is our specialty.

Q: so it's a 3 plus 2, the bachelor is 3, the master is 2, regularly.

A: Yes, regularly.

And one of our specialties is we have no tuition fees in these programs, but we have some exceptions for non-EU students. Students from outside of Europe, we can say. And universities, also our university, provide continuing and updating education. That is I think the education you refer as recurring. Continuing and updating education, and these open university education, which is open to everybody. And then moving to student admission, we have this quite new university law that says that... yields to the university the right to decide its own admission criteria and also university may restrict the number of students. That is what we talked about before, we can't get everybody.

We have this common national application system but not common admission system. That means that every university selects its own students independently. There are of course some cooperation between universities, for instance in the area of medicine, biology, teacher education...

Q: It depends on the area?

A: Yes.

Q: How many percentage for acceptance rate? I mean half, 60%, or 70% are accepted by your university?

A: It varies a lot. I can show you some statistics later, but it varies from 6% to 50%. There are very popular subjects and... it's field to field.

So more medicine, teacher education, social sciences... they're very difficult to get in. Mathematics, physics, are easier.

Q: When you say you have a common application procedure, does that mean the student just applies their same material once, and says what the priority of the school they want. Do they have to apply to different schools individually each time? What do you mean by common application procedure?

A: We do have the same application webpage, they're filling in the same form at the Internet. By 2014, we're hoping that it would be.. still there's variations about how we're functioning after filling out the procedure, but we're hoping by 2014, we'd be making it a bit more common. For example this year, we have been doing... because if you have graduated from Finland secondary school after 1990, we can get all your information from secondary school from the national database. But if you have done that before, or if you have been graduated earlier, or from vocational school, or another country, we can't get the information, and they have to send us the documents, and we are very strict because we want them to be legally officially certified already in that point, but other universities don't. So that's still a bit...

Q: I think Professor Wang's question is you know, you mean the common application is, you fill out the information. If the student wants to apply to five universities, do they mark 1, 2, 3, 4, 5. Say university A is one, university B is 2. They use the same application material.

A: At the moment, you can apply to all Finland universities with the same application. And you can choose 9 different places. Not universities, but mathematics... department-wise.

So all 9 can be at the University of Helsinki. But it could also be 2 at the University of Helsinki, 2 to the University of ...

But the thing is, at the moment, if you apply to all these places, and you're a good student, you might get acceptance letters for all the nine places. And that is something that we are going to change in 2014. If you're going to be applying to all the universities, and all the universities of applied sciences have the same form, you can choose 6, and you are going to be offered only one.

Q: So when they apply they also make priorities?

A: Not yet, after 2014

Q: Later they can say their priorities, and they get their first priority if they are qualified?

A: Yes, yes.

Q: That's basically the same as our system.

A: This slide is about the general admission process for bachelors. This eligibility, I think this is quite universal and quite common to you. Who can apply... This high school diploma is the main document but there are also other decrees, other qualifications that make you eligible to this university. At our University, the rector is the one who issues the university wide principles of student admission, and after that, the faculty decides on the details of their own. That is the way we proceed.

Q: Rector, what do you mean by rector?

A: Rector is the president of our university.

And what evaluation is used when we select our applicants to the bachelors level?

Basically there are three variations. The right to bachelors degree is granted to A) a score based high school grades. So you don't have to come to the entrance examination at all. B) you don't need these grades, but you have to come to the entrance examination, or C) which is I think the most common, the combined score of the high school grades and you have to also pass the entrance examination.

Q: So for C) do you have a percentage? I mean if you have the high school grade, that counts for 50% and the entrance examination another 50%.

A: It varies, but it is about 50. But it depends. It depends on the university and also on the faculty and on the program. There is slight variation.

Q: Is it very difficult to pass the entrance examination. For the high school students, how many percentage of students can pass the entrance examination? 60% or 70%? Is it easy? It's probably not just pass or fail, there's a score, right?

A: It is really a hard question to answer.

I was going to tell that, I think today we have about 100 bachelor programs at our university. There are about 4 you can get the right to study without an entrance exam. There are mathematics, physics, chemistry and statistics. These are the 4 programs.

Q: They don't need the entrance exam?

A: No.

But all the others, if you come to Helsinki University, you have to pass the entrance examination.

Q: But why? How do they choose students?

A: The secondary school graduates, you have to have extremely good credits from the physics, math, chemistry, statistics, from the secondary school, if you want to get in without the entrance examination. They also do have the possibility for entrance examinations, so they do use both. But they do accept excellent students straight.

Q: So if you're good enough they don't have to take it?

A: Yes.

But I would say one of the problems is that the ones that are getting accepted there, mostly that is not their number one priority to get in studying mathematics. It might be engineering, medicine, business... it might be something else. So that's their marketing strategy, to get the good students.

Q: I have a question. In your next slide... you have an entrance exam, but we also know that there are some very good high school teachers in the secondary school. As far as I know from documentations, you have a very diversified way of teaching students in high schools. So how, in your entrance exam, that should be a very formal question right? So you probably also expect precise answers. So how can that be related to the education in your high school? For example, if you set a standard of entrance exams, do teachers in high school change their policy of education in order to help their students get better scores? How do you balance these two? They seem to contradict each other.

A: Good question. I would say the government would like us to use more the high school credits. Their interest would be using more, but now I think the university has convinced that this is not what we want.

The thing that we want to measure with these entrance examinations is motivation. I mean, if you are motivated enough to come to Helsinki, to read all the books you have to read for the entrance examination, and you pass it, you would have to be motivated.

Q: Is it easy to pass? If they prepare, it's very easy for them to pass it?

The passing rate is very high?

A: It depends, from 6% to 50%.

Q: Is the entrance examination pass and fail? It's not a score?

A: I would say yes, but there is a score. I go back to this example c) which is combined score of entrance examination and high school diploma grades. So you can create from this entrance examination... even if your high school diploma is not so good, you don't have very good levels or numbers in this, you can compensate it with a very good entrance examination. We want to give a kind of chance if you're not so brilliant in high school.

And even if you did extremely well in high school, but don't do very well in the entrance examination... it's...

Q: Killed?

A: Yeah.

Q: We have a similar system in Taiwan, but high school teachers will say, since you count the entrance exam, they will prepare more time to help student to prepare the exam. So the student can get a higher score on the entrance exam. They think that's... but I don't think that's a very good way to...

A: It is not the way in Finland.

The thing is, in secondary school, we do have this study guidance counselor that tells secondary school students how to apply to the universities and helping them.

When we talk with them, they're always like, so how many points do you get if you... because there's different exams you do after you finish secondary school, and some are obligatory and some are voluntary. There's usually you have to do mathematics, Finnish languages is one you have to do, or Swedish depending on what you do. You have to definitely do the four, but then you can also do some more. It's quite common to do 5, 6, 7, but you have to do the four. It depends on where... of course if you apply to the medicine, your mathematics skills and chemistry... if you have done well in those, they are helpful. And it's usually... because different faculties can decide differently from which tests you've done, and secondly how many points you are going to get for that. And they usually want to know this already three years earlier when you start the secondary school. So what I'm going to write and what I'm going to do in the secondary school test, where I'm going to get the best points... and my saying is, don't do it like that, don't think like that. Study what you're interested in, and apply for something that you're interested in. Not something where you can easily get in with your points. But this is the discussion we go with the secondary schools. Not with the teachers but with the student guidance counselors. Tell them that they should study something they're interested in, not something that you might get good points in helping with this combination.

Q: Because you have a formula. Do you have kram school?

Kram school is like... after school say 2-3 PM, in the afternoon, students go to another private institute to study more. Because you have this entrance examination, you know, like in Taiwan, after school they go to some private institute, some private organization, they give a lot of practice so you can get a good points on the entrance examination.

A: We have those as well. We call them prep courses. It's a big business and University of Helsinki says you're not suppose to go there, you can get in even without the prep course. To be honest I took the prep course before I came to the University, she didn't. But I think that... I studied social sciences myself, and I think the best thing is that somebody told me that, now you read these 5 chapters and we are talking about it tomorrow, and after that you read them. So that was the biggest thing, so if I would have my disciplinary on being just say "you do that" my mom could have said the same thing to me ... so it's not... but for example for medicine, law... it's very popular subjects... it's very common to have that.

Q: I see. That's pretty much the same as in Taiwan, or in East Asia.

A: But it depends on... it's quite sensitive... we're quite sensitive about this thing in Finland because our tradition of education, which is free of charge to everybody from the beginning to the end. So it's a delicate question in Finland, that you have to go to these prep courses because you of course have to pay for them. And there are people who say it is not right... because we say that everything is free of charge. And so they can say, "no it's not". You have to go to the course, or you have to go to the course and pay, to get to the faculty of medicine, or the faculty of law. At the university, here we say, our Rector says, that "no, you don't have to go there. It is business." ... Because they want to make money, they will say, come here. So it is.. this thing that you can't say is good or bad. We live with the fact that there are these prep courses, but as a university, we want to tell to the applicants, to the students...

Q: Does that cause another problem, because you have to spend money to go to these kinds of schools, or preparations. So the rich families, do they have a better advantage to go into Medicine, or Law School? Does the society have some debate or questions about that?

A: It doesn't sit with this kind of democracy, our tradition and history... because we are a nation that wants to give a chance to everybody no matter if you come from a poor family or a rich family. At the university, we are not interested in that... we are interested in the mind.

But you know that in Finland, as I would say in probably most other countries, the one biggest difference where, students after secondary school, or even if the person chooses to go to secondary school or vocational school after grammar school is that, what is the education background of the mother.

That's one of the biggest...

We have studies that... that is the main thing, the educational background of your mother, that counts.

If you have an academic mother, you are definitely going to be an academic.

Q: So if your parents are high school teachers or middle high school teachers, then their children are much more successful in academics too. But as for professors, only a female professor whose children are better at academics... that is the statistics?

A: Yeah, but we also know that children of doctors quite often study medicine as well. Children of lawyers study law, and so on. It runs in the family.

Q: So it is a pattern?

A: Yes.

Q: Does this situation continue... for decades, or just recently?

A: For decades.

Q: So does that affect social mobility?

A: I would say there is still social mobility. There is, definitely. But I would say that doctors' children are not easily to drop downwards. But I would say that others would.

Q: The only difference between your system and our system is, you have very high tax deduction. So even for medicine or doctors, they have to pay more...

How about we go through this first, and if there are other questions, we ask.

A: Entrance examinations are written, subject related tests. That means, there are usually books you are told beforehand, to read this and this book. And the books are about the major subjects you are being tested on.

Q: So these books are not the textbooks in high school?

A: It varies. It can be, but...

For example, one of the solutions to the topic we were talking previously, that not all the doctor's children would go to the prep school for medicine, is that faculties of medicine in Finland, decided that this year, they would not have a separate book, which would of course be very well done to the prep course. But, it's enough to know the biology, mathematics, and chemistry subjects from the secondary school. So the knowledge you gain there... it's going to be tested again, because there are too many good students from the secondary schools. So it's going to be tested again, but you don't have to study extra books.

Q: So you take the textbook as a reading book for entrance exam? Is that what you mean?

A: No, they are going to test what you have learned at the high school, again. Biology, mathematics, chemistry... but you don't have to read any more books. This text based test... that is kind of procedure... you come to the entrance examination but you don't have to read anything beforehand, but when you come to the room, you get some material, some article or study or something like that, you have half an hour or an hour, to study it, and after that they give you some questions you have to answer, on the basis of what you have just read.

Q: That's the way we do it. So these read based things are during the exam, not before?

A: Yes.

Q: So basically it's essay questions?

A: Yes, and multiple questions.

It varies from faculty to faculty, year to year.

Q: Every student has the same question?

A: Yes.

Q: And you expect the same correct answer? So there's a clear correct answer?

A: yes.

Q: So this means they can just answer it on the computer, or they have to present it orally?

A: No, it is written.

Q: So there's a selection question, or yes or no, that they can choose precisely?

A: Yes. There are usually quite different parts of the test. There's some longer essays, some shorter ones...

Q: Is it like the GRE, or GMAT?

A: I've never done GMAT, so I don't know. But I would say that, probably yes.

Q: So in the test, do you test mathematics, chemistry, social sciences, sociology...

A: The thing is, if I'm applying for chemistry, the questions are related to chemistry, if I'm applying to history, the questions are related to history.

Q: How many subjects for the entrance examination?

A: One.

If you are applying to chemistry, your questions are from chemistry. But if you apply, for example, medicine, your questions might be from chemistry, biology, and so on. But for example when I apply for social sciences, there is sociology and social politics. Now, the system has changed a bit. I had to read two books, now they only have to read one, and then they get some material at the test.

Q: So it's a very limited subject.

A: Yes, and that's also something that might change for 2014. Because now at the University you can apply to, as you said, more than 100 bachelor programs but there's a big discussion if it should be like, wider bachelor programs.

Q: Broader knowledge about the subject you want to study?

A: Yes.

Q: So can a subject study two or more subjects? Like chemistry and physics, or mathematics. Because the high school student may not know his major for his future, so he takes chemistry, and physics, and even sociology. Is it allowed?

A: Yes, you can apply for 9 different places and you can go to 9 different tests. But, I would say, if you have to read some extra book for the test, it limits your variation. But of course if you apply to chemistry or physics and so on, I would say it maybe easier.

Q: So the different universities may have different questions?

A: Yes, absolutely.

Q: So there is no unified organization to make all these questions?

A: No. There is a cooperation. For example to medicine, the questions are common, for all medical schools. And the same is with the teacher education. It's a cooperation with the universities.

Q: If students want to be a teacher, what subjects should they take?

In the entrance examination, what subjects do they test?

A: It varies, but I would say that Finnish language is definitely one. I would say another language as well... you would get points for mathematics as well. I would say, it's typical to get points from these obligatory tests, how you do on those, and those are quite often mathematics, languages...

Q: Social sciences?

A: Social sciences.. we actually... history there is... but social sciences... for example our faculty of social sciences say you don't need social sciences in secondary school so it's something you can't really know yet. I mean some secondary schools do, but mostly not...

Q: So if they have like, if you need to take 4 subjects, you need to read at least 4 books?

A: No. In medicine nowadays, yes, but those would be the books you've been studying already in secondary school. But for teacher education, I think there is 4 articles you have to read. But this varies from year to year. We have very good experience in different kind of things. But I would say it would be 4 articles.

Q: How many days for the examination?

A: One day.

It's 4 hours.

Q: Each subject, one hour?

A: No, each subject is 4 hours.

Q: Then if you take 4 subjects, it would be 16 hours, for two days?

A: There's different days when there's the tests.

But it might be also that... we also have very much complaints that you have the ten day... the test to apply to the...

Q: University A, University B, University C...

A: Yeah, social sciences here, or economics at University of Aalto. The test is in the same day, I can't take part in both.

Q: K, let's go on to the final slide.

A: For the moment, we have interviews only in teacher training. We don't use these interviews so much. The exams are written.

Q: All the applicants will be interviewed? Or only a certain portion of the students?

A: Only a certain portion.

Q: because they are on the border?

A: Yes, you have to pass the first written test, and if you've done well, then you get to the second one.

Yes, about this continuing education, I have one slide here. And I put this here because I want to show that we provide these continuing or updating recurrent education kind of spirit. Like life-long learning, I think you have heard this idea. And it is because today the needs of the labor market are changing so rapidly, I think it is not enough that you have the bachelor degree, or the master degree. You need to update your education all the time. So we have this 11 faculties and then we have some institutes and this center for continuing education is one institute. This institute designs and provides these programs, and the main topic groups are individuals with bachelors, or masters degree, but also organizations of the public and private sector. So we can kind of... tie them together. We want to know if you come from the company, we ask "what do you want, what are your needs" and then we put together this program.

Q: Could you give an example of what department, or degrees, they usually want to take for the returning education?

A: They usually are not degrees, they are courses.

Q: so what courses are more popular?

A: For example health care, social care, teachers education... I think they are the most...administration is one.

Q: How about business school or management?

A: Yes, but we don't offer this. But of course I think it is very popular.

Q: If the students get out of high school and work for two years or three years, after that they take the entrance examination, will it be more difficult for them? Or they can still get good grades? Or they just get out of the high school and everything is fresh so it is better for them to have higher points?

A: We are saying that you have the routine of reading and studying the material and answering when it is fresh. That is something we say, but sometimes... if there is a book you have to read, you might be, after two years, easier to understand the book. For example for social sciences, you might be couple years after that easier to understand it than straight after secondary school.

Q: But you say that doesn't apply to all subjects.

A: no, in the case for mathematics I would say in two years you probably have forgotten a lot.

Q: You forgot all the formulas.

A: Yes, yes.

Q: For the entrance exam, the difficulty of the exam is set to be equal, for example, to the top program of the high school, or the middle one? How do you set the difficulty?

A: That's a good question I have no idea how to answer.

Q: For the typical high school... as far as we know... your high school has many levels for one subject, like mathematics... so when you determine your entrance exam, the difficulty of the question will be of the same order, for example the highest level of your high school education, or the middle level of your high school education?

A: I would say on the top level.

Q: So if a student didn't take the high level courses in their schools, then they probably cannot make it?

A: That is possible, but as my colleague said... I am taking myself as an example, there is the lauderter, is the best of what you can get from there, then there is exemia, then there is ermaclulameck. I was ermaclulameck but at the entrance examination I was at the lauderter level, I did extremely well there.

Q: How can you do that?

A: I read the books like a million times and know them by heart.

Q: So if that's the case, then probably the kram school will become popular? It's a big business here?

A: Right.

And that's also, that if you're not at the secondary school, and the books for the test are telling you early what you are suppose to read for the examination, and if you're not at the secondary school anymore, and you're at home living with your parents you have more time to read for the exam. That's also one thing.

I have some statistics that I can show.

Q: You have more material to present for us? Then I will ask our members.

A: I would say that, that was what I was going to say, about masters preparation, and you have that. But let's go over the questions first, because you already have that. This is unfortunately in Finnish, but this is a bit about the

statistics.

Here are the percentages of the accepted who have been participating in the entrance examination. But the thing is, because you apply online, not everybody that applied would show up to the test.

Here you see that it varies from subject to subject how many students would be...

These are from who showed up how many have been accepted, the percentage.

Q: So how many percentage of your high school graduate students would eventually enter universities? What is the percentage?

A: 60 maybe. Or is that too much? Or is it 50, the goal is 63, I think. How many will end up in university and get the degree

I don't know. Our minister of culture and communication is in charge of that. I'm sorry, I don't know.

Q: But is it around 30 or 40?

A: Roughly 50-60.

Q: What's the column. Is it the one that showed up and get accepted? The final column?

A: Yes.

Q: What about that column? What does that percentage mean?

A: Acceptance from everyone who applied. Who filled the application form.

Q: So 30% filled out the application form, and 28% of them showed up and also accepted?

A: No.

Chinese dialogue

A: So this one is how many applied, this is how many took part in the test, this is how many were accepted. And, so this is number of accepted from everybody who applied and this is percentage of everybody who took part in the test and got accepted.

Q: Do they have to pay a fee?

A: No, no.

Q: What is the third row. 1,053, what subject is this, so many applicants.

A: Biology.

Q: How about here, have the medicine or teachers education?

A: This is veterinary medicine, 707. 15% were accepted. And this...

Q: How about teacher's education? Very popular?

A: No, no.

This is the teacher's education.

Q: Wow. 2,084. How about the acceptance rate?

A: 6%.

Q: In your university?

A: From everybody who applied.

Then you see here...

6 % for everybody who applied, 11% who took part in the examination.

Q: How about 1,199, is that how many showed up?

A: Yeah, how many people took part in the test.

Q: So 130 passed?

A: Yes, 130 passed, got accepted.

It's about...approximately 4400 new students who start per year at the university.

Q: How many?

A: 4,400 from all the faculties, about.

