



Education Intelligence

How to support change
towards creative economy?

Study visit Report



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creative economy?**

Study visit report

**London, Edinburgh, Glasgow and Inverness
24.4.-30.4.2006**

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1 Summary

Education Intelligence is a long-term foresight and monitoring project conducted by the Confederation of Finnish Industries EK. One of the tasks of Education Intelligence is to establish dialogue with international experts. For this purpose the project has organised several study visits abroad. The trip to London, Edinburgh, Glasgow and Inverness took place in April 2006. The programme for the visit was organised by British Council Finland. The results of the study visit support the objectives of the British Council in terms of building relationships between educationalists and introducing Finnish experts to UK creativity and innovation.

Creative Industries face great expectations in the U.K. Most of these companies are small or medium-sized companies with non-traditional structures and business models. The challenges are huge, too.

Creativity must be seen in a broad way. People need to be creative in every sector of businesses. The ability to learn to learn, the ability to cope with unpredictable problems, communication and co-operation skills and ICT-skills are essential for all.

Main challenge for future education is to enhance innovative capabilities in everyone. Learning, teaching and the role of teachers and schools must be understood in a new way. The key words are

personalised learning and support. The following changes are needed in education:

- *From mainly top down – to much more bottom-up system target*
- *From send, receive, deliver – to interaction and co-creation*
- *From schools as autonomous units – to collaborative partnerships*
- *From leadership top down – to co-leadership and co-creation*
- *From set targets and expectations – to designing new incentives*
- *From centre administers the system – to centre animates the system.*

Instead of best practices, we should turn our focus on next practices. Next practice is aware of conventional 'good' practice, its strengths and limitations; and explicitly sets out to take it to a quite new level or disrupt, profoundly evolve, or revolutionise it.

The U.K. has founded many bodies that support renewal of competences, employment and growth. The results in Highlands & Islands, e.g., are promising.

2 Introduction

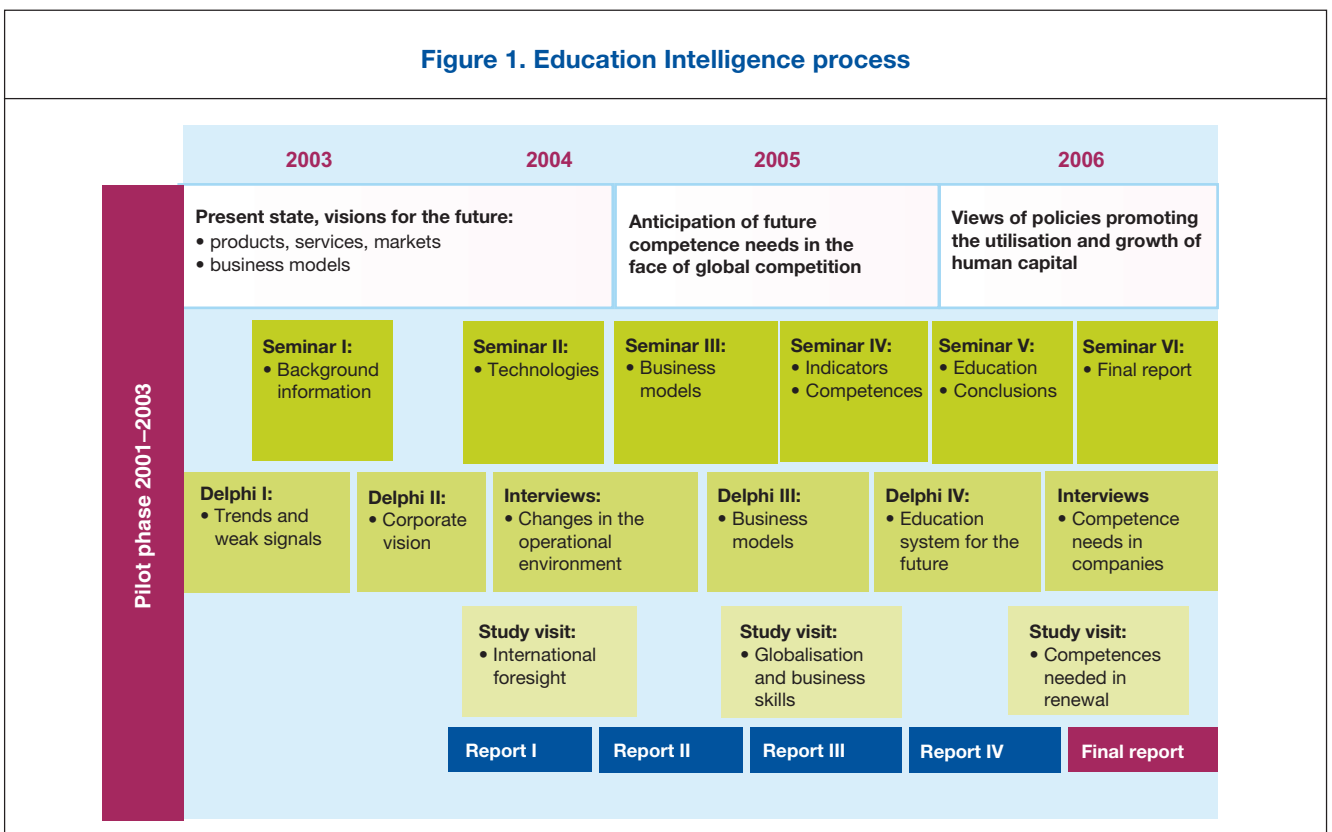
Education Intelligence is a long-term foresight and monitoring project conducted by the Confederation of Finnish Industries EK. The objective of Education Intelligence is to anticipate the competence and educational needs of the future. The pilot phase was carried out in 2001–2003 and the three-year follow-up project started in August of 2003. The Finnish Ministry of Education and the European Social Fund are providing funding for the project.