Q: Oh so some of these are overlapped, duplicates?

A: Yes. 4,635 students will be accepted.

Q: Oh accepted is over there. So total is 24116, then about 14,000 showed up, and accepted is 4600. Okay, okay. That means your overall accepting rate is about 20%?

A: Yeah

Q: But you said 50-60% number of high school students...?

A: This is only our university's results.

Q: Oh, only your university.

The 3%, what is that? What subject is that? That's very tough.

A: No, it's something social sciences. World politics research. World politics. Political sciences. Psychology is one of the hardest subjects to get in.

Q: So what's the factor to influence the number of applications of students? I can understand medicine, but why teachers is a popular subject in Finland?

A: I think the teachers have a good reputation. We consider it very important. And all the teachers, comparing for not many countries where it might be enough to have a bachelors degree, all the teachers in Finland have to have a masters degree.

Q: But all of your subjects have to be masters degree, right?

A: Right, but for example, I know that in UK, it's quite common that you can be a teacher in the secondary school with a bachelors degree, but you can't do that in Finland.

So here's psychology, there were 1514 applicants. 49 got accepted.

Q: Why is psychology so hard to get into?

A: That's a good question.

It's been popular for decades.

Q: I have a question, probably because different systems in different countries have different criteria. In the United States, diversity is probably very important. The diversity including the regional, in the northern part, of Finland or in the city area, the social economy... because in the United States, they have different groups, black people, white, Asian people... so do you have any consideration of the so-called diversity in your university or even in Finland. In the selection criteria...

See here, we see the criteria is mainly the entrance examination, the score, and the GPA of the high schools...

A: What your parents do, or how big their wallet is, doesn't matter for us. We take the best and most motivated.

Q: Where they come from is not considered?

A: No

Q: There is no review process?

A: No.

A: We have one exception. In Finland we are very strict that we consider all applicants in the same way. But there is one exception. You know, we are bilingual. Finnish and Swedish. We have a minority of 5% of this Swedish speaking group.

Q: So you have aboriginal people here? The tribe?

A: No, it is not an ethnic, it is lingual difference.

But as a bilingual university in Finland we have these two languages, also in the University of Helsinki, so we have to educate a certain amount of Swedish speaking people. For example, to the public officials... enough Swedish speaking doctors, enough Swedish speaking lawyers... teachers...

We have this obligation. So we have this small.. you can call it a quota.

Q: But that is only 5% right?

A: Yes.

But I would say it's 5% of the population, but I would say from that 5% of the population, there's more academics than from the rest of the population.

Q: In the United States, probably the rich people, I mean top 20% of rich people, and top 20% of the bottom, the rate is quite high. Probably in Finland there's no such problem... I mean the deviation between rich people and poor people is probably quite small, so you probably don't have social economy problem?

A: I would say the middle class would be...most are in the middle class. There's very few rich people and poor people.

Q: The deviation is not quite large. So basically you don't have a social economy problem.

A: No, but of course there is a discussion that we should be an even more equal country than we are. That discussion is going on of course.

Q: Some faculty only consider high school score, they don't have to use the entrance exam score. But how do you consider different high school students? For example some high schools are elite schools, and some are not so good. How do you compare different high school's scores?

A: They all have to do the same tests. Even if you live in Lapland or if you live in Helsinki, the test after the secondary school is the same for all the students.

Q: In the secondary school in Helsinki, because the people... the same GPA in Lapland probably different.. so how do you consider?

Because different high schools may have different scoring criteria. And here, you have number A, a score based on high school grades. So the different high schools may have the same grades, but you give different scores.

A: We don't actually... there's differences of course in secondary schools in Helsinki as well, there's good ones and then there's the top ones. But we don't... what grades you get in the school... in the Finnish system you get two kind of papers. You get from the papers from all the courses you have done in the school, and of course in those courses there might be variation. But, the thing is, after that, everybody has to do a Finland wide test... to normalize, so the test is the same after that, for all secondary schools in whole Finland, so then we don't have to... yeah.. so those are the ones where you get the points. If you have done secondary school in mathematics, it's the same in all secondary schools, it's the same test.

Q: So the score based on the high school grades, that's based on the Finland wide examination?

A: Yes

Q: So that is not based on the scores in the individual high school?

A: No, not in the individual high school.

Q: Oh, okay.

Chinese Dialogue

Excuse me, because here you have the combined score of both A and B, that combination, percentage wise, is announced beforehand? I mean does the university announce to the public beforehand? Because you have all these tests in July or June, so do you make an announcement in April or January to all the high school students so they know, if we apply your university, physics department, 40% will be from high school grades, 60% from entrance examination. Do you make an announcement?

A: I would usually say, the basic rule is, 50% is taking it, 1 and other ones would only with the entrance examination.

Q: But do you make an announcement beforehand so the students know.

A: Yes.

I am checking from one of the applicant's guide.

Chinese dialogue

Q: I mean, we are talking about... only medicine and teacher education, only limited subject, you do it nation-wide. Like physics, mathematics, you do it separately for individual universities, is that right?

A: Yes

Q: So you mean if I want to study Physics, the entrance examination is not nation-wide?

A: No, if you want to study Physics at University of Helsinki, you have to come to Helsinki and take part in the exam. If you want to go to another city or university, you have to go there.

Q: But for teacher education, that is nation-wide? That is one set of questions?

A: Yes, that is one set of questions. But then after that... that is in the first phase... but after that, there are interviews.

Q: But for medicine, only one set of questions for all the students, no interviews?

A: No interviews.

Q: And also for law school, no interviews?

A: No interviews.

Q: And law school and medical school are for all high school graduates? Like in the age of 18, you can apply? Not like in the U.S., you have to be post-bachelors?

A: No, it's in secondary school.

Q: Back to the continuing education, I'm curious about the Pamlea center, they provide the design for the program and are also responsible for the admission?

A: These courses, you mean? There are about 12000 people per year that enter these courses. And these courses can be one day, or the whole year. So there's very big variation in creating these courses. And as you can see, as we talked before, in the degree education we don't have any fees, but this is not free of charge, this continuing education. The student pays, or the company pays, or the employer pays. You have to pay for it.

Q: So does the university provide a degree program for the continuing education?

A: No.

Q: So all of them are non-degree courses?

A: Yes.

But one of the problems is, and what our government also wants to do is that... we also have that...people do have more than one degree. And the system is that if you have studied, for example, social sciences, but you want to study

law, then you have to start at the beginning, you do the whole thing, and it's not very... you go to the entrance examination and you do whole thing again. And that's something the government would like us to do more, that if you have done let's say political sciences but you want to do after that, law, you wouldn't have to start from the beginning, you could start at the master's level... but we are not fond of that at the university. Especially because our bachelors are very divided. And that's one of the reasons why we would like more wider bachelors in the future.

Q: So at this moment, if you have social sciences, and later you want to become a law student, you have to start from the beginning, you have to take the law entrance examination?

A: Yes.

Q: Do you have a double major system?

A: No, there is no double major system. There's a double degree system. If you want three majors, you go do three degrees.

Q: So you already took in the previous degree, like say, in law degree and political science, there are many courses that are the same.

A: You can use them only once in the one degree.

Q: Oh they are very strict.

Let me ask more questions from the members.

The percentage of distant learning for continuing education is?

A: Distant learning, yes, that is a quite good but hard question.

Q: is that popular? Distant learning?

A: Yes. It is, but anyway, in our teaching philosophy, we want to collect the people together because we think that is the thing at the university, we meet and we talk.

But as you know, in Finland, we have very high technology in this IT system. I can't give you any number but I think it is possible to take nearly all the courses in distant learning, it is possible, but we don't encourage to do everything by distant learning.

Q: So it is more classroom learning?

A: yes.

But it varies a lot, for example if you have studied social sciences, it is very possible to do almost the whole degree just reading books in the library, but it is definitely not the best way to get the degree. It is possible but it is not the best way, and also students don't want to do it like that. But of course, it's possible, and from the university point of view, it is cheap.

Q: If a student wants to apply to your university, will you let them come to your school just because of the score from the high school and also from the entrance examination? How about their material they apply in the paper. Do you...? Do you ask the student to provide basic information besides the grades? How about their performance in high school, will you take some credit about that?

A: At the bachelor level no.

But this varies from the universities... if at the universities of applied sciences, they do see the credits you have done in individual courses, it's very common in those... at the universities of applied sciences or polytechnics, they see how you have done in secondary school...special grades you have done...

We see this as a problem because as you asked, there are different kinds of schools, there are good schools...

We see that is difficult but very common for the university of applied sciences to see those scores.

What I find also very problematic is, they only invite for their entrance examination the best ones. If you have done your secondary school, you can attend all our entrance examinations and you have the possibility there to do it again and get the good results and get in the university. But if you have done not that well at the secondary school, it might be that you are not able to apply to the university of applied sciences because your credits are not good. I would say universities are more popular than the university of applied sciences so...

Q: For the medical, you have the nation-wide test, the entrance examination is nation-wide, what is the organization to do that? Do you have a committee?

A: It's universities.

Q: So they have a committee?

A: Yes, they open and discuss. It was a big discussion because now they decided that they don't want to have the extra book, and the University of Helsinki were a bit like "do we want to go for this or not?" and we decided we wanted to do the same thing. But it's the professors on different faculties of medicine that decide the questions

and so on.

Q: And for the teacher's education also they have a committee to do that?

A: Yes.

Q: so they don't have a nation-wide, or under the Ministry of Education?

A: No.

Q: How do you admit (?) your system for the administrative admission policies in your university. Do you think you will change in 2014?

A: That's something we are doing with the Ministry of Education.

Q: Because it seems to me you are considering to change it because you are not very satisfied with the present system.

A: Yes, and it's from the ministry who wants to do this huge change. We are going to have a new university law, it's now in the parliament and they are now discussing about it, and we are waiting.

Q: What kind of issues do you find very difficult...or what's the problem?

A: The one problem is that... they want to do...the secondary students would apply right away, and also, for the situation that there are many people who have more study rights to study different degrees at the same time. In the new law, there is a possibility to have the quota for those students who don't have the degree right to study at the university yet. So that would be a quota for those students, and then the other ones. But the law is not yet... it's still in the Parliament.

Q: Do you have pressure to have more bachelor students? Or you want to reduce it?

A: I would say we would probably like to reduce the number of bachelors and be more at the master level, have more master students.

Q: Who is in charge of this high school... you have this nation-wide test for the high schools.. who is in charge? The Ministry of Education?

A: Yes.

Q: And how many subjects for the national test?

A: You have to do four.

Q: Which four?

A: There is one obligatory, your mother tongue, and in our case Finnish or Swedish, and then you can choose the three others. You have to take four, but only one is obligatory, mother tongue.

Q: How many subjects do they offer?

A: ten to twelve.

Q: You offer ten to twelve subjects, but each student needs to take at least 4?

A: Yes.

Q: So different departments may choose different subjects?

A: Yes, which they get the points.

Q: Then they get the points.

A: Yes, or how many points do they get from that.

For example, this is from biology. And here is how much...if you have done biology, chemistry, physics, or kelgraphy (?), this is called, from these, if you have done this, if you have done lauderate, you would get 90 points, but if you have done not that well, then you can only get 9 points.

Q: Oh, different levels?

A: Yes.

If you get the best grade, you get 90 points, if you have the lowest grade, it is only 9.

Q: So you cannot get say 85? From 90, then you're down to 72, there is nothing in between.

A: Yes.

Chinese dialogue

Q: Excuse me, how about that 30, 24, 18, 12...

A: This is like... in first part, it's taking the best 2, then this is the real way you have to do... I think you have to take 4 test from the real... I have no idea how to translate this test, but you can take several subjects, and then from the best two you can get those, and from other ones, you can get less points.

Q: In the biology, how many percentage do they count from this national test?

A: The top square, from here, is 330. That is the maximum.

Q: Then how many from entrance examination?

A: I'm just trying to see if it's here.

They are very complicated.

Q: Yes, very complicated formulas.

Okay, we got the idea. We already have a lot of questions, and we run out of time. We have prepared some gifts for you, thank you very very much.

三之二: Vaskivuori Upper Secondary School 簡報及座談之逐字稿

◎Transcription is as the following :

Q: So, when have you arrived in Finland?

A: Sunday morning.

Q: Oh, so you have already been here...

A: A couple of days

Q: And where have you...

A: Monday, we went to Helsinki University, the morning and also in the afternoon. And yesterday, we had two groups. One group went to the Tallinn, for sightseeing, and one stayed in the town to look at museums, and so yesterday was basically free. And this morning we come here.

Q: And what's your schedule today?

A: Afternoon, we are taking the ship to Sweden. So this is our last stop in Finland. And you are the most important one for us.

Oh, that's quite a stress for me.

Take it easy, take it easy. Since we have a little time, should we give our present for you?

Perhaps later, in the end. And so, you all know English? Is it true in Taiwan you have two languages? You all know Chinese and English.

Yes, English is quite popular. We have English class in the elementary school, and now they are asking, the listening test, be required.

I'm sorry, my English is not too good. English is not my language. In Finland, I learned it years and years ago, it is not very good, but I hope you will understand it. So first, I will give you a short introduction to our school, and to the post secondary school system. And then I think we'll walk around here, some kind of sightseeing in our school. I'm sorry it's so empty, but perhaps you will have some idea about our school, and you may have a lot of questions. And after that, we'll come back. And then I have some extra slides about entrance, test to universities, and about how we prepare our students for post-graduate studies. But it's very little.

Q: So here the school is from 7-9, or 1-9?

A: I will tell you. We use in Finland, the translation, we don't say high school, if we were in the States, we would say high school, but we say upper secondary school. This picture is from our graduation party. We ended our school year last Saturday. It's normally the Saturday of the week number 22. It's in our school law Sometimes it's in June, sometimes it is in May. And this year, it was the second of June, last Saturday. And in Finland, when they are graduated from upper secondary school, they will have that kind of wide cap. It is very beautiful, lots of roses. And there were 259 graduated students. And it took more than 2 hours.

Q: So this is a relatively big school?

A: This is the second biggest upper secondary school in Finland. Normally the schools in Finland are quite small. You know Finland is a small country, and this is very... mostly the average size of our upper secondary school is 250, and we have about 1000 students here. And the biggest one is also in our city, it has 1200 students, that's the biggest one, this is second biggest in Finland. And there are lots of small schools in Finland, because we are sparsely populated. Here is a picture of our education.

Our compulsory education is 9 years, but you are going to change in your country to 12. That kind of conversation is also going on in Finland, but I think it might be too expensive. The economical situation in Europe is not the best possible, so it will take more time. So compulsory education is 9 years, and it always starts at 7, and then there is pre-primary, and it is not obligatory, but almost every family takes part in it. And to this, we say second grade, we mean general upper secondary, or vocational upper secondary, almost every child continues, I think it's 97%, or something like that, and it's half and half, 50% and 50%. And I don't know how many continue after this, because this is quite normal way to go straight to working life, of course, after this vocational. But from general upper secondary school, a little bit more than 70% continue their studies after general upper secondary education. So we are in this block.

Q: How about our percentage, do you know? From high school to university? In Taiwan? Almost 80-90 %

And this is some features of this school. We have about 1000 students, 70 teachers, and we actually have 4 different kind of curricula in our school. We have a special curricula in music and dance. We have gotten permission from the ministry of education, and then we have special program in media as well. They are quite a small part of our school, mostly we follow national core curricula. I have here some English copies of national core curricula. You can also get it

from the internet from the net page of National Finish Board of Education, I can give you the address later. In our school we have the special program in music, dance, and media, but there are only about 200 students who follow this special programs. But mostly we have a quite normal upper secondary education. But we have some school based special areas, and these are written here. Math, science, information technology, foreign languages, and so on. We have a lot of school based modules in this area, as you will see later. Then there are some pictures from our school. This is our chamber choir, now we have a female leader, we use to have a man.

Q: So this is not all from the music curricula.

A: Not all, not all. And this is about our dance program. And then we do every year a musical play. It's quite a big project, in which take part about 80 students every year. We are very well known in Finland about our musical plays.

Q: So all these students are from the dance and music curriculum?

A: No, it's free for everyone. Mostly they are from music and dance curriculum, but everyone else can take part in them.

Q: Is there some kind of selection?

A: No, everyone can take part. Only for those main roles, there is a selection. But everyone can take part. These are very popular. Some students come to our school to take part in this, it is a wonderful opportunity for them. We have a professional director, professional choreographer, professional song and cheer, and so on.

Q: Are these teachers full time teachers in the high school? Or part time?

A: They are occupied only for these projects. Some of them are from our school, for instance the conductor, music leaders from our school, and some others. But mostly, I take new ones for every project. I'm sorry my English is not very good, but I hope you understand. Communication is most important. This is about our science program. We have lots of extra modules in science, chemistry, math, and in physics, especially. We are going to have some sight seeing, and you'll see our classes. And this is quite a special happening in our school that happens every year. There are about 150 students who come to school with their own computers in our school hall, that you already saw, it's full of computers, and they stay here two nights and two days. And there are a lot of competitions, and every kind of activity, and programming competitions, and so on, it is quite happening. And I think we are also quite well known about this happening. And this is about our media studies. I'm sorry, it's perhaps too many slides. But you will see our TV studio...

Q: You have very good equipment. Most of our high school don't have this. Are most of your students from neighborhood or from far away?

A: Mostly from neighborhood, of course mostly from city, the city of Vantaa, and some from neighboring cities, from Helsinki, from Espoo, from Normia, but that's not from here, and of course some come from Lapland, but there are very few, but it happens. Mostly from this area.

So about 80% from neighborhood.

Yes, yes that's true.

Q: And later you will tell us how you select the students?

A: Yes, yes I will. And this is about our China program. We have a sister school in Jinan, Shandong. Jinan is the sister city of the city Vantaa.

Q: Hey you may want to have a sister school with... he's the principle of a high school, the oldest high school in Taiwan. You are the second biggest, he's the oldest in the city.

A: That's a good thought for relations. And also I would like to tell you, there are some projects, I'm sorry it's in Finland, that one, Yanzhu, this is a national project that our school is leading. We try to encourage upper secondary school to teach Chinese language in Finland upper secondary school. And now we have in Finland, little less than 400 upper secondary schools in Finland, and now there are 70 upper secondary schools who already teach Chinese or who are going to start it. It's growing. But there have been some problems because it is not possible to study to become a teacher of Chinese language in Finland, it's not possible yet. But, we have had conversation, we have negotiated with the University of Helsinki, and I think in the near future they will start that study program as well.

Q: If you have a study abroad program, you can send some students to Taiwan, because I noticed some exchange students from Europe at Dazhi high school.

A: All the time, we have Finnish students who go abroad for a year, but they mostly are interested in going to the States, or to European countries. Some who are brave, go to Japan, but they are very few. But in this project, we try to encourage students to go to Chinese speaking countries as well.

Q: Yes, Taiwan will be a good choice. Because we have traveled so many countries, and we know.

A: We have had in our school, two exchange students from Taiwan. And they have stayed here their whole year. We

have already had that sister school program from 2003, so soon we will have our 10 year celebration. Some Chinese teachers have stayed here for one month, and our teachers have stayed in Jinan, and of course our students have visited, and a lot of many kind of activities, it has been very interesting. This year, we had a river project, we did some material here about our river, and they did some material about their rivers, and then they had a seminar together. Okay let's continue.

And this is about our many many international projects. Finnish schools have many international projects all the time, because Finland is a small country, and Finnish is a very rare language that only 5 million people in the world speak. But you know, we need to study a lot of foreign languages. For instance, in my school, students have an opportunity to study 10 different foreign languages, and some of them study 5 of them, mostly 3, 2 or 3. So English is the language, it is not obligatory, but most families have chosen English, and most young people know English very well. You also perhaps know Finland has two official languages, and that's why everyone has to know Swedish. Students don't like it very much. It's a small minority in Finland, but we have to know it, for history reasons. So everyone learns at least English and Swedish. But then of course German, French, Russian, and nowadays Spanish is very popular. I have hundreds of students who learn Spanish. It's second popular after English. And then they have the possibility to learn Italian, Chinese, Japanese...

Then some features about upper secondary education. So in Finland we have only one school system. We have no parallel systems. We have private schools, but they are not private schools in the same sense as in other countries, because they have no fees, they have to follow the same core curriculum. Just the money comes straight to the schools. But in our case, most schools, most private schools are in Helsinki. It's about historical reasons, half of upper secondary schools in Helsinki are private owned. There is very little difference.

Q: But the money does not come from the government? It comes from private companies?

A: No it does not come from companies. It comes from the state.

Q: Then what's the difference? The curriculum is the same, it's also tuition free, is it the way they select the students?

A: They have to select the students the same way we do. That's why, when it's private owned school, there's no difference, it's just historical reasons.

The most schools in Finland are maintained by local authority and the local authority get the money from the state. And of course it puts its own money as well. And we have no entrance examinations. Our city puts a little. But most of the money comes from the state level, from the country, from the ministry of education. Our city is very poor, about 98% comes from the state in our city. Perhaps in Helsinki they put a little bit more of Helsinki's own money.

Q: Helsinki has 1 million population?

A: Not in Helsinki. In this metropolitan area, there is Helsinki, our city, the city of Vantaa, the city of Espoo, and also the small city of Kaunas, and that all together is 1 million. I think in Helsinki, there are about 600,000. In our city we have about 200,000.

So to that national core curriculum... There are no entrance examinations. The admission is based on their record from the basic education.

Q: From the 7-9 education?

A: Yes, yes. And of course to those special programs, music, dance, media, we have entrance tests. But the test is only half, so we count together their study record, and then half points come from the test.

Q: What kind of test? A performance test?

A: Yes, just performing. And in Finland everywhere instruction is free of charge, also universities have no fees. And on our level there's also free school meals every day.

Q: You mean by previous study records... that means if they have a good GPA in previous studies, they have higher priorities?

A: Yes, yes.

Q: How about the different secondary schools? GPAs are different. I mean one secondary school, and another secondary school...

A: They can freely apply for any upper secondary school. Of course some schools are more popular, and of course they get the best students, and so on. But...

Q: I mean for different junior high schools, they may have different GPAs, they are not equal. Study records are not even for different schools.

A: There are of course some differences. But there are national curriculum and national objectives, I think it's not a problem, especially not for this big school. Our students come from about 40 different junior high schools.

Q: Are they about equal percentage from the different junior high schools?

A: No, no. Those schools who are near, they of course come more.

Q: For instance, you have students from Lapland. How do you decide they are going to your school or not. Is everyone accepted, from Lapland?

A: The law is very strict. We have to take them after their recourse. We just count, we have 318 new students, and they just don't... that's it.

Q: How many applicants, every year, apply to your school?

A: I think about 50 more than we can take.

Q: So you choose by their record?

A: Yes, that's everywhere in Finland. That's in the law.

Q: You mean only 50 more, not 50%?

A: No, that's quite too much in Finland, we are quite populous, so we're very attractive.

Q: So you mean if 400 something students apply, you only admit 380?

A: Yes, yes that's true.

Q: Because of the school counselor in the junior high school, they will talk to their students, which one should go to vocational school, and which should go to the general high school.

A: Yes, when the students make their choices, they have to make five choices. The first one is the top one, and so on. The system is the same in all the country, and it's organized by the national board of education, it's a computing system, and we just get a list from the national board of education.

Q: So they make the orders, the national board of education, not you?

A: No, no. That's going to happen next Thursday. Students will know which school they will go to. Perhaps next Monday we will get the list. And we have to follow it, very strictly. I can't do anything. That's the system everywhere in Finland.

Q: Your school is very competitive. The competition is very strong for your school?

A: Yes, it is very popular in the Finnish point of view. Because there are many schools that there are not enough applicants, but still the schools will be full. Because they have those 5 choices. So if you can't go to the first one, you go to the next, or so on.

Q: Are most of your students the first pick?

A: Yes, about 90%.

Q: So are you the most popular high school in Finland?

A: No, the most popular high school in Finland is a school that's curriculum is based on visual arts. Those upper secondary schools are most popular who have a special curriculum in visual arts. The second popular is the school that has a drama. That's what Finnish young people love to do. All those schools that have a special emphasis for different curriculum, are most popular... sport, visual arts, drama, music, and sports.

Q: The school you mentioned belongs to vocational schools or general schools?

A: General school. And they have the same national examination. Also in those schools with the special emphasis they have the same examination, and they have lots of academic studies as well. Not as much, but almost.

Q: Applicants can choose any school in Finland? National-wide?

A: Yes, national-wide. In Finland, families choose, or students choose when they are 15 years old, they can choose by themselves. It's not the choice of parents, parents have to know it, but it's the student's own choice.

Q: For general high school, are you the most popular? More popular than Helsinki?

A: No, no. Helsinki is most popular. Because I think it's the situation of the school, it's in the city-center. And students love to go to school that's in the city-center, it's something that is very cool. In Finland, if you go to any upper secondary school, we have a more teachers in every school. They have the same examinations in every school, there aren't big differences in academic results. The academic results after upper secondary education they depend mostly on their study records from basic education. If students had good records from basic education, their result is higher. And they have also had a research that in Finland, those students who had the best records, their mother's academia background is good. In Finland, mothers are very important.

Q: And your students have good study records?

A: Quite well.

Q: You mean they are in the top, like 20%, 30%?

A: My school is not, in academic studies, in the top. But we are top in those performing arts, music, etc. I think our academic results are above average, a little bit above average. Because my students don't come to my

school to... of course we have some very good students who get the best... there are a few. But that's not the reason why they want to come to our school. They want to come for the wonderful opportunity to make TV, to make radio, to perform, to make music, and so on. That's the main reason, and to those international programs, there are a lot of international activities.

So in upper secondary level, they have to buy their study materials by themselves.

Q: Is it expensive?

A: It's about 1000 Euros a year, it's expensive. We're waiting for the time when all the material is on the Internet, we still may have to pay a little, but change is coming.

And so our curriculum is very flexible. I will talk about it later. But it has been planned for 3 years, but students can do it in 2 years, or they can stay for 4 years. It's module based, and it's also non-credit. That means that in the same study group, there might be students from different grades. So in the same study group there might be students from the first grade, from the second grade, and students do their time-tables by themselves. They have a lot of freedom to make their time-tables. And as you can see, modules are not tied to year classes, that means non-credit system. In Taiwan they have module based system? I think in the People's Republic of China, they already have module based system?

Q: I don't think so. They are even more restricted than us. Most, probably several special schools maybe not, but most schools are very strict.

A: This is our matricial examination. It's national-wide, so it's exactly the same test in every upper secondary school, and in Finland, we have less than 400 schools. And the students choose by themselves which is their combination of their compulsory. So there's only one test that's common for everyone, that's in the student's mother tongue, and it might be in Finland, Swedish, Finnish, or Sami, that's in Lapland. But there are quite few students in Finland who have that language.

Q: Less than 1% of the population?

A: Less than that, only some students who have Sami as their mother tongue. But other four compulsory tests, students choose by themselves. Which are their compulsory tests. So everyone has a little bit different kind of examination. Of course there are some rules. Their compulsory tests might be by other national language, if you are Swedish, Finnish speaking, or foreign language, or math, or general studies. So their four tests might be mother tongue, math, English, and history, for instance. Or someone else can choose no math at all. For instance mother tongue, Swedish, Russian as a level test, and perhaps health education. So they can choose by themselves which are their four compulsory. Mother tongue, that's the only common for everyone. The other ones they can choose. There are four that they have to do.

But you may do optional tests, as many as you like. Somebody has counted that you can do 30. But normally... I think in our system we have 17 subjects in compulsory syllabuses. We have 17 different subjects that are compulsory. But in matricial examination, there are 4 compulsory subjects but they can do as many as they like. The best ones in Finland have done probably 8 or 9. Normally they do 5 or 6. Most students choose 5 to 6. The maximum is 13, because you can take part in the matricial examination 3 times. Once in autumn, once in spring. And one student can take part in 3 times. For instance, in the same day there is history, physics... so there are only 3 times... because there are some subjects in the same day, and you can do one only in one day.

Q: How long is the test?

A: 6 hours for one subject.

Every time I see the same reaction. Yes, 6 hours.

Q: So what type of questions do they ask?

A: In languages, actually, the test lasts more than 6 hours. First, there is a listening part that takes about 1 hour, and then after some 4 weeks, they have a writing part, and that writing part takes 6 hours. IN general subjects, in history, they have to write 10 articles. But there are about 15 questions and they can choose which 10, and every article is many pages. When they have a test in general subjects, they are so tired, they are in a hurry, even if they have 6 hours.

Q: Is there a KRAM school to help them prepare for these tests? Like a private institute?

A: Not for these tests. They do the job here at school. There is quite little extra courses, but in Finland, there is a system, for entrance exams for higher education, they pay a lot for private courses.

Q: So what is the examination for?

A: It is the end of upper secondary education. All the tests are done after national core curriculum, it measures how we have succeeded in national core curriculum.

Q: So after the compulsory study?

A: no, not after compulsory study, after upper secondary studies.

In this book, we have for every module, every national-wide module, we have what we have to teach them. And this is

what it measures, this book. What is in the module number one, module 2, module 3, etc. And this is what they measure in the matrichal examination.

Q: How about Chinese, is this one of the optional tests?

A: No, not yet. That is one of our future aims, in that project. It's not possible yet, but there's lots of languages, there's Portuguese, and Italian, and all European languages.

Q: Is the evaluation, from 1-10?

A: No, the grading scale is proportional. So they have decision beforehand, how many will be failed, how many will have the best marks, so it's always about 4-5 people who will fail every year. And our scale comes from Laughlin world, it's from academic world, *foreign language spoken hear*...

It was used in universities, years and years ago. But nowadays...

Q: So it's a certain scale, like A,B,C,D, and E...

A: Yes, it's A, B, C, M, E, and L. Seven, and one of them is fail.

Q: And this is going to be the starting record for universities?

A: It's only part of it.

Q: What about junior high schools who go to senior high school. Do they have this examination?

A: No, this is the only compulsory national-wide test in our education system. Only once in Finland. Not after vocational upper secondary school, only after general upper secondary education.

Q: This system is very friendly.

A: Yes, yes it is. Our governments they trust the schools, because we have no inspectors, we have no inspecting system in Finland at all.

Q: In other words, they don't have an evaluation or obligation for the teachers?

A: No, that's a very friendly system. But still you know our schools have very good results, but of course we have an evaluation system, but it's based on self-evaluation. Of course our local authority follow us that we do our self-evaluation.

This is a picture of the matrichal examination. Where they sit 7 hours, and they have their lunch there. They can't go anywhere, if they have to go to toilet, the teacher will follow them.

Q: The whole country is doing it at the same time?

A: Yes, exactly at 9 o'clock. The whole country.

6 hours for one subject. These tests are very, every spring and every autumn, we have these tests. And it means we have 7 written tests like this, but they're every Monday, Wednesday, and Friday, Monday, Wednesday, and Friday, and one Monday. And the listening tests are beforehand, about 4 weeks beforehand.

And in mother tongue, they have two tests of 6 hours. So 12 hours. That's the most important one. In other tests, they write essays, in the other one, they have texts, other kinds of texts, analysis tests of articles. There might be some drama texts, some manuscripts, texts.

Everything in mother tongue is in writing. In that analyzing test, they have to do three little essays, but based on different kind of texts. In the other one, they have headlines, they have about 10 different headlines, and they choose one, and write the whole day.

Q: So does the student feel a lot of pressure about this examination?

A: Yes, I think the do.

This is a little bit about our module system, and in their upper secondary education they have to do a minimum of 75, but they can do as many modules as they like. The average amount of modules in my school is a little bit less than 80 modules, but some of them... this year, 2 students did over 100 modules in three years. We have 38 schools weeks in academic year, and originally it means they have 33 times class of 45 minutes. But we have changed it in the school level, because we have freedom to do that. Nowadays our lessons are 75 minutes, so it means they have 22 classes of 75 minutes, that's one module. And those national compulsory modules, about 47-51. Why there are differences? Because we have two kinds of math. Math, and advanced math. And in the beginning of their upper secondary education, they have to choose what kind of math, if they take advanced math, they have 51 compulsory. And they have to make minimum of specialization modules. They are also national, so they are also in that book. Those matrichal tests based on those national compulsory modules and national specialization modules. That's the reason why some schools are so attractive because of those applied school based modules. And as you saw in the beginning, we have a lot of applied modules in physics, and in chemistry, in math, at our school. There about 7 modules in physics, national based, one compulsory, and six specialization. In our school, they can study about 16 modules in physics for instance. So we have a lot of school based modules in physics, and of course in music, dance, visual arts, sports...

Q: May I ask, in the matricial examination, how many subjects in total? 17?

A: Yes, 17, but there are lots more because of those languages. Perhaps there is... mother tongue, Swedish, and foreign language, but then foreign language... there may be about 10.

Q: How about students interested in music or dance curriculum, how many hours per week do they have these classes?

A: Those who are in music or dance curriculum, those curricula we have special permission from the national board of education, they can leave 8 compulsory modules, and they can choose which compulsory modules they do not like to study, and then they have to take a minimum of 12 music modules but of course they can do as many as they like.

Mostly they do more than 20.

This is quite an important feature of our upper secondary education, there are a lot of individual opportunities, that is the main idea. They can choose a lot. They can choose the school, the subjects, the modules, quite a lot. And also they have the possibility to do modules in other upper secondary schools. My students, we have about 4 kilometers to the next upper secondary school. So my students they sometimes go to that other one there, then they come here.

And also my students can take modules from vocational schools. For instance, in the mornings they can go to the other schools. Some students do that more than others, but they do that. And I also already told you that modules are not tied to year classes, and that means the non-grading system in the study group. And each student has his or his own individual study program. Especially in general subjects, the order is not very strict. So they can take module number one, then perhaps module number 5... but of course in math and languages, they have to strictly follow the order.

And then it's also possible, and we recommend them, at least once in their upper secondary time, to try to study some module individually. Because these are the things they will need in the university. So we encourage them to do some module by themselves, so they gain some independent study. Because those are the skills we believe they will need in post-graduate studies. Of course teachers help them, but this is something that we encourage them.

In this picture, I have tried to describe that we have 3 kinds of modules, we have compulsory modules, specialization modules, and school based applied modules. Here for instance, modules of mother tongue, they have to do 6 compulsory ones, then they can choose specialization ones, there are on the national curriculum, three specialization modules. But they do not need to do them all, because all together they only need to take minimum 10 of specialization modules. But of course if students choose to make a test in the matricial examination, for instance, in physics, of course they do all the national. And mostly students do all modules in mother tongue because it is a compulsory test for everyone.

And here, this is my advancement, so you can see how many national, compulsory, specialization.. these are all school based. That's our special area in our school, and so we have many school based, and so on. And here are all the rules, minimum 75, this is compulsory, and all together at least 10 specialization.

Q: So every upper secondary school, they have different kinds of specialization modules?

A: No, specialization modules are the same because they are national. Every school in Finland offers these because they are in national core curriculum. But our school choices, have been of course science, visual arts, music, sports, our students are very happy because they have academic studies but they also have lots of things that they love to do.

Q: Does that mean in other upper secondary schools they may be good in science?

A: Yes, it's the school's own choice.

Q: They can develop their own chapter?

A: right.

Q: So many different types of applied modules, how can teachers offer such different kinds of modules to learn?

A: Most of those applied modules, specialization modules, are national based. That's what all the teachers can do, but of course, one reason to decide to make an applied module is some teachers have special knowledge. Many teachers have special knowledge, it's their special area. I employ the teachers, and sometimes I try to find teachers that have some type of special knowledge. Of course they are changing. You can change your curriculum. It's the decision of the local authority. I can ask them to make changes. Now we stop teaching this module, and start teaching other ones.

Q: Who gives you the authority? The local authority? Like in that school they do media, at that school they do art, music, and other school does sports...

A: Yeah, yeah,

Q: So the principle has the right to hire teachers?

A: there are only two cities in Finland in which an upper secondary level principle has that right. Our city is the other one, and the other one is... mostly it's the local authority that selects the teacher. I don't know why, but in our city, it's the principle. I like it.

I think it's quite a challenge for me to select my staff.

But you know, it's not very simple, because in Finland, most teachers stay in the same school their whole career.

Q: Do you have a term for your position? Like 3 years or 6 years?

A: No, no. They are all long-term.

Q: How long have you been in your position?

A: I have been 23 years as a principle of this school.

This is how we organize our school year. We divide our school year for 5 terms, that's a school based decision as well. But for most schools, they have terms, and mostly it's 5 terms, but some schools have 6 terms, some have 4 terms. It's the school's decision. And so we have students and teachers, have 5 different time tables. Sometimes they can do less, sometimes they can do more. Then we study the subjects, the modules, so they are 4-7 subjects in one term. Then we have lots of tests. I think our system is very stressed. After every term, some students have tests for the whole week, 7 days, they have tests. I don't like it. And those tests are quite long, they're about 3 hours. It's too long, we have too many tests.

Q: So no tests between?

A: No, mostly not, sometimes some tests, but mostly not. But I have encouraged, because I don't like all these tests, too many tests, our system has too many tests. So I hope there's going to be a new curriculum, from 2016, we'll start with a new curriculum, and I hope this will change.

Q: So this is nation-wide?

A: That's not must, but the system has been organized so this is the only opportunity. I hope, this will change. And that's why I encourage teachers to have more small tests, so that we gradually change that. That's very important, because this is very flexible, but...

This is how the terms go. One term, 6 weeks, study, and test week, and so on.

Q: So no rest time between week?

A: It could be. Normally this is Friday, and this is next Monday. But because we have counted exactly, so it's about 38 days. Sometimes this might be the end, this might be Tuesday, and then Wednesday is a new start. But mostly on Friday, I try to make that. But sometimes there are Easter holidays, and Christmas holidays, and so on.

Q: So each term is about 38 days?

A: yes, about. Because we have 190 working days, and if there are some special rules, sometimes it's 188, it depends on which day we have Independence day. But 190 is the main rule.

This is how we organize our system. These are week days... so we have these kinds of numbers, every one is 75, so if we have module number 1, it's 75 minutes on Monday morning, 75 minutes on Tuesday, and 75 minutes here.

And I have another picture here. This picture is very old, our school used to be smaller. The system is still the same. This is all 5 terms. Here is an empty space because our 3rd graders finish their school earlier because they prepare for the matriculation examination.

This is class number 1, and these are all the modules that happened in lesson number one. And this is everything that happened in class number 2. Students choose their... for every one. I show you.

These are the compulsory modules, and we recommend students when you are in the first grade, we wish that you do all these compulsory modules, and when you are in second grade, you do these compulsory modules, and when you are in third grade, these. And these are applied specialization ones. And here, students take one math module, and it's three times a week, and physics, three times a week.

Q: It's very clear, do you do this by computer? The students select the courses from the Internet?

A: yes, yes.

And just this is an example. This student doesn't like mornings. This means their school starts a quarter to ten. This one starts a quarter past 8.

The most important thing is to do this. If you have succeeded in doing this well, your school year will go smoothly.

Q: And the 15 minutes between class?

A: Yes, mostly. But when they have their lunch break. Our lunchroom is too small. They are in 4 groups, they go in 4 groups to lunch.

This is a very important part. Help students, because they have to make the right choices. Student counseling is very important. Nowadays in Finland, it's a recommendation, that there should be one counselor for 250 students, so in my school we have 4 full time school counselors. In my school, private guidance, individual guidance is very important and that's why counselor meets every student at least once a year, that's a minimum. Of course some student who have a lot of questions and problems and so on, meet many times. But every one is met at least once, and of course there is group guidance. Some lessons, it is quite a job, very important.