One of the tasks of Education Intelligence is to establish a network with international experts. For this purpose the project has organised several study visits abroad. The trip to London, Edinburgh, Glasgow and Inverness took place in April 2006.

The themes of the study visit were as follows:

1. National ability to renew structures, processes, operations and competences – a key to success.
2. Comparing views of the Education Intelligence partnership and the host organisation with a help of the following topics and questions:
 - Why is renewal needed?
 - What does the future look like if we do not change?
 - How should we change?
 - What are the visions, expectations, threats and challenges of the future?
 - In global scale (from the think tank point of view)
 - In national scale
 - What is the role of the educational system in the renewal process?
 - How does the educational system look like in 2020-2030?
 - The role of institutions, the role of individuals and independent networks?
 - How does globalisation affect the U.K.?
 - Other important features of the future educational system?

Figure 1. Education Intelligence process



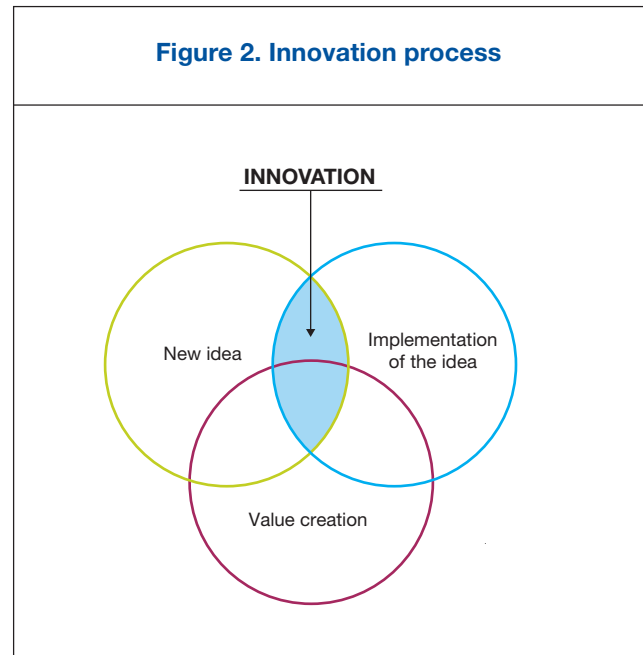
3 Creativity and Innovations critical for renewal

Innovation means a reform that is valuable in competition. The innovation process involves not only the generation of a new idea, but also its execution. Some innovations mean minor progress and improvements while others include new type of technology whose introduction will have a radical impact on market structures. Innovations consist of products, services, operating models, organisational methods or strategic approaches. Social innovations mean structural changes designed to enhance society's economic and social performance and to increase the capital assets.

The progress of an innovation from an idea to a successful product is a process that involves many phases. Innovations need to be accepted by the markets, society and technology.