Q: What is a student counselor? What is that? Do career planning? Psychological problems?

A: Not psychological problems, only in studies. We have a social worker, and a nurse, for that. They help with studies, but more important, for further studies. They are teachers but they have a special area.

Q: So this counselor helps students select courses, so they can better prepare for higher education?

A: Yes, I have more later about their work. But perhaps for now you have sit for too long, so we can go take a walk.

三之三:斯德哥爾摩大學招生辦公室簡報及座談之逐字稿

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May I first give you an overview of our group?

A: Yes, that would be very nice.

Q: We have four professors all from National Tsing Hua University, then we have a representative from the ministry of education, then Ms. Young, and we have a principle of a high school, is Principle Young, then we have two directors of admission office, Ms. Chen and Mr. Wang, and we also have a special person from the college entrance examination center.

A: okay thank you.

We should present our participants here also.

My name is Peter I'm the director of admission office.

I'm from the admissions officer.

I'm also an admissions officer.

Okay, so I will give you a very brief overview of our university. It was founded in 1878 and it was very special, we discussed already, in the center of Stockholm city, and it was founded as an alternative to the then very large universities in Sweden, which

We became a full scale university in 1960, but it grew too much, so it was not enough space to still be in the city center, so this new campus here was then built in 1970, and that's when most of everything moved out to here. Now this is a full scale campus for most of our education, we still have a little bit left in the city connected to businesses, like news and film.

Q: Do you mind if we have voice recording?

A: Yes, it's fine.

We are a public university we are open for everything. This is where you just arrived, you came up here on this side, and this is the library, the big passage I told you about, and the sides laboratories. We are very proud to be located here close to the city, but close to a city national park, which gives wildlife to the area, and open space for everyone.

Q: Do you have any animals?

A: Open here, there are no fences here, so actually the animals can come up here.

Q: What kind of animals?

A: Deer, fox, birds, wild birds will come by here.

We have four faculties, humanities, law, science, and social science. This means we do not have medical, and we do not have engineering, technical studies.

Q: Do you want to have?

A: No, because those are two separate universities, single faculty universities here in Stockholm, Karolinska Institute, very famous for medicine, and KTH Royal school of Technology, very famous for technical science, engineering. We three together collaborate very well and we form ourselves as comprehensive university compared to many others. We work together, we don't compete. They have their students, we have ours.

Q: And the students can take courses between the schools?

A: Yes, because there are several departments that collaborate and they can join together. But you are accepted as a student at either cases.

We are the largest university in Sweden, we have more than 60,000 students, sometimes we top about 65,000 nowadays I think, but that is 65,000 individuals, they are not all full time students, but many students here come to take one course or they take an evening course, or they take a distance learning course, but there are more than 60,000 students attending courses or programs here. It means we are the largest in Sweden, and I think we also are the largest in Scandinavia concerning the number of students. Here are some other figures, you can see that there are more women than men. Quite a number of our students are older than 25, which means you study at a later age. Here are the numbers per faculty, humanities and social science have the most students, almost half our students study in social science department. Law is small and science is also small concerning the number of students. But then as you will see, if you look at research, it's a different figure. Being a very large university, we have a number of programs and individual courses, and when you study on undergraduate level, the study is in Swedish, but if you come to master level, it's all in English. So you can come here, we have one bachelor program which is completely in English, and that's political science and business administration, but then all the other undergraduate studies are in Swedish, but if you

come on the master level, you can study in English, you don't even have to learn any Swedish, but we advise our students to do so because they need it for being around in the society.

Q: What's the number of graduate students...?

A: This is the number of students on post graduate level, here you can see that science is larger so when you come to research level, there are more working within science than other fields. Still more women than men.

Q: What do you mean by post graduate level students?

A: If you have passed your master level, and you begin your doctoral studies.

Q: Graduate students, okay.

A: In some countries, master level is also graduate studies.

Q: Yes. But that is only for PHD?

Because ...

A: Yes, it's passed masters.

Q: Because in Finland, they also say that, because they are not quite divided, undergraduate and graduate, because they are 3+2 programs.

A: That's the same with us.

Q: So the undergraduate and master, they are quite close.

A: Yes.

Every university is proud of their Nobel laureates, and we are too. Stockholm is the home of the Nobel prize. We have now 6 Nobel prize winners, and it's quite interesting because 4 of them are in chemistry, so chemistry is a very strong field here. But this last year, we had the Nobel prize laureate in literature. This is not a very high number if you compare to some of the foreign universities, but we are proud to say we have several professors in the Nobel prize committees, so our professors are there to name the Nobel prize winners. The Nobel prize winners come here to give open lectures every year in December, and the prize is handed out, and our students have a chance to participate in the facilities of the Nobel prize. Very rare, and in just a few places, but you have the opportunity to do so. And we are an international university, and we want to have contact with many universities around the world, and we have agreements with many universities of course nowadays. And I know we have a formal agreement with two universities in Taiwan, so the National Taiwan University, and Cheng Kung University.

So we exchange students on an exchange basis, but we have actually today more students coming to us than going abroad. So there are more students who want to come to Stockholm...

Q: How many international students do you have?

A: We have more than 1,000 coming here every year, but we have about 500-600 going out. So we want to increase the number of students...

Q: These are for undergraduate students?

A: Yes, most are undergraduate students.

Q: From this year, it's the first year where we have a tuition fee for foreign students. Sweden use to have free education for everyone also for international students until last year. But then the government decided we should have a tuition fee, so today the studies are for free if you come from EU country, or a Nordic country, but if you are outside the EU, you have to pay a fee. The fee is compared to the cost of the education so it's just to charge the student for the cost of... so here we brought up... if you compare the sum of this, it's compared to many other countries where there is a fee. The government has also made it possible to have scholarships for foreign students, so we have a program for scholarships, not as many as we would wish to, but we hope it will increase. There are special scholarships for some of the countries from Sweden cooperation. Like foreign aid studies, some African countries, some developing countries, and then there are some scholarships open for anyone to apply for. And if the students receive a scholarship, there will be no tuition fee.

So, this is where you are, in the blue buildings. I would like to say welcome. Now I hope you will go into discussion so the admission issues that you are here to discuss, so thank you for coming, and if you have any general questions, otherwise I think my colleagues will continue.

So we'll just change our pictures here.

I can show you some information about international students. Only international students within exchange programs. We don't register students by nationality, but on the master level, they are registered by previous education country.

Q: When you say international students, does that include students in Europe or outside of Europe?

A: The students from Europe... I can show you some figures so you can see the non European students as well as the European students divided.

Q: Maybe some of our members will want to give you their name card.

A: Okay.

Q: Maybe later, we can also have some cooperation.

A: Okay, so after this brief introduction to Stockholm university, we will go deeper into the admission of Stockholm University. And you are free to ask questions whenever you have any.

So first of all, we want to show you how the Swedish educational system looks like. So first in the bottom, there is the secondary school, and first before that is primary school for 9 years, and after secondary school, you can go to the university and here at Stockholm University, most of our students study for bachelor degree and a bachelor of art and science. And at other universities there are also bachelor of fine arts, but we don't have it here at Stockholm University. Some students... the bachelor is for 3 years... some students study for 2 years and then they get higher education diploma, but it's not very common anymore, it was more common before. So they are switching from the old Swedish system to the new system, which I'm sure you're acquainted with from Finland. But still there's still some parallel in the systems, which you spoke about in Finland, for example, we still have that, but it's ending.

Q: So your secondary school is 3 years right? And the primary school is 9 years?

A: Yes, but most children go for 10 years, they start at 6 years of age, but the first year is not compulsory, and then the additional 9 years.

Q: So the primary school start from age 7?

A: Yes.

Q: We are from 6-12, then 12-15, then that nine years is compulsory, and now we are moving to 12 years of compulsory, that's 15-18 years old.

A: Yeah, the government... you might see that in Sweden in the future as well because it's not possible to be competitive in the working market with only compulsory school.

Yes, and for students who want to continue their studies in the university, they can study master, the master program either for 1 year or for 2 years. And for those who want to continue with their academic career, they might go on to PHD studies.

Q: Do they have to get master degree before they get PHD?

A: They don't have to, but today, that's the most common.

The regulation says a minimum of 3 years, 3-4 years on the graduate studies, but in practice, I think it's almost compulsory to have the master to be accepted to the PHD program.

Q: Because in the previous lecture, they told us that only maybe 37% of students in undergraduate studies, under 25 years old, so that means that a lot of portion of students are probably have more working experience or something. How about your PHD program, do students also come after... not directly from bachelor master degree.

A: I would say that's quite common. And I think the Swedish educational system... we do like that the students have bit of experience, especially at Stockholm university, because we have a lot of separate courses that the students combine towards a degree, and that separate course system that the student chooses a course for one semester... that leaves the possibility to take a semester off to work, or to try another area of study, and sometimes they come back.

Q: So they come back just because they need the degree to be promoted? Or what's the motivation to get the degree, do they want to change their field?

A: I think all those reasons, and since our students... it is common to start university at a later age, as well, and sometimes students start a family and then the children are a bit bigger, and they come back to study.

Q: I took a look at your file here. Here you are talking about the admission for international students, but we are more interested for domestic students, how do you do the admission for domestic students? Because in our country, we are making some reforms, making some changes, in the admission system. We have several different channels to admit to the university. One is from the exam based. Now, quite a big portion is moved to the application based, like the U.S. You send in the application material, and the university do a review, that becomes quite a big portion. So we are also interested, how you admit your own students. Undergraduate students, from secondary to...

A: First of all, there are different courses at the bachelor program, for example, there are different requirements and different selection. There are some... the most common for undergraduate studies is one part based on grades, on GPA from secondary school, and another part is the entrance test. Well it's not exactly an entrance test, but a test for higher education, so that... and it's mainly used by students who do not have high enough grades to compete for the program they are interested in studying. It can be compared to the American SAT.

Q: Is this exam required?

A: No, it is not required, it is just to give them a better chance. Many students compete in both these groups, they compete with GPA, and also with their aptitude test result. And actually our department handles the aptitude test for central Sweden I would say.

Q: Oh, so it's a nation wide test?

A: It is a nation wide test, so there are 5-10 universities in Sweden who arrange this test and it's the same test on the same day, it's identical all over the country. So students that are interested they pay a fee when they apply for this test, and on the date, it's always on a Saturday, they take this test, which has several parts, one is I would say mathematical based, mathematics skills and being able to understand diagrams and so on. There's a part, Swedish language, and a part for English language. Those are the parts for this test... because this test was just changed.

Q: And this test is only offered once a year?

A: Twice a year, yes, but 15,000 will make the test.

Q: So that is offered twice a year, like during the spring and during the fall?

A: Yes, in April and October.

Q: So the university can based on those test, make their selection?

A: Yes.

Q: But the scale is from 1-6, or just pass or fail?

A: Actually the marks are from 0.0 to a maximum of 2.0. And so for example, for some of the universities, the students have not yet realized the benefits of taking this test. You have some programs that are highly competitive, such as psychologist training and law training, and when you compare the GPA to the test results, because the spots on the program is divided portionally, so if there are 90% applicants with GPA only, 90% of the spots will be given to them, and 10% to those who have taken the aptitude test, and as I said, they can compete in both groups. But comparing the grades to the test result, they can usually enter with the test result that is not as good as GPA, once they discover this, I think more will take the test. So there's really a second chance for students who didn't do too well in secondary school.

Q: And if you base on GPA, different high schools, different secondary schools, may have different scale of the GPA, or they may evaluate it differently. How do you get that?

A: There are national regulations for how high school degree...

Different subjects and different levels...there are also national tests in secondary school to normalize it. For certain subjects, such as Swedish, English, and mathematics.

Q: Is the system the same as Finland?

A: I'm not sure.

Q: For the secondary high schools, maybe 3 of education also give nation wide test on math, Swedish, and English.

A: Yes.

There's always a discussion and political debate on how fair these grades are, because they do vary between schools. But at least with this system, you can limit variation.

Q: So when you select students, do you consider that test score? From the nation-wide?

A: No. Because they are not available to us. But they are suppose to be more than 50% of the final grade in that subject, so in the grade, it should show what their results on the national test was.

Q: Oh. In the GPA, they also consider that?

A: Yes. For example in Swedish, if the student has a very high grade in class, but gets a low grade on the test, the teacher will usually make an adaption. So I think the national test is suppose to be more than 50% of the final grade in that subject.

Q: But that score alone is not available to you?

A: No.

We can get back to this later also.

Q: Yes, we are trying to understand this, because you know we also have a debate on this.

One more question, what's the acceptance rate, on average?

A: I don't think... because we have some courses and programs that we do not fill, and some courses and programs that are overfilled. So I don't have those rates, but I think our record is that we had, at one point, almost 1,000 applicants per accepted student, but that's an extreme.

The top score is 22 from the GPA, and on the big programs, it's between 20-22. It varies much between the programs. The program in psychology, it only admit about 40 persons but in law, it's 300. And I think to law, about 3,000 applicants, and only 300 are admitted.

Q: So 1/10. Okay.

A: And then for example the programs or courses within science, such as chemistry, the competition is not as all as high.

Q: Students who have graduated from high school, how many universities they can apply?

A: 40. 40 universities in Sweden, they can apply to everyone. In each application...

Q: The applicant applies to the university one by one? Or they can choose all 40 universities? What she means is, do you have a national application system, so the student go into that system, they can fill out, and maybe in your university, the student can pick 1,2,3,4,5, departments and at another university 1,2,3?

A: There are 20 options in each application. Most programs and courses start autumn semester but there are quite a few that start spring semester as well, so they can choose 20 different options from different universities. They can choose Stockholm as number 1 and number 7, and so on.

Q: 20 options?

A: Yes. It's the same procedure for domestic and international students. It's the same system.

Q: So their performance in high school will be referenced for you, or just their GPA?

A: GPA only.

Q: Is high school teachers required to send you a recommendation letter?

A: No. It's all based on figures on that level.

Q: Okay, based on grades.

A: on the master level, it's quite different.

I think we get to that later.

Q: Yes, we know that. We want to know more about undergraduate. In our country the graduate, that's more dependent on the professors, depend on the departments.

A: Do you have a national application system?

Q: Sort of. Yes. We have multiple channels. We have two major channels, one is exam based, another is application. Application then you have 6 options.

It is very interesting, you have many students that are older than 12 years old. In the application, they didn't graduate from high school, how do you decide them to enter into your university?

A: As a grand rule, if they have finished 90% of high school and has passed 90%, the three basic subjects, Swedish, English, mathematics, then they will be considered for higher education. In some cases, when people are quite young, we are quite strict about this, but people who've been working for quite a few years, for some courses, not for these programs where the competition is very very high, but for some courses, we can sometimes consider the applicants that are not quite fully qualified. But for example has been working for a while, and can show that that in writing, and can confirm this, and can use the language, so that can make up sometime for a low grade in Swedish. But it's not very common, but it's possible, and also there's very well developed system in Sweden where programs can complete secondary learning in high school programs so if you go back to school for one subject or several... and if it's only one or two subjects, it's possible to do that in distance learning so that they will actually be qualified for higher education.

Okay, so we will go into a bit on the international students as well, but we will also talk about the process for all of our students because the admission process is the same more or less. But our international students that apply for studies here at Stockholm University, they apply mainly for masters programs, and we also have exchange students, but that's something different. For studies at the master level, a complete bachelors degree is required, as well as proficiency in English. But the bachelors can be very different things in different countries, but it is compared to the bolinia system. So in comparison to the bolinia system, does it fulfill the requirements for the bachelors degree?

And when selecting the students at the master level, most programs select on the basis of quantity and quality. When looking at previous university studies, for some Swedish masters programs, there are not very many, but there are a few, taught in Swedish. Some of the programs let on the basis of academic credits. But when it comes to the quantity and quality selection, then it is up to each department, so we check the basic requirements at the master level, and then the department check, and they have different cultures and different requirements, sometimes they want us to write a short essay, sometimes they want to see a thesis, or perhaps sometimes it's practical skills or professional skills. And when it comes to the admission rounds, there are different admission rounds for Swedish and European applicants on the one hand, and then international applicants on the other hand. And this is because international students have to apply earlier, because they have to get the response earlier because they need to apply for visa or resident permit.

Q: So the selection here, you mean the quantity and quality... that's only for the graduate right? Not for the bachelor?

A: Yes. And it's only sometimes, not all the departments ask for that. But some departments do.

And the level of English that is required is quite high, and that is because we noticed that students that do not have this level of English do not succeed with their master studies. So for example, students need to be able to adapt the language for different purposes and situations and recipients.

And for the Toefl test, many applicants they take the Toefl test to prove their proficiency in English, and what is required is a total score of 90 for the Toefl test. And for the IELTS it's a total of 6.5 that is required. You can also say that for almost all Swedish students, depending on the program, also need to fulfill this, even if they are going to study entirely in Swedish. A lot of the literature in many disciplines is in English, actually. And some of the lectures they also speak English. And the summer statistics for the international students, and the students that come to the exchange programs, they are not included in these numbers. As you can see, the number of applicants for the autumn of 2010 were 22,608. And then the next year, it dropped to 5,326. The reason for this is, before...

Q: Ohhh tuition.

A: Yes.

But then there was a political decision to change this.

Q: That's just for international students right?

How about domestic students?

A: Domestic students don't have to pay any tuition.

For the common more of them, they have about 65,000 applicants, domestic applicants.

Q: Then how much do you admit?

A: About 30,000. For one semester.

Q: For autumn?

A: Yes.

Q: But the overall number of students in undergraduate...?

Because maybe one student, gets several admissions, gets accepted by several departments, right?

A: So 30,000 is the total number.

Q: But in total how many students?

A: For individuals, it's about 60-65,000 students at the university. Because there is a limit in this national application system. One semester full time study is usually 30 credits. And the student can only be accepted a maximum of 45 credits. So they can be accepted to one program, and one shorter course. And if they have applied to several programs, those that they write lower are deleted. And that is also one of the reason why we have this national application system, so the university can actually know who will show up. We use to have it separate, and in that case...

Q: Yeah, how many showed up each year?

A: It's important to know that we admit 30,000, and maybe 15,000 come here and register to their program. So it's quite a big drop.

Q: so 15,000 register?

A: Yes, about.

Q: So 60,000 for the whole year?

A: 60,000 and 15,000.

A: It's really a big university. Now I just wanted to mention one more thing, with the international applicants, you can see that in 2012, the number has gone up again. So we are happy about that, even though we have the tuition fees, we see this increase in applicants.

And most our applicants, they have their previous education from China, and then here we have Bangladesh, Pakistan, Tanzania, and U.S. are big countries when it comes to applying to Stockholm University. And I heard that last year there were two students from Taiwan. So now we will talk about the admission process. And this example is taken from the international admission, but it's the same for the Swedish and European students, even though it's a bit later than this application round. So already in December last year, the first of December, the courses and programs are published and open for applications, for the international students in the international admission round... online application. And then in January, there was the application deadline, the 16th of January. So it was 1.5 months for them to apply.

Q: It's the same deadline for domestic students?

A: No, it's not. It's the same process, but the deadlines are different.

Q: How many months later?

A: In the middle of April, when the international students get to know their results, that's the application deadline for

Swedish and European students. So the 16th of April is application deadline for that admission round. And after the deadline for the applications, the applicants have a few more weeks to send in documentation, academic credits and transcripts, diplomas, etc. And this was also the same date for receipt of application fees because the students who need to pay tuition fees, they also need to pay the application fee. And the students who do not have to pay tuition, need to show that they do not have to pay it. This is the only big difference between the international and national application round. The last application date for national round is April 16th. The last date to send in documents or for us to receive them is June 21st. So that's a long period, and that's so the high school students will have their high school diplomas.

Q: So they have to turn in all the semesters' records? Even the last semester of the secondary school?

A: Yes, but there is also the national system for that, so they don't have to send in the documents, but it is reported into this system so that we can see it once the schools have reported it.

Q: Oh so the students have to send in the transcript directly to the system?

So you have a database?

A: Yes, a national register for high schools.

Q: So they have the grades for each of the subjects?

A: yes. We need that because for some courses, especially when they go to the second or third semester, or second or third year, specific requirements, they're very specific requirements, for example you should study Italian... you know that this was a few years ago.

Q: Yes, so they have like 20-30 subjects, selective subjects... very different for different individuals. So you get all those data.

A: yes. And then in the middle of March, the applicants will receive the first notification of selection results. And after that they need to think about if they want the place or not, and they need to reply yes if they want the place that is offered. And after that, the admission process goes on, and then in the middle of April, the second notification of selection results will be sent out to all the applicants. And as you can see, then there is quite a long time between the second notification of selection results and when the courses and programs actually start. Because they start in the beginning of September, the autumn semester starts, and that's why again, international students need to apply for visa or residents permit, and that's why they need this time.

Q: This time frame, when is the entrance examination test? What's the date?

A: It's in April.

Q: In April they have the entrance examination. For that three subjects, right?

A: Yes, but they're combined, we don't see the results for each part, we see the final result. There are discussions on possibly using different parts for different programs, but it's not a fact yet.

Q: So by the three, you mean Swedish, English, and math?

There are two tests nation-wide...

Both are for the three subjects?

A: I think so, yes, basically. They are quite different, because in high school mathematics is strictly mathematics, but in the aptitude test, it's more about understanding and interpreting, rather than making calculations.

Q: But you still have only those three subjects? Or you should have more but different departments? Like some departments want science, or chemistry...

A: At the moment, it's the same test with all three parts, with some differences between them. But there are some discussions and some debates going on that maybe we should use part of these, for example for mathematics if they apply to sciences and so on, but we don't do that yet, but we might do it in the future.

Q: And that's also true for medical students?

A: It's the same for them. But when it comes to medical students, we don't have that here, but they also make interviews, for example. Also they need the absolute maximum grades, but also interviews.

The results from the national aptitude test is also reported directly into our system, so that is automatically done.

Q: What's the percentage for this two?

Like high school grades and this entrance examination. 50/50? Or 40/60?

A: 50/50 mostly.

Q: And it's the same for all the departments?

A: Yes, it's regulated by the government. We actually have one copy now, that you can have, but we can also email you the link, this is our local admission regulations, but those of course are based on the national regulations for admissions.

Q: So you are regulated by the nation?

A: Yes.

For the undergraduates, it is...

Q: I'm a little bit confused for the high school grades. Each high school student, they may take different subjects, then how do you consider the high school grades? Is it combined, or you only consider the Swedish, English, and math?

A: All subjects.

Q: Maybe he takes visual arts, and he takes music, you know?

A: It's compared.

Q: It's all combined as a single GPA, then you consider that GPA?

A: The most important courses are the same for everyone.

Q: The compulsory subjects. And some are selective subjects.

A: Yes, but those courses are more... each course has credits, for example 200 credits or 50 credits and so on. And of course mathematics, Swedish, and English, are bigger than music.

There is some variation, but I don't find it problematic because they might have studied different languages, but most of them study other languages other than English.

Q: Because you will take a lot of social sciences courses, and she may take a lot of science, natural science courses, but you all are considered the same. The final GPA over the three years.

A: yes, but for some programs in chemistry, you need to have studied chemistry on some level.

Q: Oh okay, you need it to a certain level.

That's a department requirement.

A: Yes, but that is also regulated. So that will exclude.. for example for chemistry, it will exclude literature students.

Q: So that means for each student, all that he has for application is just a single score?

A: Yes, and that's everything.

Q: Is your GPA out of 4.0, or 5.0? What is the full scale? Like in the U.S., it's 4.0

A: 20, the full scale is 20. 10-20, because before 10, it is not pass. But for some subjects, can actually give extra credit. For example, for language studies, additional language studies will give higher GPA.

Q: But for example, if you want to study psychology, maybe they just take 40 students, but 100 students with highest GPA apply, how do you select?

A: The computer draws a number, actually.

Q: So even if their scores are the same, they pick randomly?

A: yes. But those are for only a few programs that they are concerned about.

Q: Do the parents complain?

A: Students more than parents, because the students are older here, so they usually... but it is true, we do have some angry parents sometimes.

Q: The students are more angry.

A: Yes, but that's because they are more mature. But they are very aware of this, I think.

Q: So since it's a tradition. It has been like this for many years.

A: For some big programs, yes. So most programs are not affected, it's only the top programs.

Q: Do you also consider differently for those students who have working experience. Because you say you have very high percentage of students who are older, they have working experience. Do you consider their working experience?

A: Not anymore, we use to, but the national system changed.

Q: So still based on high school GPA and on the entrance examination?

A: Yes.

Q: What is the scale of the entrance examination. Also 1-20?

A: No. 0.0 to 2.0

Q: Only to 2.0?

Like someone get 1.5, someone get 1.6?

A: Yes.

Q: If that's the case, then so many students have the same score.

A: But it's very difficult to get 2.0.

Q: Maybe a lot of students will get 1.5, for example, thousands of students get 1.5. Then how do you do it?

A: When it comes to the aptitude test, the competition is usually not as high. It can be the same principle, a draw.

It's only a problem for the big programs, but not in general.

Q: Can you... tell us the proper way to do it, because listen to us that this kind of system for selecting department, right? So maybe they randomly choose students but without any more information. So are you considering to change this system? Or you feel it is a very good system?

A: I don't think we reflect too much on this, because this is national regulation, so it's not really up to our level, but I'm sure that on the higher level, they are engaged in discussions with the department of higher education, for example.

Q: But if that's the case, then there could be a very good student, who fails to get into any universities because he is just too unlucky. The computer doesn't like his numbers, or...

A: It is possible but it is very rare since many programs start twice a year, and also for example psychology can be studied at different universities, so the absolute top students eventually do get there, it's very rare that they never get there.

Q: So it's not a serious problem here, right?

A: On the individual level, it is of course. But I don't think we find it a big problem here. In medical, it's probably not good...

Q: But in medical they have interviews, so in the interview, that's what counts.

A: From the student's point of view, I just want to explain a bit on how they apply to programs here at Stockholm University. And the web address for Stockholm University is su.se

And that's our webpage, there's web catalogue, and students can search for the program they are interested in, in this web catalogue. And when they click on the program they have chosen, they will get to a webpage where they can find more details about the program. And they can also see the eligibility requirements and how the selection is done for this program. So in this case, it's the master program for biology and the selection is based on quantity and quality of previous studies. They also have a link to the specific program's website where you can find even more extensive information and content information both to teachers and student guidance counselors. And here the applicants can click on the application button. And then they will get to new webpage, and this is called university admissions.se And this webpage is common for all the different universities in Sweden, so here, for example, if student is interested in studying business administration, then the student can write business administration and apply to all the courses and programs in business administration at universities in Sweden. So it's quite practical for them to do the application once for different universities.

And the students can also go directly to this webpage to find the program, but they will find more information on our website about the program or the course, so that's why we advise the applicants to go to our webpage.

Q: So this is also very good for high school students?

A: Yes, that's right.

And for those that want to apply for university studies. And they can also find a lot of information about eligibility requirements, and how to document English proficiency, and so on. So lots of information, general information, about studies at university level in Sweden.

All the information available about the application process, or contact information...The VHS, which you will visit tomorrow, they administer this national application system.

And what they do is, all the documentation that the applicants need to send in, are sent to VHS to the Swedish agency for higher education and services. And they receive all the documentation, they scan them, and they register all the merits. So they make the first assessment of all the things the students send in to them. So it's academic credits, for example, high school grades, and other things as well.

Q: You mean register the merits, that means they also evaluate? For example if the student wants to apply to chemistry, they will check whether they have certain level of chemistry courses. Oh, so they will do that.

A: Yes, to some part. After they register it into the system, the computer system can make comparisons depending on what people do to the system, such as applicants for this course need this course from high school, and this and this and so on. And the machine can find this, and if it finds it, it will go through the system automatically. And I think the majority of applications go through the system automatically, through the machine, but if there are question marks, or if there is something lacking, the computer system creates case files for us to go through, and most of these, we can do ourselves here at the university, but there are some parts, when it comes to high school grades, for example, the national agency of higher education, they do take the biggest part when it comes to high school grades. There is some manual validation that needs to be done. But most go through the system as I said about the high school diploma, it is registered automatically, but if for reason it is not, for instance if it is some old documents, or some foreign documents

for example, then the manual validation is done, and the agency puts it into the system. So if the computer does not find the applicant eligible, we will take a look at it. But for some things, I think it is quite interesting, for the international students, since they have merits and credentials from all over the world, it is very difficult, and we have a virtual organization that validates foreign academic credits and credentials, under the head of the VHS. But the actual officers, I was part of that for some while, we sit at our own computers but working in the national computer base. And there's a group of people, it used to be 15-20 for a certain region, for example Southeast Asia, North America, and so on. So you specialize within the region. And there are manuals for this region. For example a degree from Taiwan should have this and this component and this stamp is needed, and so on. So when it comes to both international and national rounds... So that is a big difference now compared to 6 years ago, we didn't have this system, and the university made the same validation... a very long process.. maybe it will be done at five different universities...

Q: How many staff members in your office?

A: 14.

There are two people working the aptitude test, and two or three depending on the situation, working with the international students.

Here at Stockholm University, what we do is that we look at all the applications that were not eligible when going through the system. So all the applications that were non eligible, we look at them again, and that's what we do here. And we answer a lot of questions from applicants who are concerned about their applications and also from departments when they have different questions about the admission process.

Q: Do you ask questions to the applicants?

A: No, we don't.

Q: So you don't want to know his motivation?

A: No.

But the only part of that that is relevant is for the master program and the department decides, it doesn't concern us admission officers.

So the department, they assess the specific requirements on the masters level, while we do that for the undergraduate level.

Q: So when students apply, they apply to specific departments, so is it easy for them to change it if they change their mind?

A: They are actually admitted to a specific course or program, not to a department. So if they want to switch, they need to make a new application. But within sciences, it is usually not a problem, because the competition is not that high, but they do need to apply.

Q: They have to apply and start all over?

A: If they have studied two years, they can usually use part of that for their degree. In the Swedish education system, especially at Stockholm University, which is very course based, students specialize early on, so it's in their status from the very beginning for most of them, we don't have very much broad programs such as in the U.S. So they are very specialized, so if they want to switch from chemistry to math, that is usually not a problem. They can choose, or they can go from chemistry to biology, or, if they are qualified, they can go from mathematics to philosophy. It is possible to have that sort of degree.

Q: But they have to reapply right?

A: To the specific course, yes. But it is very common that you apply for each course, and the student combines these courses in a certain way towards a degree. For example three semesters of biology and three semesters of mathematics. That is a very common sort of degree, bachelors degree. In that case, they can actually have two degrees, one in biology and one in mathematics.

Q: So they can enter in some department or program, but it turns out they can be in another program by choosing different courses.

A: Yes. But we have a number of set programs, but many of students never enter into a program, but rather study separate courses towards this degree, for instance chemistry a, chemistry b, chemistry c. They would need a course at the c level, and that course should also include a thesis. But that is the basic requirement for bachelor degree, and for the other three semesters, they can choose almost anything they want.

Q: So if a student didn't get into medical school when he applied, but he can still take the courses and then he should be able to be admitted. It is possible?

A: That is possible, and it's very common. I know for example many of the applicants for medicine also apply for biomedicine. And they can stop that program, and if eventually a year or two years later, if they are accepted to

medicine, a lot of the biomedicine studies can be validated and used in the degree.

Q: But the student has to apply for medicine school first, and also needs to be interviewed?

A: They only select a few candidates that they would interview. So they only give you the absolute top candidates.

Q: The question he mentioned is, if the student is admitted to the chemistry department, and after one or two years, he takes some courses, and wants to switch to medical, does that mean he needs to be interviewed again?

A: Only if he applied to medicine will he be interviewed.

It is not very common at all, it is only for medicine, that the applicants will be interviewed, and then they will start from the beginning, but the courses that is an important part for medicine study can be validated, and then there are also some parts even not in medicine that they can choose.

Q: So he has to reapply, but if some of the courses are validated, then it is okay, they don't have to be retaken.

A: The principle is to validate as much as possible, and the content of the specific course is compared, and sometimes it's the entire course that is validated, and sometimes just a part.

Q: Yes, I understand.

Thanks a lot, you give a very clear description about the national admission policy, but we are also very curious about your recurrent education, adult education. It is mentioned that a policy was changed in recent years, is there still a large amount of students with work experience?

A: I don't think so. They were never a really big group, so there might be a few individuals, but they were never the main group of those admitted. Some might still be in the system, but we rarely see them now because they have to be... I think the last time we used it was 2010 and by that time they had to be at least 25 years old with at least 4 years work experience, and if they didn't have that at that point, we would not make exemptions now.

Q: SO that program already stopped.

Why did you start that program? That 254, we call that.

A: The government that we have now, they wanted a big part of the students going straight from high school to university so they wanted to benefit the young students. And there have been some reforms..... they want to get the young students to go straight to university.

Q: Is that because it is better for the country? Is it more competitive?

A: In some ways, but it is an ideological question. The government that we have now has different opinions about education than the government we had before.

Q: I think it's the same for Finland, and they want to move towards this direction. But I don't know what's the advantage for such kind of movement. Do you think younger people can maybe study harder?

For example, in our country, most students go to university directly from high school, but the disadvantage is, most of the time they do not know precisely what they want to learn. From that point of view, I think that's very good, but I don't know why you want to change that.

A: Personally I agree with you, but I think the idea is to have the students go straight to university so they can find a job at a higher level, which will be good for the national economy. But as you said, how do we know now? Maybe we will know in 30 years if that was the best economic strategy, because there are so many factors in economy.

The government has a goal of 50% of the high school students will go straight to university studies.

Q: It was below it?

A: It is below it.

Q: In my country, it is like 99%.

A: right now it is about 45% that go directly to university.

But by the time they are 25, it's about 50%.

Q: Why traditionally the high school students want to work at first, then go to university? What's the idea about that?

A: Students from academic homes do go straight to university and students coming from low academic backgrounds, it takes them a bit longer to get into the system. So I don't really know the figures, but I would say that it is a very special thing to be able to go to university.

Q: But it's free.

A: It was free, yes. Students would choose their study path really young, before high school even, but it wasn't in their family, so they didn't have the idea.

And also Sweden for many years had blooming economy and industry was good, so it was possible to make good money without higher education. Which is really the truth.

But parallel to that, there was a movement... that also had education ideal, so people would study outside of the university system and they would form groups and study literature or history or whatever. So a lot of nonformal

education and lifelong training was going on. Anyways, but not specific or professional training.

Q: Maybe your industry or the company of your country, they would like to hire people with higher education. But now the number of higher education students is too many, but they would like to attract more...

A: The industry has changed a lot, it's not so much labor anymore, but knowledge based. But you can say even in our line of business... I have been working in admissions for about 10 years, and back then it was not required to have an academic degree, but it is today.

And that's the same in many parts of society.

Q: Do you have any number or research about your students? Or the backgrounds of your students? Like rich people or poor people in your university. Like do rich people go to medical school, and poor students cannot go to any college?

A: We have statistics that compare.. not economic background but educational background of parents. We do recruit students from non academic environments.

Q: So the family's academic background affects the students, but not the wealth? For instance for a family with more knowledge, parents probably will encourage their children to get higher degrees.

A: Yes.

Q: Is there any comparison study, or just based on your previous experiences, if you compare adult student and young students, how about the performance and motivation?

A: I would have to guess. I'm sure there are statistics about that, but I'm not sure. On one hand, when older students come to university, they are more motivated, but on the other hand, they also have responsibilities, for example children, and that interrupts studies. So in the end it is quite equal. But I can look for studies on that and send you the information.

Q: Have you compared the high school GPAS and the scores of the entrance examination for students between 20 and 25 years old?

A: The grading system changed... and also the grounds for setting grades changed, the theology is changing for education. For example when I was in school, the grading system was from 1-5, 5 being the top. But then it was possible to get the absolute top grade, now it is a lot more difficult to get it, because there were other principles. So I would say as long as they compare the same group, then all the students will be favored a bit. Which doesn't necessarily mean they are better students, but the systems are a lot dreadful.

Q: Do you feel the students are feeling higher and higher pressure in their academic studies? Since you changed the grade, and changed the system, and so to encourage students to enter bachelor degree, do you feel that they feel more and more stress now?

A: yes.

Every now and then there are articles in the news about young students feeling so much pressure that they take pain killers or they have stress syndrome, or get physical problems because of the stress.

Q: Another thing interesting is, you mentioned the entrance examination is from 0.0 to 2.0, so do you consider like 1.53 or 1.54.

A: No, only one digit.

But in the grades, there are two digits.

Q: could you show us what kind of subject are most popular to students. You just mentioned medicine, psychology, economics?

A: Economics. Especially in the masters level. Programs within economics are extremely popular. So psychology, law, economy, business administration...

Q: How about engineering?

A: since we don't have engineering, we don't have figures.

Q: But do you know for country-wide?

Because you have a strong industry, so...

A: Our neighboring university is..

Q: You know in Finland, students they want to be a teacher. How about here?

A: They want to be teachers?

Q: It's one of the top professions, as a teacher.

A: Yeah I've heard about that, that it's very popular in Finland, but it's not really the same here. And there have been discussions about that, because we want to attract more good students to the teaching program, so there have been some comparisons.

Q: I believe that you two countries are most similar to each other.

A: Yes. But what I can say about teacher training is... because we use to work at the Stockholm Institute of Education, but now, a few years ago, merged with Stockholm University, but we do have our background in teacher training and what has changed in these years is that... it use to be... especially for the lower edges, it use to be very very easy to get into those programs, but the competition is quite high right now. So it is more popular than before, but it's not one of the most popular. But what's interesting is, students from non academic homes, the teaching program is probably the top choices. It's the first academic profession that they think about, so that's quite common. And also we have a program for students who already have academic degree within a subject but want to become teachers. And I can say, these years, they changed from... many of those applicants were engineers actually, because of the telecom, that made some cutdowns, so we had many unemployed engineers who applied to teaching, they didn't want to, they were very disappointed. But the people who apply for the program today, they are more devoted to learning and are much more interested in learning than just thinking of ways to support themselves. So I think the interest in teaching is higher now than a few years ago.

Q: Since I come from the psychology department, I am very interested why psychology is so popular, so competitive here.

A: The department is very big here, and since universities in Sweden in general attract many females, women are especially dominant in these areas. It seems to be an interest, girls at a very young age, say that they are interested in psychology. But I think that in general, in Sweden, Swedish people are generally more interested in social sciences than in many places in the world, in general.

Q: can they find good jobs after they graduate?

How do you have so many job opportunities for psychology?

A: I think that they can find jobs, yes. But we don't train that many, not compared to the interest. But we have quite a recent change in the last few years where there was a switch in treatment from psychoanalysis to behavioral therapy, and I think psychologists may be more prepared for that switch than those for example social workers that were trained specifically in psychoanalysis.

So many of those psychoanalysis with a background in social work had to retrain now. But psychologists are also in demand for human resources departments of big companies, and so on.

Q: If many adults go to open university to study any classes, can these classes be transferred to your university?

A: They don't have many open university, but adult training, is more on a high school level. Some of those courses can be compared to the university's, but in general, not.

We have very many courses where the competition is not very high and the requirements are not very high, so it's easy to get admitted. Full time is 30 credits, but there are courses for 7.5 credits. We also have open lectures.

Q: Does the university also do adult training? Or offer these courses to...