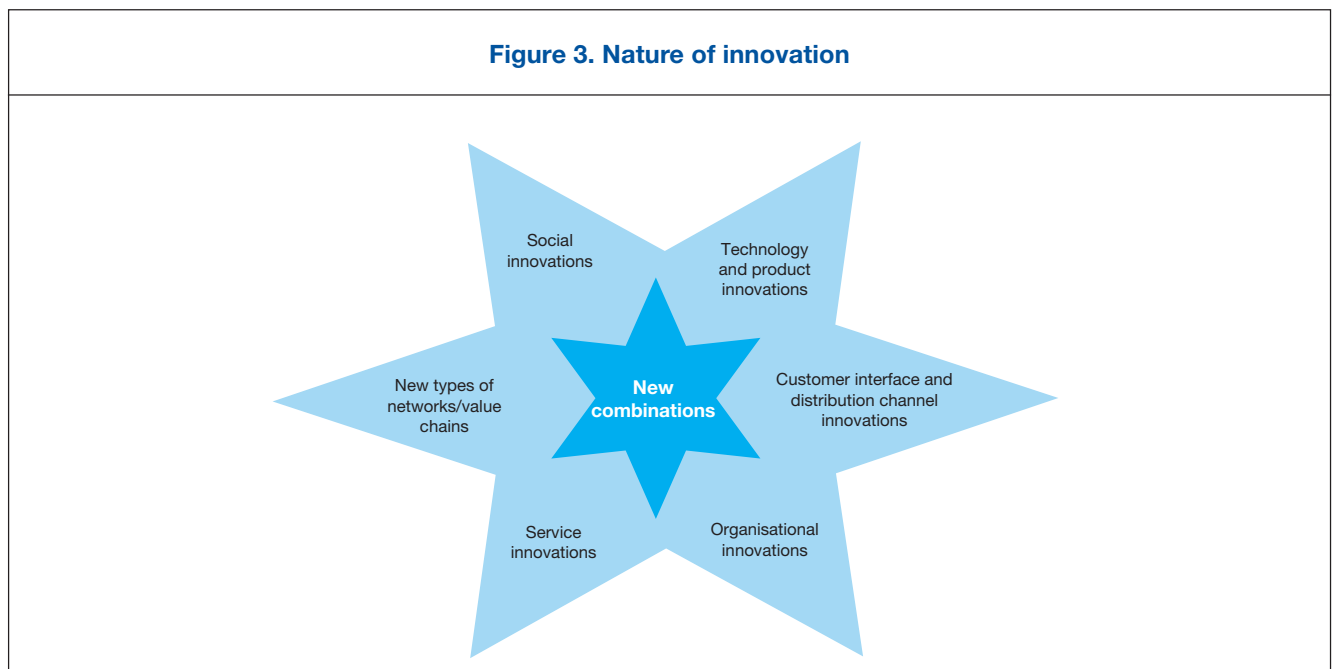
- **Markets:** Does the product respond to the needs of the customers?
- **Society:** Are users mature to accept the new innovation? Are they willing to learn new things?
- **Technology:** Is there true potential for the adoption and general acceptance of the innovation? For example, the introduction of new technology may require an analysis of ethical, security or regulatory issues.

The innovation process calls for broad-based competence including marketing skills, business



competence, creativity, entrepreneurship and knowledge of financing.

Creativity is a process taking place inside an individual's consciousness that is indispensable for generating any innovations. Creativity is not bound to education or position. It is more of a question of how to translate man's creative potential into creative work performance. Creativity cannot be imposed by others



because personal motivation is of the greatest importance as an engine of innovation. Also, creativity needs time.

From the standpoint of corporate success, the ability to create something new is of increasingly decisive importance. All occupational groups are expected to have the capacity for critical thinking – the ability to question prevailing notions constructively.

To a great extent, it is the corporate culture and prevailing attitudes that determine the potential for creativity and innovation and what ideas are considered acceptable or new. Himanen (12 Jan 2006) employs the concept of a “community of enhancing interaction” to describe a workplace where people drive one another to better performance and get excited about the ideas put forward by colleagues. In an environment of enhancing interaction, whenever one member learns something, it is for the benefit for others as well.

In particular, the creation of favourable conditions for creativity is up to the executives – appliers and seers. A positive and secure atmosphere is important to creativity. Issues are discussed openly and people are encouraged to present ideas and proposals even if they are not yet finalized. Motivation, inspiration and encouragement are the keys to bringing out creativity. Creative people enjoy working on jobs that offer enough challenge. Another important thing is that employees and their initiatives and achievements are appreciated.

One precondition for creativity is that people are allowed to make mistakes and do things that are seemingly “pointless”. Developing new things is a complex process that requires controlled risk-taking and boldness, as the final outcome can never be fully managed or predicted. Sometimes the financial investments and human efforts are wasted, sometime they lead to success stories.