A: We don't have any age limits, if that's what you're asking. Any one can apply, but you can't come to class unless you are enrolled, but we do have some public lectures, for example.

Q: So you have to be enrolled? Once you are enrolled, maybe you have to be evaluated?

A: You have to apply to be admitted and then enrolled.

Q: As we know, some adult training center, they cooperate with the company, and also the university cooperate with the company to decide the classes.

A: Yes, in some cases, student, a company, or an employer that will buy course for the university. We're not very familiar with that because we don't really have those. It is called contract learning. And it's not uncommon, for example for teacher's education...

Q: The employer pays them?

A: yes, the employer pays them.

Q: What is the percentage of your high school students who go to university?

A: 45%, but a bit higher is 65%.

Q: Does your government have a goal to raise that?

A: Yes, to 50%.

Q: How easy/difficult for the student when he enters the program, to graduate? The retention rate?

A: Sorry, we don't have statistics for that. But I can send that to you.

Q: Yeah, in the U.S. they call it the retention rate.

A: I don't know if you know.. but the university tried to contact students that were not active students, and did not yet finish their degree, to come back and finish their degree. When he/she finishes their study, they have to apply for the diploma for the degree, even if the status is finished, and sometimes they don't do it.

Q: So it's not a gift to them automatically after they finish all the requirements.

So is there a deadline for them to finish the program?

A: Yes, and no. We don't have a set time limit, but since the requirements for the degree changes with political positions, when they take new political position, it's maybe every 10 years, but you can still have the old diploma. So most people are able to get... they have quite a few years to finish up in the system. But if they take a long leave, then it might be difficult, but it would have to be a very long leave, like 10 years.

Q: Do you have any research to know most of your students are from where? From city, or from rural area?

Do you have any research to know the high

A: I don't think we have any exact figures, but we do know that we have a lot of people who grew up in Stockholm and Stockholm area at this university. Other universities, especially in the smaller cities, they have more students that actually move there. One part of this is because the housing situation is very difficult in Stockholm. Students who come to Stockholm cannot have student housing first year.

Q: Do you have student housing here, on campus?

A: Not for domestic. It's not really part of the campus, but close to the campus, there's student housing managed by the student union. So there are students there from different universities in the Stockholm area. They are together, mixed with different unions.

Q: That's by the student union, not by the university?

A: Yes.

Q: But when you say students who live in the suburban area of Stockholm, then they stay with their parents? Even when they enter Stockholm University?

A: Today it's like that, yes. Not many years ago, many lived by themselves, but since now it's so hard to find housing, many stay with their parents longer.

Q: So that means they mostly like to apply in the city? Near the home town?

A: Yes, but I think the people who grew up in Stockholm are very reluctant to move.

Q: If that's the case, then that means students in other cities may not be easy to go to Stockholm?

A: They do, they do a lot. But it's more difficult for them. So I think Stockholm University is not representative of Swedish universities, in that we don't have such a big part of Stockholmiens, but there's a big part in the students as well.

Q: So the correlation between the entrance examination and the performance here is?

A: There's some statistics about that, but it's not for Stockholm University. But I think that schools in Stockholm might be a little bit higher than average, but I don't think that Stockholm is highest in Sweden though. But I don't think there is a very big difference.

Q: What he means is the correlations between the entrance examination with the undergraduate performance. IF the student has a higher entrance examination score, will he do better at your school?

A: Yes we can check that. But quite a few years ago, maybe 15 years ago, there was a comparison between the students who entered on their GPA and students who enter with their aptitude test. And the aptitude test students have better results, but it's not comparable, because these days, the aptitude tests are on a lower level than the GPA students, at this point. So I don't think it's comparable anymore. But also the aptitude test students are a little older than the other students so they are more motivated and they know what they want to study. So they already develop interest in that.

Q: So when you say for the students who enter after some job experience, and before going to university, but eventually when they decide to go to university, about how long does it take for them to decide to go back?

A: I have no idea, but the sooner they go back, the more successful they are with their studies.

Q: But do you know the average?

A: I'm sorry, but I don't know. I don't think we have any statistics for that.

Q: What's the average age of your students?

A: The average age is just below 25 I think.

Q: In the beginning of their studies? In the first year?

A: I don't know if it is the first year, but it is for undergraduate.

Q: So if the university enter directly, that's around age 23.

A: Yeah, something like that.

Q: so if the average is 25, then it is 3 years later than directly entering.

A: I think some of those students might have studied elsewhere first before studying here. I'm not sure, but I think

it's similar to those students. And in some cases, the competition is based on... it's not very common on bachelor level, but some courses actually have competition based on academic credits. And of course those can attract students who studied somewhere else previously. There's another university in the Stockholm area, that is a lot smaller than Stockholm University, and I think they have similar profile, but a lot smaller, and students rather have Stockholm University on their diploma than that school's. So they would start at that university, and then try to come here.

Q: Do you offer some assistance to help women who took leave because of pregnancy?

A: We don't have a program for that, but the departments each and the university in general, are very interested in students finishing their degrees. So as long as the program is more or less the same as before, it is usually not a problem to come back. Also in Sweden, we have a very extensive day care system. Children start usually when they're about a year and a half which enables study for parents as well. And also Swedish men and women are quite equal so they usually share the responsibility even for very young children. But in practice it's more responsibility for the female students, and that may be the reason why so many women stop university studies. But there is.. so I would say the society rather than the university supports parents in their studies.

Q: The standard is all the same?

A: Yes, but it depends on the professor. Some professors will even allow babies in class, and others won't. And some are more understanding if they are late in handing in papers, so it depends on how the professors handle the situation.

Q: Here, there is quite a difference between the two countries. In Taiwan, only...go to university... but here it seems like the university is not so important for the high school student. Because after graduation they can find a job or they can do their own family. Not most of the students want to go to university, right?

A: I think that most students have an idea that they will go to university eventually. Not all, but most, and they know they have the possibility to do that later in life.

Q: But not in a hurry.

A: It's a matter of family. But today, it is very difficult to find a job unless you have an academic degree, and I think we are about to see a very big change in culture, and the students are stressed about their grades, and that must be because they see a goal towards higher education.

Q: What kind of job can they find with a reasonably good salary?

A: Some programs, such as psychology, are professional programs. But most of our students have general degrees which does not give off a clear role into a certain profession. They often ask us, when they call us. But I think a lot of our students with a general degree are officers in public administration, for example.

Q: but for high school degree, what can you do?

A: Work in a shop, or in service, and statistics show it is easier for men to have a career without training, than for women. And that's why we see more women applying to university than men.

Q: So mainly labor type job.

A: yes.

Service area.

Q: For adult students, how do they prepare this entrance examination?

Because they have to work several years, so they might forget some of this subject, how do they prepare it? Or it's more difficult for them to take this examination?

A: Some of the students will not prepare at all. We have some parts of the test they can find on the web, so they can train online. There are also private schools training. We have a new test now, we just use it for the first one or two times, and we don't really know the results of that, but we do know the previous test. Students who are a bit more mature, and have been following the news for a few years, and are interested in society and politics and so on, they would do better on parts, like language, and also mathematics, understanding diagrams and scales because they have practical knowledge, so the test is quite different from school. And it's multiple choice.

Q: Do they go to KRAM school?

A: Most do not.

Q: So they can get good scores even if they don't train specially?

A: They are not expected to prepare for this test. But if you would go to such classes, you would make better results, but the results would not be major, the difference would not be very big.

Q: But that's something I don't understand, if they do have strong motivation to enter university, then they should try to prepare as much as possible, right? And if they have been working for a while, they might have the money to pay for KRAM school, so I think it's quite logical, so I don't know why they wouldn't.

A: I'm not sure why. But I think they do train online. We also have prints on all the previous tests that they can come

and get from us for free, they can get 2 for free, and more will be for a low fee. That' s the most common way to prepare.

And if they want to study medicine, they need 2.0, so they will obviously prepare more, than for another program that is easier to get into. And they can take the exam as many times as they wish, and the best result is valid for 5 years. So everything is gained from retaking, there is no lose.

三之四:瑞典全國高等教育服務署簡報及座談之逐字稿

◎Transcription is as the following :

You have been given some documentation, I'm not going to go through them all but...

This is all exciting, we'll see if the technology will work or not.

The VHS, that is the Swedish abbreviation for the Swedish agency for higher education services, because it is quite long even in Swedish, so that's why we use the abbreviation.

This is a government authority, and we are given our government commissions from the ministry of education. And we are fee-based, mostly, 80% of our income is from the higher education institutions, that pay for our services, and the other 20% are from the government, which is a service that Valena is going to tell you more about. Now I forgot to do the introduction, I was going to do that first. Let's do that now so I don't forget again.

Shall we start with...

My name is Tula Corespona and I'm the director for the admission department, so we're handling the process for admissions, and we'll hear more about it later on.

My name is Helen Merangoos, I'm one of the team managers for the department that handles foreign credentials.

My name is Orka Lafankul I'm at communications, and as of last week, assisting director of communications department, I regret I don't have any cards to give you, they're still at the printer's office.

My name is Ginel Lahamanstrone, I'm the productions manager at the admissions department.

My name is Stanley Wang, I'm a professor in Physics department at National Tsing Hua University.

I am Miss Yung, I'm a principle of Zhongshan Girl's High School in Taipei.

[the oldest high school in Taiwan]

My name is Lin Tung Chu, college entrance examination center, my job is managing testing service.

My name is Frank Chen, secretary of vicer in Taipeiadmissions.com.

My name is Wang Sheng Chi, National Tsing Hua University. (Admission office)

My name is Chen Ming Chun, I am the director of admission office at National TsingHua university.

My name is Yang Shu Ting, I come from Ministry of Education department of higher education.

My name is Tommy Liu, sorry I have a small sickness this morning, I come from Fu Jen Catholic University, I was the Dean of academic affairs.

Hi everyone my name is Rong Shun Chen, I'm also from National Tsing Hua University as a professor.

I am Joe, also from Tsing hua University, I'm the leader for the group. We visited United States half a year ago, and also, with the similar purpose, try to understand their college admission system. And also we visited high schools, and this time we visited Finland at first, Helsinki University, and also one of the high schools, and also we talked to their Ministry of Education, they called the Education Board or something, and we did same thing here, in your country.

Did you visit Stockholm University?

Yes, yesterday afternoon. Talked to their also admission officers.

Yes, I'm Pascual, Director of Assistant Manager Department, so basically I'm the IT guy. Building their admission systems.

Okay so now you know who everybody is, and I'm Carol Angelberg, and I'm director of this authority, since two years back.

Okay, I'll go on with my presentation then. Here at the VHS, we are approximately 120 employees and we have a turnover yearly that is 27 million Euros. We are steered by a board of directors, we have full responsibility that works under the Swedish government, and also appointed by the Swedish government, which is important. In Sweden you can also have an advisor board, if you're an authority, but in our case, we actually have a board with full responsibility, which means they actually make decisions for us, which is important, for example the fees that we are actually going to take out from the higher institutions, how much they're going to pay for the services they get from us. That is decided by the board every year, which is an important decision for us. Our main customers are of course the higher education institutions in Sweden, and there are now 37 customers I think altogether there might be a few smaller ones that haven't joined, but in principle I'd say 99% of the Swedish universities use the VHS as their service when it comes to admission issues.

Q: How many institutions do you have? We have 160 as I mentioned.

A: In universities, or universities and colleges in Sweden are 37 I think altogether. And we have some other customers that are like the... performing arts... very specific programs that very small... the fire department... we have very

small customers...

Q: We have a similar organization as yours, it's by the 70 universities... academic universities... 74 universities.

A: Most of these are state universities, but three of them are private ones. So in Sweden the absolute majority are state universities. And we have a population of 9 million inhabitants, which could be interesting cuz there are quite a lot of universities. And the government says there are too many, they want there to be fewer, so that is a political aim right now.. to lessen the number.

Q: We have the same effort.

A: Although the universities are not too keen on merging with each other, so it's a long-term task I think.

Next please.

The VHS was founded in 1992, so we are quite a young authority. And it wasn't really the VHS to be quite honest, because it was an older authority, the VHS really came into its present form in 1995 when it was divided into two agencies, the prior one. As you can see, these names are so similar, so it's quite difficult to tell them apart and actually people in the academic world also have the problem to separate us. But the Swedish national agency for higher education is the one that guards the quality in education. And also makes sure that the universities and colleges follow the legislations and give back to the demands that you can have on the different programs. Whilst the Swedish agency for higher education services, as the name says, is a service authority, and offers the services to the higher education institutions. So it's quite different. 1998-2005 is important years for us because that's when we developed and implemented our new admission system, which is called Miak and in Swedish it means "new" which is a little bit silly because what are we going to call the next generation of system.

But that's the system we have, and it's a very important system because that is actually what makes us able to handle all these admissions in a joined way. This is our organization, and the director, that's me, and then we have the assistant management, which is Pascual, admissions, which is Tula, and evaluation of foreign upper second direct qualifications and that is Helen, and communications which is Orka.

So you have all the four departments here, our core departments are represented here, and of course we have administration as well, so that's how we are.

Viewing as field operations, well, admissions, which is Tula's department is of course a very important one, and that is where we coordinate all the admissions and applications. And we have 7 admission occasions per year, and we have the first... you can start the university in September or in January, so it's two times a year if you want to a bachelors or masters degree. And we also have international courses...we have 7 national admission rounds, and they include international courses and programs, we will talk more about how we actually work in the process later...

And then we have another important department the evaluation of foreign upper second direct qualifications that Helen will talk to you more about later as well.

And then we have system management, which is not the least important of course.

This is a picture of our flight new site to the university admission exam, and this is where all our foreign students can do their applications. And it's not a copy of the Swedish site, but it looks very... the graphics and everything are very much the same. So this is where you go if you want to learn more about Swedish higher education, and if you want to apply, especially, you go in here. And you can actually see the dates and how we do it.

Q: We saw this yesterday afternoon.

A: cuz we thought if we gave you a short demonstration, you can see how it is operating.

This is a picture of the number of admissions that we process year. So it's 770, which is quite a lot... and it's individuals, not just applications, but people... actual people who are processed.

Q: So that's the total number you accept for the whole country?

A: Yes. Persons that are applying, and then they can apply to ten or twenty, or whatever amount of courses each person.

Q: Why is the number going down?

A: Because of the international students. Because we introduce tuition fees, so the amount of applications and admitted persons from outside...

Q: So the reduced numbers are because of the international students?

A: yes. But the national applicants are still going up.

But we think that is going to change due to the age groups, and how many 18-19 year olds that we have, it will go down in a few years time. The estimation... if you look at the demography.

Q: Just from this number, how many percentages are from other countries?

A: Around... last year it was around roughly 50,000 from other countries. And the year before, before the tuition fees, they were over 120,000.

Q: But, for example, in 2011.

A: About 50,000.

Q: That's including the rest of the world, including the Europe, European countries?

A: Yes.

Okay, this is a short introduction to how education in Sweden is done. You have it in your companions, or documentations, you can just follow it. Admissions in Sweden. Like we said, Sweden has a central unified system for admission to higher education. And I think we are quite world unique in having this. In fact, I do actually go to one site and reach and be able to apply to any university in Sweden in the same site. I think that is quite unique. And of course demands a lot of cooperation from the universities involved. It means they can't really have the ability to have their own profile as they may have done otherwise. I think when we have this admission fees coming in, a lot of universities were worried that they wouldn't be able to promote their university as well as they were able to if they had their own site and everything. And now everybody is in the same place. So there's a great advantage, we actually know which student is going to show up because they will apply to different universities and say "no thank you" or "yes" or whatever, in different order, so the university knows that this person has said no to the other ones, so they will probably show up at our university. So that's the smart idea of this unified system. On the other hand, you compete with all the other universities when the student goes in and can find any course in economics on any university, and you're not really sure they're going to choose you or someone else.

And admissions regulations, one of the important ground pillars for this is, admission regulations are the same for every higher education institution in Sweden, we have a joined system for that. And also we have the regulations that are dictated by law, and that is important, and actually to be able to have it this way like we do.

And also their general and specific requirements for admissions courses and programs. And the specific requirements are requirements that the university itself actually sets and decides... and this course, we want these special requirements and then we also have the general ones.

Q: So the general ones are dictated by the law, or regulated by the law.

A: Yes.

Q: For the specific ones, they depend on the program?

A: For instance, if you want to be a medical doctor, you have to have biology, mathematics to a certain level, physics, and those things.

For professional education, the specific requirements are also set by law, set by the Swedish national agencies for higher education, but if you have a local program at the university, then the university decides about the specific requirements. So we have a set of specific requirements decided by law or by authority that they have to follow, because it leads to medical degree, engineering degree, or something like that... it has to be the same all over the country. And then you have very own programs that are not engineering programs, then you can decide about that.

Q: Is the requirement the same for the physics department of different universities?

A: Yes, for example for a program in engineering, then it's the same requirements for all.

Q: It could be for some interdisciplinary fields... like chemical physics.. so it can be different?

A: Yes, then it can be different, because then it's up to the university to decide if they want to give that course or program, and then they can decide if they want to have...

But they have to be, by the upper secondary school qualifications, fit the bachelor level. So you can't say that, well we have a specific entrance examination, for example. If they want to have an entrance examination of a certain kind, they have to apply and get the decision, or permission from the Swedish higher education, Swedish national agency. You're not told to be free to do exactly what you want, you have a framework that you have to follow.

Q: By the way, yesterday we had that... if there could be some program, where many students want to apply, if it is over the quota that you can afford, then what do you do, do you choose randomly from these students, is that correct?

A: Admission is based on ranking, their grade average..., then we can have the scholastic aptitude test...

Q: Yes, but if they are the same?

A: Yes, at 1/3 of the places, the university can say, we want to have some kind of specific test, they can do that but they have to get permission. So that they can do.

Q: But if still, more applicants than the quota, then that quota can over? You know like, if there are only 2 spaces, but there are 5 applicants...

A: Then you have competition. It's based on...

Q: yeah, but if they're all the same, if all the scores are the same...

A: Then it is random in the end.

If you have the exact same score, then you draw by lot.

Q: Yes, that's what we heard, but we're not quite sure, so he wanted to confirm.

A: For medical, if you want to be a doctor when you are...

Q: Yeah, then in the end...

So for those people who didn't get first priority, then they will be put to second priority? Because probably his first choice to medical school but maybe he failed to be chosen then...

A: You can get your next choice, or the choice after, and so on.

Q: and each applicant has twenty options, right? twenty choices.

A: Yes, first, second, third, and that's the order.

Q: Including the schools? For example if I apply to medical school for this school, but if I failed, I can't go to medical school of other schools?

A: Yes you can, yes you can. Cuz you choose course or program at that school, and then you can choose another medical program at another school.

So we use second choice, and then your third choice could be a third medical school.

Q: That's similar as ours. Program-wise, not university-wise, right?

A: Right

Q: They draw the students by random, is by computer or in public?

A: By computer. Not in public, that would be an idea though (laugh)

Okay where was I? Yes...Like we said, one of the unique things is that you only make one application then you get all these programs and courses, so you only make one application. 99% of the applications do come through our websites, university admissions or the Swedish version. It's almost an entirely digitalized system, which makes us simpler administration wise, and environmentally wise. And we're very proud of it actually, and it works absolutely flawless. So the last two or three years, we had many problems with the admission times because in the 15th of april and 15th of October it's the last day to apply, and a few years ago, the system broke down because there were so many applicants because everybody waits until the last second to send in their application.

Why do they do that? But they do that.

Q: Yeah they do that, always. We have the similar situation.

A: It must be common psychology.

Q: Then what happened? The system crashed down right?

A: It took about an hour I think, most of the times, to get it up and working again, and then we postpone the deadline one day.

Q: Oh, that's a big issue then.

A: It's all over the newspaper, it's not fun. But in the last two years, we have had no problems, and the new application system is working as I said, flawless, so that's very secure and I think...

Q: And there's no any text information, the student needs to apply? For instance SOP, bibliography about the student background or motivation?

A: No, we don't.

Q: It's mainly the transcript?

A: Yes. We know the nationality, which country they have been studying in. We don't know...

Q: So, do you think that's the way you are going to go forward? Or you feel this way is very fair and very reliable for most people?

... But maybe you will lose information about the individuals right?

A: I think after people start studying, and coming to the university, then you collect this data. So the universities, they work a lot about having different... people with different religion statistics, gender issues... but that is on the universities, they have that data, and they follow up on that, we don't do that.

If you think about selection, I think the Swedish universities, and higher education institutions, have had this kind of selection in the 70's, so it's a way for them to... it should be the ranking, the results from the upper secondary school, that matters if you are going to be admitted or not, then they can have some specific exemptions if you are disabled student or you have been doing some very specific things, then the university can say "okay, we want to have you" if you fulfill all the requirements. But the way of having the selection based on the results from upper

secondary school, that has been going on for 40 years ago. So... to have the more individual assessment like looking at requirement letters and things like that, it asks for more work at the university, the professors have to be more involved than today, and they don't want to be that involved.

And I think this corresponds with the Swedish culture, this fair system, the closest you can get to fairness is the grades you have represented from your school. And it's decided by the government, they want to have it. If the government said, "let it be loose" then it can be different but the government want it to have it within that.

I don't think there will be change, no, no such influences or in the political world..

Okay I think I have a last picture, and this is referring to about two hours talking a little bit about fees, that we introduced, or the government introduced them, and it there has been lots of discussion about this. And as you can see the applicants and students from countries outside the EU and Switzerland, or course, went down. So maybe that will actually increase in a few years, but the first figures show that it has been decreasing. Which the university think is quite troublesome because they want to an this international atmosphere and they want to have students from different countries. So the universities are not very happy at all with this reform and also it's also a lot of administration for the people who change universities, and it's a lot of work, of course. Okay, thank you, next.

I'm sorry, I don't have any handouts with this presentation, but obviously I will send it to you afterwards. So as I told you, my name is Helena, I'm one of the team managers for the departments. The head of the department is out sick today, his name is Guman Alejandre, but I will tell you a bit about us. We are compromised of 22 staff members at our department, and amongst us we speak English, German, French, Spanish, Finnish, Polish, Russian, Arabic, Persian, Italian, and Portuguese, not everyone of us, but... no Chinese, not yet.

Q: This country's, or these languages, are related to the number of students?

A: Yes, we have... amongst us, Spanish, Finnish, Russian, Arabic, but it's good when people call in, and you can actually communicate with them in their own language, obviously.

Q: Most of the languages are in Europe?

A: Yes. I work obviously as everybody does, in open plan office to allow us to speak to each other whilst during the admission process. In between us, to make it more efficient, we work within different geography groups, covering most of the educational systems worldwide, each and every one of them, some bigger than others obviously. And our mission within the department, as Carolin mentioned, providing admission services for higher education institutions in Sweden, so we take part in the process with the admission process. And also, we provide Swedish citizens with evaluation services, I will tell you more about that a bit later. We naturally give information to the citizens about what we do. And also we perform in house admissions as well. Feel free to ask questions if they pop up.

Q: Yes, I have a question, so do you have a certain portion of international students allowed, for instance, a quota?

A: No, no quota.

Q: So you mean in principle it's possible that the school is occupied by international students?

A: In theory, yes.

Q: For the last slide, you mentioned you provide the service for Swedish evaluation service. It's about to provide ... their degree can be admit by foreign countries?

A: No, it's the opposite actually, when people from abroad apply for universities here in Sweden, my department takes care of the evaluation and their grades in order for them to be admitted to Swedish universities. If I understood you right, if you're a Swedish student, trying to go to foreign countries, that's nothing to do with us. They need to apply to universities abroad themselves.

Q: So when foreign students, when they want to come to study in Sweden, their degree will be evaluated by university or by...

A: No, by us.

Chinese dialogue

Q: They only work for the international students who apply here, coming in. If the Swedish students going out, they do it by themselves?

A: Yes, that's correct.

Q: I have a question, so do you have a special waiting for the grades from the high school, or for students applying from different countries. For example, if I get straight A's in Taiwan, what does it mean to you.

A: I will get to that. Obviously it's a complex system, and you need to keep focused on what happens around the world, reforms and such...

Q: So you do have some waiting?

A: Yes, I will tell you more about that. But as I told you, we take part in the admissions service, but also we have

another big mission in our department, which is the evaluation process. And this is something we are responsible for the preliminary evaluation of Finnish foreign upper secondary school educations. And this is something that is based on the mission assigned to us by the government. And as Caroline told you about earlier, my department gets funding from the government in order to make this happen.

And also as I told you we're responsible for assessment of the general eligibility for the admissions for the universities, but we are not responsible for evaluations of vocational educations. So every evaluation that we do is intended for the students...applying for universities. So if you were to apply for a job, the high school is... you know you can obviously use this in order for you to apply for a job, but if you have a vocational education from your country, this is something that yet we don't take care of at the moment.

And so we.. the evaluation process then... we receive about 5,000 applications yearly, this year we have an increase and so these applications are from people asking us to have this preliminary evaluation. And so they can use this evaluation to apply to universities, or for a job, or just to have some information about what your studies are worth here in Sweden.

Q: You say that you have 5,000 applicants?

A: Yes but this is from individuals who want to have preliminary evaluation before they might make an application for admission to higher education.

So these might become students, but they probably might not...

So we have these two missions, the evaluations, preliminary ones, and also taking care of admissions, so it's two different missions, you see?

And as I told you, there's a constant increase in applications, obviously this piece of paper is highly beneficial for the foreign applicants, if they decide to apply to the universities. And, your question about what we do, and how we take care of the different educational systems around the world. Well, we use our qualifications assessment manual, and this is something that is, it's a big book of educational systems, and how we sort of translate them into the Swedish system.

Q: Can we take a look at it?

A: Haha if you want. It's been updated continuously by everyone that works in our department because obviously if you find some information that something has happened in educational system around the world, you need to update this book.

You can also say this manual is a recommendation from all Swedish universities and higher education institutions to follow these recommendations on how to evaluate foreign degrees and foreign upper secondary school qualifications, so more or less the system is also based on these recommendations for the universities to follow.

Q: These kinds of recommendations are text-based? Or just some numbers so that you can use it to normalize it?

A: I can actually show you the... because it's online... I can show you it later on.

Q: But since your evaluation for applicants is based on digits, so that means for example, if I get 100 score, you must have some formula to normalize it?

A: Right, we do. So that each and every student has the sort of transferred grade point average into the Swedish scale.

Q: And this manual is divided by countries, just like Taiwan, Japan, Korea, or more specific to different kinds of high schools...

A: By country, and by reforms obviously. If something happens big within a country reform, that will change the country's sort of information. But it's not detailed onto each and every high school, even though we know that it differs... you know... the country, some high schools might have one way of teaching and some have another, but that would be way too much complication within trying to keeping it equal, as Caroline mentioned.

Q: How many high schools in your country? Did you evaluate them all the same? Or you assume they are all the same?

A: To the best of our knowledge, they are the same.

Q: Can it be unfair? I mean...

They are adjusted by the nation-wide test.

A: Yes, we have a nation-wide test, but of course I mean you have different teachers, you have different parents, and of course it can't be just to the absolute sense.

K, let's continue.

And also, the other mission that we have is taking care of the admissions rounds for people applying from abroad. And so we take part in the assessment of the international admissions rounds, programs, in English. And obviously the national admissions rounds as well. And summer courses. And in the system then, as Pat will show you later on, we also take part in the system, and all documents sent from abroad must be assessed manually. Papers from Swedish high

schools go through a database which maybe you will mention later, Pat. But obviously from around the world they need to be assessed manually. They are scanned into our system, visible to everybody working within it, so all our admissions officers work within the same system. And also the universities can see the documents. And as you might recognize, checking the authenticity of the documents is obviously very important. And we have a quite strict rule system in having the documents properly certified, and we also trade for a large number of documents from around the world, if we are able to, if the country allows us to. And to keep in mind then, we check the authenticity of the documents, and obviously when they are scanned, it's hard to see if they are okay or not. So that needs... we need to have quite a good knowledge of foreign educational standards and reforms from around the world, and that takes much of our time. And we need to gain a good knowledge of standardized documentations from each and every country, so we do know what is correct, and hence authentic.

And we continuously update the database, and we try to scan in color scan for all documents with detailed.. you know... things that are described what is real and what is not. And so for the foreign applicant, we send messages through this system for them regarding their eligibility and if you see that from all the way over there, within the system, we can sort of see what we have communicated with them about. So if something is missing, if it's not properly certified or whatnot, we need to tell the students so they can react to this. And as Caroline mentioned, I think it's great that we have one webpage for the applicants, again, no matter how many universities that they have applied to. And also, our department and Tula's as our name suggests, have a higher level of services to our citizens and students, so we spend each and every day on the phone with them, and via email of course.

Q: Excuse me so you said that you also serve second line of...that means master's degree, is that true? So you also help the admission for master degree?

A: Yes, to some extent we do.

Q: For the documents? Document verification?

It's not for the expertise?

I mean the admission for master degree, so the student also applies through your system? So it's not just verifying. Verify the application through your system, for the master?

A: Right, if they want to apply for bachelor or master, no matter what, they send documents through the system. So the only thing that differs is who looks at the papers, based on their knowledge, of course, of the papers, so we have admission officers that are specialized in having knowledge about upper secondary schoolings. And admission officers that specialize in bachelors.

Besides this, we have an in house assessment as well. We continue testing and improvements of the system that we work within. Obviously we edit our webpages, with the help of Pat. We work with this assessment qualifications group that sort of leads everything to this qualification system manual that I told you about. We are team leading within a virtual organization which I don't know if you will talk more about later?

And also, we monitor our outsource suppliers because we have our registration, parts of our registration, and our scanning is outsourced to other parts of Sweden. And so forth... so that's a bit about my department, essentially what we do is take care of our other foreign students.

Q: For the master program, if the applicants, if they apply, do they also send some material to the department, or to the programs?

A: To the universities you mean?

Q: Yeah.

A: No, they should send everything to our system.

Because as Tula said, the universities, the admission officers at the universities, also have access to this system. So everybody is allowed to have the same virtual...

Q: But for the PHD program, then it will be different?

A: Yes, then it will be different.

Q: Then it will be to the universities?

A: Yes, that's right.

Thank you.

So, then we continue with the admission system. And after that, I will talk about how we work in the admission process, because it's handled by our department.

I will stand up, it's easier. Alright, as we have mentioned, we have agreements with universities and colleges to do their admission business. And agreements are, the framework for cooperation, and it works very well. We are all within the government, so we can't have real agreements, or real contracts, but they...

Q: I'm curious, so are these universities feeling very well to your service or have they ever complained something? It's by law that they have to join this?

A: No, it's voluntary.

Q: But everyone joins.

A: Everyone joins.

They are free to sit out.

They can do it themselves, but since their regulations are quite complicated, it will cost them a lot to build their own systems, so they tend to go along.

It's a choice, but not really a choice.

Q: Okay, I just wanted to make sure.

A: It's important to notice that each university, they are the ones who make the decisions regarding admission, we don't make the decisions on who is admitted and who is not. Of course the system manages a lot of this, but once it comes to "where do I complain to about what just happened" ... they complain to the universities. And they can submit appeals around admission decisions...and the legal framework... we have the university law, and the higher education ordinance started by the government, and it's also quite detailed for being a higher education ordinance. Sweden has very detailed regulations. And besides the higher education ordinance, we have the directors that are decided by the Swedish national agency for higher education, and that decides for instance how upper secondary school qualification should be... how the GPA should be transferred to Swedish system, so it's not absolutely free for us to decide so it's a framework for that also. And then every university or higher education institutions have their own regulations that are decided by their principle for the university. And those regulations should be based also on higher education ordinance and then we have guidelines and manuals and handbooks, so we are more equally in the system in that we follow the regulations that are set by other authorities.

Q: As I understand from yesterday afternoon's talk, you mean here, decision-making is by the university themselves. But they have a formula, like the GPAs, and aptitude tests, then they have certain formulas, so if that's the way, you can just use a computer or a program to make an order.

So the decision making is mainly draw a line, according to the quota you have? If that's the case, there are no complaints from the applicants?

A: oh always there are complaints about the requirements. If I say you don't meet the requirements in mathematics for example...

Q: Oh, qualification. So the argument is about the qualification, not about the order.

A: No. If they meet the requirements, but not about the order, not about how the GPA has been counted.

Q: Oh, so whether you are qualified to apply for this program. That's the argument.

A: Yes.

Let's go on to the systems itself, or the IT system. As Caroline mentioned, it's a national admissions system, and it's an aggravation for the new admissions system, so we need to work a bit on our imagination. It's important to say it is developed not only by us, but together with universities. They do will do some kind of requirements, or specify requirements, they do the testing and so on and so on. So we work together with them in different kinds of aspects. It's used by virtually all universities, a few small ones don't use it, but they are sort of performing arts schools that have other specific requirements. And it's important to know that the program is used for every single subject, courses, basically all the admissions, not just for different semesters.

These are the three main user interfaces when we want to interact with the system itself, first of all, they have the newest part, that's what we call the teacher web. Where professors and everyone working in the department can look at different things in the system, they can take a list of everything, email addresses, of applicants in their departments, and so on, and they can use the applications. This is what we are focusing on right now, to make more things available for the departments and teachers and professors.

The java client that's the oldest part of the system, that's what the admission officers are working with, I would say, with the authentication, registration, qualifications, all the ordinary admission work is being done by that client. And of course, the most important thing I would say, the web application as we saw a picture of earlier, where the applicants send in their application.

Alright, let's look into the process. The first time the applicant... thinking about what he/she wants to do in the world, we can see that it takes about from the application to admission, three to four months depending on..

Q: Why do you need such a long time, everything is digitized right, everything should be finished in one hour?

A: If you say so. Different aspects, I would say. For example, for the often time, the application date has always been

15th of April, even when we have hybrid applications, so that's the date that everyone knows everything about, it's always the 15th of April, it's time to apply to the universities. So because of that, universities are reluctant to change the date, because it would be able to put it forward I would say, I don't know if you agree with that Tula. Somewhat, but we have to handle 350,000 applications for this autumn semester throughout the system and most of the part is based on database information but still they do send in their qualifications in paper because they may have old qualifications that you cannot get from the database. We have this foreign qualifications that apply with the same deadlines. So we still have to work manually, even if...

Q: So you mean most of applicants can be done by computer, but... qualifications... that's the problem. That's why I'm still wondering, for some qualifications, like for the physics department, physics program, they want the level 9, and that is well written, so if the student has level 9, that's pass, that's qualified, if they have level 8 it's not qualified. So it's very clear why there is still an argument. Like chemistry, you have to be level 10, then you have that course, then it's okay.

A: I would say, well, universities like to have an early date, because then they can see how many applied to different programs, they are able to prepare. If you put the application date forward to July, they would have just two months to prepare.

Universities they wouldn't have a deadline for those who finish upper secondary school this year because they can't do anything. They get their qualification in June, they apply in April, they just wait. And they could apply in May, for example, or in early beginning of June, because we are not handling their application until we get their qualifications. But the universities they want to have this information for how many have been applied to this program or this course because they need it for their own planning. Not for the process, but for their own planning. Otherwise we could have later deadlines than April.

This is the Swedish version of the university admissions website. The application of course goes into the admission system, we do collect after that, basically now, in the early June, we do collect the very strong from upper secondary school qualifications, from how many are there? 200 something. Last year it was over 90000 so I think we have close to 1 million maybe? Because we have had this database for more than 10 years, so if you think about 8-90,000 per year...so

I think we get the majority. And again, the finest Swedish schools.

Then of course, we collect data from a lot of national student record systems, that's the system administered by all Swedish universities basically. For registering results at the university level. And we do collect the result, all this is going automatically from the scholastic aptitude test. All this goes into the system, so we just collect all the data as we go along. And yes, we also do of course, most of the communications goes through email, the applicants are able to look at their pages or my pages at the website. But we do have to provide the possibility of regular mail as well, so... you are able to apply by regular mail, only few hundreds do that, but you are able to, by law, we have to provide this. And of course if you are a foreign applicant, or you have older assessments, they are collected differently, for example...if you're from the 70 or 80s.

These documents are sent to the scanning bureau, way up north in Sweden in a small village called samströndt. That goes into the system as well, so now we have basically collected everything into the system.

Of course admission officers need to check assessments and do that kind of work, and because even though the vast majority is done automatically, there are some cases where that is not happening. And last but not least, the applicant is notified of their results of the admission round. And then we have basically two admission rounds, because of course if one says no one says yes, there are a number of seats free for the second round. The first thing we do is to collect courses from the course databases. These are databases that each university has one of their own, and these can be any kind of databases, they collect data done by excel. Information about program names, course names, things like that... Those courses and programs that will be available for admission for this coming admission round.

We prepare ourselves by setting up the admission round itself, the requirements, the different kind of ranking models, that's basically what you are doing Tula, what your department is doing.

For this autumn semester, there are about 20,000 programs and courses available for admission but the 3,000 programs and 17,000 courses. So a lot of information collected in the database.

For the autumn time, all this has already been done in February, so we open up for applicants to search and fill in their application by the 15th of March, so we are open for a month til the 15th of April, and that's what's being done.

Browsing around, checking his/her possibilities, and then at 10 PM of the 15th of April, sending in his/her application. And this has been mentioned before, 99% of the applications go through the website. Okay, so the preparations being done are, collecting qualifications as I already mentioned, we scan documents, then digitalize them, basically we scan

everything that we get, it can be quite a lot sometimes. We do register qualifications into the systems if we have to, and we handle also the application fees, we do not only have tuition fees, we also have application fees for students outside the European economic area, it's like 90 Euros. So those applicants have to pay the fee, because if they don't pay that fee, we don't continue handling their application, it's a requirement to pay these fees. And this is the core part of the process, where everything is done automatically, assessment of eligibility, matching the qualifications with the requirements. Of course this is easy because we like to prepare numbers so it's easy for the computer to do this. We have the maximum point of 22.5, and that is used to say... we use like a student with 18.93 is much better than a student with 18.92. Maybe not, but that's general.

Q: To the second digit, right?

A: Yes.

And we have the requirement model in the system, so that means that for example for engineering program, mathematics, physics, chemistry, are modeled in the system so when we get the upper secondary school qualifications, their courses are mentioned in numbers so that they can match with the system, and if they don't match with the system, or if you need 10, but you have 9, then you will fill out from the system, you will get a notice that you do not fulfill that requirement, and you can do something else with that.

Yes, of course, the scanned documents have to be checked manually, there's no automatic to handle that, so we handle those qualifications manually, our admission officers and admission officers work together. Tula will talk more about that later. Of course, there might be some exceptions from the formal requirements for some reason, and here we also deal with the ranking of the applicants so we put them in order in different groups, and as we said earlier, draw the line someplace, and that's the next step, selection and notification.

And exceptions are always decided and handled by the universities themselves, they are not handled by us. Meaning that if you don't fill in the mathematics course, and you have some other qualifications that you want to match with that, then the university looks at your qualifications and say yes or no to that, we do not do that at the VHS. We handle those qualifications that are set up by the law, you can say, and that are prepared in the system, that is handled by us. We have divided the work, we take the majority part, and the general part, and the specific part is handled by the university themselves for their own programs and courses.

Q: You mentioned there were some complaints about the students' applicants, the students complain about the qualifications, can you give us an example?

A: Well if you go to that mathematics course once again, and if you sought complaint on the assessment that has been done by us, we get the complaint in the system, and we look at, okay have we done something wrong, maybe you have enough of the grading, but we have registered it wrong maybe, then we checkup and correct if something wrong was made by us. And then it might be enough. You fulfill the requirements, and you are admitted. Or we say no, nothing wrong was done by us, it's correctly registered, and then the complaint goes directly to the university, and then they make their decision explaining why they have made the decision, or not, or if they think you have enough information, then they will change their decision. If not, then with their statement, it goes to the board of appeals, and the board of appeals is set up by the government, it's 10 people I think, and the government has appointed all the representatives in the board of appeals, and they might change the decision that the university has made, or they say, no there's nothing wrong, you don't have enough qualifications to change their decision, and you have to accept it. So you can say there are three steps, first we check our registration, have we done something wrong/miss some information, if not, it goes to the university, the university make their decision and look at the case, and if they don't change it, it goes to the board of appeals, and then it's the final one.

Q: This doesn't happen very often, right?

A: I don't have the numbers for the board.

Q: Not very often?

A: Not very very often, I think there were about 600 last autumn semester, and out of 50,000 applications, it's not much. And I think that's one of the reasons that is, with the system, because everything is more or less automatized and we follow the guidelines and we follow the regulations very strictly. So the quality of the assessments is better, we don't make many mistakes in the system. Earlier it was more error, and the decisions would be divided between the... from your university make that decision, and from that university you made another decision based on the same qualifications. Nowadays they are all treated equally, the same way.

Q: May I ask you a question about that. This requirement, or this standard for one university, or one program, is decided before the applicants apply to their department? Or the professors see the database, "oh just so limited students apply to our department, so we can decrease the standard" ?

A: No. I can say you have a point because there have been tendencies to make exemptions, I've heard stories from universities, from the admissions office, that if that happens, some professors will say "can't we get this student? He's a good student, I want to make an example, I really want him", so there's discussions going on within the universities.

Q: Otherwise, if I'm the professor, I see the database, so less students can come to my department, or to my program, since we have decided a high standard, and we cannot change our standard.

A: You can't change the qualification or requirements that you have set up before the admission round, you have to stick to that. Then you can of course decide, you, as a specific student, you make an exemption for that, but then you have to... if you are correct, you have to make a specific decision about that and modify why... but you have to have the decision, and that's something that's not being done in all universities, they pick the student, then he follows the course, graduates, and also has the degree. And then the degree officer says but you are not fulfilling the admission requirements from the beginning, and no decision why we have accepted you, because if you have a decision, then it's okay, because you have a statement that we want to have you because of this and that. And I know that sometimes they have missed on those kinds of decisions.

Q: And this requirement is revised every year?

A: the requirements are not revised every year because some of the requirements are set by us, are set by the government, or by the department, or by the Swedish national agency for higher education. So they are not revised every year. If you start your upper secondary school this year, and you know you are going to be there for three years, then you should know that when I have finished my school, and I want to go to the engineering program once again, then you should know from the beginning that if I take this courses, and I match them, I will meet the requirements. So that's why they can't change it every year because then the students at the school, they don't know what to do. Of course applicants are admitted in the order of preference, in the 20 different choices they make, we have two selection rounds to handle those that has declined the first, they say no thanks we don't want to go to this/that choice, and then we put them in the second round. The applicants are required to reply after the first round, they can't just leave it out, they have to say yes or no. If they don't answer, they will lose the place. And they are quite good at answering, they get their notification, not by email, but it goes instantly into their webpage, so they know more or less when the results are published, and last year, about 10,000 answered the first hour directly after the publishing of the results. But there are applicants that miss the date.

The first selection round is usually around 10th of July, second round... and then they have to send in their answers by the 31st of July, so it's during the summer time, and then the second round is about the 10th of August.

Q: How many students they student which program they will take after the first round, and how many students will choose in the second round?

A: When they make their application, by the time they make their application, they have to decide which one I want to have as my first choice, and which one I want to have as my last choice. After the 15th of April, the last day for the application, they can rearrange their alternatives, but after that date, if they want to change their alternatives, then they are regarded as late applications, which means those that made their applications on time, are admitted before, and then after those are the ones that rearranged their alternatives. And the universities decide if they are not fulfilled with enough applicants for the programs or courses, they can say that we want to keep this alternative open for late applications. I don't have the proportion, but quite a lot programs and courses, not for medical programs and not for very competitive programs, are open after the 15th of April or after the deadline, and so it's a possibility, and it's also possibility even long into August-September to make late applications because they want students into their courses. So this system is quite flexible. But the very important deadline is...if you have made your application in time or after time, so you make quite a risk yourself.

And last but not least, we send the admission results to the admitted students, to the reserves, to the institutions, and they are loaded automatically to the student record system. And then that is about it for us.

Now we will talk a little bit about the admission process. We are about 45 person of my department, but we have outsourced a lot of their handling so if you count in total everybody who is working with admissions rounds for the autumn semester, we have about 100 people, but about 40-45 are located here at this office building. We have agreements regarding admission service with the 35 universities and colleges and we have services in production, coordination, and management of admission rounds, I will come to it later on. And we have the notification, applicant information, the applicants' report... and admission officers at my department are also part of the second line. Registration and assessment, which is done partly by us, and partly by the outsourced company, and system operations, they have the system management, who build the system, but we take care of the system operation, that the system is

up and running and doing what it should be doing on time. And then the university can ask for a specific admission round for admission of international programs, that is not included in the basic service, and so they have to say they want to have it done by us, and they pay separately for these programs.

Production, coordination, management, as I said, they are only 37 higher education institutions, they are not just customers, they are also working with us in the system. So what we see, they also see, what we do, they can also do, and we share the work so to say, by making cues with the handling of the applications between us and the higher education institutions. We have to ensure that the schedules are kept. We have 7 national admission rounds, and we have tight schedules, they are set beforehand and they are set with the universities. And if there are any changes to the schedule, it has to be issued by us, because everyone has to know about this timetable because they are all working with us in the same admission rounds. And then we have local admission rounds with specific universities, who can say we have this small program that we want to have handled on different way or different time, then they have a specific agreement with us. We have about 40 local admission rounds besides these 7 national admission rounds. We give continuous information to the higher educational institutions about the deadlines and what's happening if there are some problem with the operation, or with the system, we give the information to the participating universities, and we have pages, that they have to follow the information by those pages. And we also have overall management of the work for the virtual organization. We handle and manage the virtual organization, that means we have agreements with about 27 universities that they put admission officers to work together with us, and making or handling each others' applications together in the system, and that's mainly for handling the qualifications, foreign qualifications, and university qualifications throughout the country. And this has been a success for us, everyone loves the virtual organization. It also means they keep the competence of the university, we are not collecting all the competences to us, we have it shared with the other universities. The distribution of the applications to handling the applications, is as we said, we are the center service agency here at VHS, and the scanning and digitalizing of the documentation are registering these documentations is handled by us even if it is mainly done by the outsource organizations. And we access eligibility, general eligibility and specific eligibility that is mentioned by regulations. And we also allow applicants to contact us, and a system operation as I said. While the higher education institution they assess the core specific requirements or program specific requirements that are individual specific to the university. And also courses and programs that... we do the general eligibility, say that bachelor level from your university meet the general requirements for master program, but then the university says your specific program meet our specific requirements, that is not done by the virtual organization.

We have made a kind of... for the international applicants and they are very satisfied with having just one place to send their application to.

We said about the context example... the first line, they answer questions of a general character, we said that have you got my documents, yes we have, when is the deadline for this admission round... very general questions. Specific questions about requirements, whether we are meeting the requirements or not, they are sent on the second line. And all the specific questions concerning that specific university are directly sent to that university. So we work together with the higher education institutions for the second line. I think we have about 420,000 emails and phone enquiries last year. The first line takes care about 90% of the enquiries, so we get about 10% coming to us, and those can be long, and the questions are very difficult to explain and must be explained deeply and we have to explain the regulations for the applicants. That means that our admission officers along with Helen's have a deep knowledge about how their requirements and how their regulations are working. They have the knowledge on a very deep level. And actually we are also given education to the service counselors at the universities and at the upper secondary schools. Our organization has a cost efficient way so that all participating universities and colleges can better handle it, and they receive qualified assessments of the applicants that they have to handle. And that is also one of the reasons why the amount of complaints has decreased because they are handled in a unified way and the qualifications are treated the same way never the less if they apply to your university or to that university. And our goal is to have one application one admission officer. We are not yet there, and we may not get there, but we are decreasing the number of admission officers dealing with the one application, and trying to get as close as possible to one or two admission officers. But the work is organized by cues in a very different and very complex way. And also by deadlines. You need to have one monitoring all the admission rounds, and how it should be run, and how the flow should go in the system. For our head department, we have guides, we have assessment managers, we have the Swedish upper secondary school qualification assessment manual, and that is also decided together with the universities that we follow that manual. Helen talked about the foreign upper secondary school qualifications that also... we have a working group that's not decided by us, but decided by the Swedish universities. It's an organization for all the universities, how they should work with

recommendations, and they set up these working groups for the manuals for how to work with the upper secondary school qualifications, and we are part of that, and universities are part of that. And the books are actually kind of recommended recommendations to follow. And they are upgraded once or twice a year depending on the Swedish foreign qualifications.

Q: You mean it's a manual, that's updated?

A: Yes, twice a year.

A: For the foreign upper secondary it's twice a year, for the Swedish upper secondary it's once a year.

Q: For the master program, they also use this application system.

A: They have a foreign academic qualification for masters program, and they also have a portfolio that is developed by the Swedish national agency for higher education institutions because they have a second task to evaluate and assess foreign academic qualifications for individuals.

Q: Oh, that is another set of manual?

A: Yes, and they also have manual that is used very much by the admission officers.

Q: How about for the Swedish students, if they also apply to the masters program, do they have some qualifications? Because for the university's undergraduate course, there are so many courses, and so many different universities...

A: For the Swedish academic courses and academic degrees, they are all manual, I think they would like to have some kind, but still, that they want to keep for their own decision at the universities. The government has made the general framework, the Swedish bachelor degree should give general access for master programs and then the university, they look at the whole bachelor qualifications or the qualification that they Swedish applicant has got. And that is also why we don't have a manual for that level. I think it would be nice to have some kind of... because we have different bachelor degrees from older days and from newer days, but still they are on their own.

There is a huge manual for the system, how you should work in the system, and we have the user guide. And then of course procedures and processes and schedules. I think that's all for me, so now we have...

So we will have a presentation of university admissions. If you are interested in seeing the website.

Yes, hi my name is Orki I work at the communications department, I will talk to you about these two first. Actually we are celebrating our first 9 months on Tuesday, so it's quite young website. And each website is rotated to a specific target group, before that, we had one webpage and it was in Swedish, and the English version was more or less a translation of the Swedish information. Now we target both websites so they will suit the applicants better. But they are unified, they have the same specific mission, the application to the university in Sweden. I said to you that though they are new, they are constantly developed. I mean our website is never finished, it's never in the final version, there's always updates. We do our own updates when we see possibilities in improvement, but we got yet feedback from our users, students and university personnel, and from other agencies that work with the higher education. And then we also initiate user tests and send out questionnaires to find out what we can do to improve the websites. When we started to develop these websites, we set up four goals, that the website should be simple and intuitive, it should be easy to navigate through the pages, you should always understand what you are doing and what you are getting when you click on the links and so on. It should be modern and playful, playful in the sense of not being tedious, you should stay awake when you visit our website. But on the other hand, you mustn't compromise with trustworthy and reliability, they must be considered serious, it's not a laughing matter, higher education, not all the time anyways. And also helpful in a personal way. And we use to have a printed version of the course catalogue but the last one, we had the PDF version last year, but now all the information is available at these websites. So the students have full access to all the courses for all Swedish universities. And they can apply for courses and programs at all universities in Sweden with just one electronic application.

Q: Excuse me, here you say, apply for courses, what do you mean by apply for courses. Like some of the applicants only select one or two of the courses, and also need to go to this system? You mean high school graduates they apply for one or two courses, they have to go to this system? They can't just go to the university and sit in the classroom?

A: No.

Q: So that is why you have 4,016 in 2009 because based on the applicants you have 1,000,000 students in the university, that's probably not possible. I understand that.

To register, to apply for the courses, do they need to be qualified?

A: Because the system, we have a different kind of system in Sweden than in other countries, we have programs that can study to a degree, but you can also set up a combined courses for getting a general bachelor degree, or masters degree, that is why they have to apply for courses in the system.

Q: Do they have to be qualified in their grades?

A: Yes, it's the same system.

Q: You mean a graduated high school student can pick up 3 courses from here, 5 courses from another program, another 10 courses from another program, then they combine them, and become a degree program?
Interdisciplinary.

But I think that should be offered by the universities or the student can select course by themselves?

A: But not all courses in the program are selectable. I mean there are some courses that also are only in a program, so you can't just say I want to go to that medical program, and get that course and that course, you can't do that. It's certain courses that are courses.

It's decided by the student, but the way the university have to have it handled because it's easier for their registration to also have the course registration in the same system. Because it's also a matter of combining the places if you are admitted to a program, and are also admitted to a course in another place, then you will have some empty places. So now they don't have exempt places.

Q: That is very different huh.

A: Yes.

And if the student wants to make an application he first has to create an account. We can log in and follow all the parts of the application.

As Tula said the student receives their admission results on the website. I'm going to show you that later on.

There's a special part on the website where you can see your personal messages, and reply to their offer. Also, students can pay their application fee through wire, and... You can do that right on the website. And you can also do a search for support information for the entire application process on these websites. And you saw earlier...

The main target of these websites is Swedish students, or generally Swedish speaking students which study at the Swedish university. And I say Swedish speaking since most of the courses are probably taught in Swedish. All the students can see their upper secondary high school and university transcript information when they log into their account. And they can apply to bachelor and master level there, but not doctoral programs, cuz universities handle those on their own.

Q: The transcript information of the high school or upper secondary school, this information will be provided by the upper secondary school directly to you or...

A: Yes, it's sent in and registered...

It's all collected through different kind of databases, for upper secondary level.

Q: So the student doesn't have to send it in on their own?

A: Only if the student registered 12 or 13 years ago, because then they won't be in the databases, it is fairly new. Now this is the... the international version of the university admissions.

The international university admissions target is international students who wish to study in Sweden. For students who are not participating in the study abroad program. And as I pointed out earlier, this is not a translation of... it is tailor-made for international students, although they are similar so you will recognize that they are in tangent. Students can apply to bachelor and master, and not for doctoral. Courses and programs found in this website have English as the teaching language. Now, we made questionnaires last year and 2010, we made two questionnaires before and after the introduction of the website. I told you that we made four specific goals for the websites, and the first one was simple and intuitive, and we ask the users what they thought about this, and the last... the first one is national-made before we introduced the new website, and we got quite good results, 71% of users thought that it was simple and intuitive, but with the new solution, we improved by 9% points, so we get a better results now than we did with the last one. Same thing with "helpful and personal way", we improved by 10%, from 55% to 65%, ten more percentage points with the new website. And modern and playful, get 20% better, so it's very much appreciated by the users when we made this change last year. And now the national side. This is a little bit different, we were anxious about the fees we were introducing in 2011. Was the information regarding the fees helpful? Did you find the information regarding the application fees and tuition fees on the university admissions helpful and easy to understand? From 85.5 % to 88.7%. We are reaching for 100%. Did you find the overall application process easy to follow? Same thing there, from 84.8% to 87.5%.

Now we will go on to the demonstration.

We found that the first thing most people do when they get this webpage is to look for the courses that they're interested in. So you can do that right away, you don't have to make an account or anything for starters. We like to see... if we can find this... and we got 247 search results based on engineering. Okay.

So it ranks it in order of how the word engineering is up in the information, so it's in the title, those that are higher

ranked.

What you see first then further down the list...

You might see engineer in the name of the program, and then lower ranked might have engineer in the description.

Q: So is there any difference between the first one and the second one?

A: If you said master of engineering, for that university... but if you have master of blah blah blah in engineering, then it comes later because it's how high up you have put the word engineering in the name of the course or in the name of the program, that's the results from the search.

It's like google I think.

No it's not. It's actually very important for us not to rank different universities because there would be quite a big discussion if we put the biggest universities first. But also this opens for the university that name their program in a smart way, so they are shown at the top of the list, because that's important, I mean if you have a list, you read the first ones, right? So it is important.

But if you look at the selection, you see that these are closed for application, so that might be a problem, then you can go up.

You can change the search options here. Show only courses or programs that are currently open for application. Now we got 72 search results. You can look, if you see something that interests you in international program in computer science or engineering, you can just press it and get some additional information. No information on the tuition fee installed yet. But if there is information, you will get it. I will check another one. And then let's say you want product development through physics engineering, that sounds like me. You should also say that universities decide themselves which programs and courses are open for later application. Normally, of course, because they have it filled, they have fewer applications than they have seats, but they are allowed to decide what for other reasons as well, if they want to take it later.

Q: For example, for a course that you can select...

A: So we have a resolution problem with the overhead. You cannot see the half. Okay, then of course you can make additional... if you also... search for something more. It's like that.

Q: Can you search schools?

A: Yes, you can.

You can go for all Swedish universities.

And you can search for courses as well.

If you made your selection, we are settled for one course now, then you get... if you want to do the application, then you need an account. If you don't have an account, you have to create an account.

Q: We have a system it's for information, course information, university information, not for application. We have the application online, but it's for individual universities.

Q: did you try to promote your higher education assistant to other countries?

A: No. That's not your job.

But the universities do.

Sometimes we talk to Norway people, Finland people, because they have a similar system as ours. But the problem is.. there are two problems, our regulations are different, and that's the hard core of the system to change those bits, so the problem is really there is no different, only in Europe, there are quite a lot of different laws and regulations. Like in Norway, they also do have a system, they are fine with their system, they like how it works.

Q: Yeah, Finland also has a system like this I think. National applications.

A: They have to fit in all the things with the black snowflakes. Then your account is created.

We have a lot of information bubbles because just to get the applicant the possibility to get the information directly online is...directly from us to create the webpage, so we put a lot of effort to this.

This is also the part where you have to pay the application fee. And you get some information on what happens next, and you are required to pay an application fee, and if you can't prove that you are a member, then...

Q: How about the previous page, you have asked a couple of questions about qualification.

A: If you have a foreign qualification, you should mention which country you have the qualification.

Q: Can you go back to the previous page?

A: no, sorry.

Q: It's okay.

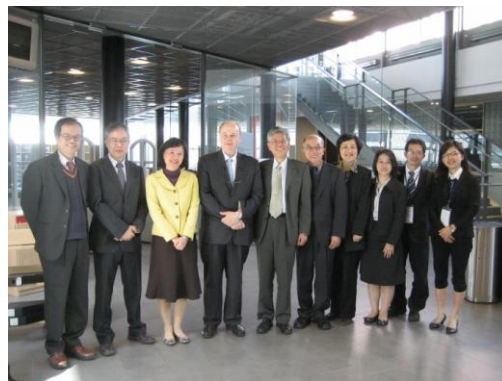
A: So I think it's time for our lunch.

I hope you all are hungry, we are going just a few blocks away, or one block away, for some lunch together.
Q; Thank you very much for your presentation.

四、照片輯錄



6月4日拜會赫爾辛基大學招生辦公室



6月4日拜會赫爾辛基大學師資培育系



6月6日芬蘭 Vaskivuori Upper Secondary School 座談



6月6日拜會芬蘭 Vaskivuori Upper Secondary School



6月7日拜會斯德哥爾摩大學國際處及招生組



6月7日拜會斯德哥爾摩大學國際處及招生組:團長致贈紀念品



6月8日參訪瑞典全國高等教育服務署:
團長致贈紀念品



6月8日瑞典高等教育服務署代表與團
員餐敘交流



6月8日團員與鄭天授大使合影



6月8日與僑胞洪詩錡同學會談