Opportunities for “brainstorming” should also be provided, at least on a limited scale: what could the product and service concepts of the future be like? The “Open source” approach will spread from the software industry to other areas as well. Under this model, all those interested will have free access to the product,

service or information. They will be free to customize it for the their own needs and publish any improvements to allow everybody to benefit from them.

Developing new products and services requires an increasingly diverse competence. If all the people in the workplace are just mirror images of one another, great risks are present. After all, new things emerge from the ideas of people who perceive the world differently. Differences are a pre-requisite for the creation of anything new, even if they may result in internal tensions within the organisation. It is important to make efficient use of the multifaceted character of the organisation by generating creative tensions between issues – not people.

Source:
Education Intelligence, Final Report

3.1 Potential of Creative Industries

Creative Industries face great expectations in the U.K. Industry is defined creative if it has its origin in individual creativity, skills and talent and has a potential for wealth and job creation through the generation of intellectual property. Most of the companies are small and medium-sized companies with non-traditional structures and business models.

Different branches of creative industries

- Advertising
- Architecture
- Art and antiques markets
- Computer and video games
- Crafts
- Design
- Designer fashion
- Film and video
- Music
- Performing arts
- Publishing
- Software
- Television and radio

There is a huge opportunity of creative industries in the global market. In 2004, creative industries’ exports totalled £ 13 billion (19,5 billion euros), that is, 4,3% of all goods and services exported. The market is

constantly growing. There are also huge challenges: difficulty to create distribution for global markets by small companies and competing national strategies. For instance France supports strongly its video games industry, South Korea online network gaming, Singapore design companies and New Zealand film industry.

U.K. has its own strengths: fairly large and diverse Creative Industries sector with some world class businesses, recognition and support policy, and strong reputation in training as well as cultural and social diversity. In order to be able to be present in global markets enterprises must grow. This is not always easy, because the business logic of Creative Industries is based on small and medium-size company –thinking, companies are not necessarily willing to grow.

On the other hand, in about 90 % of creative business less than half of senior managers have training in business strategy. A lot of business expertise training is needed. North Eastern England has built a programme for creative economy with the help of universities as centres for excellence. Also in areas with declining population and lack of enterprises something new can be created by innovative thinking and strategic interventions. In Wales there is a special support programme of £ 7 million for creative industries. Enterprises may get business support from a specialized support team, co-ordinated training and funding for growth.

Sources:

Head of Creative Economy programme Helen Williams, Department of Culture, Media and Science

Manager Michael Harris, National Endowment for Science Technology and the Arts (NESTA)

Creative Development Manager Fran Medley, The Hub, Welsh Development Agency (Former Head of Cultural Enterprise)

Prof Chris Bailey - Associate Dean of the School of Arts and Social Sciences, Northumbria University

3.2 Building a new generation of creative professionals

People need to be creative in every sector of businesses, not just in so-called creative industries. An

essential task for government is to create a climate and an infrastructure where innovations are possible. This is a huge challenge and also a great opportunity to our school system, work-life and whole society.

The ability to learn to learn, the ability to cope with unpredictable problems, communication and co-operation skills and ICT-skills are essential for all. This is a **basement for lifelong learning**. It is also necessary to learn at school how to take care of one's own well-being and safety. Social responsibility belongs to the prerequisites of creativity. It should be one subject and working method at school. Older pupils could help younger ones. This is a practical way to prevent quarrels and violence at school.

In our enterprises we should systematically **measure intellectual capital**, not just financial capital and physical assets. Knowledge, skills, competences, talents, expertise and practises are valuable, although invisible.

We need more flexibility on the whole. Early retirement is not the only choice in order to save time for recreation. We also have to be able to be off work not just when our children are small but also when our parents need care. This model will help our senior care system.

We should consciously and powerfully **increase the social capital**. Different networks among people help to accept diversity and enhance caring and knowledge-sharing culture. Mutual understanding is a critical factor for conflict prevention and peace-building in the whole world.

Inventors should be encouraged to present their ideas. Innovations are not just new technical inventions. Innovations may also be based on the application of old technologies for new purposes. They can be new organizational structures or new business models.

The blame culture has to be abandoned. Risks have to be taken. Mistakes must be tolerated. Failures are often necessary to achieve progress and success in the future.

Source:

Round table discussion among the study trip participants.

4 Education as a change driver

Challenges for education were discussed, inspired by presentations of Demos experts. Demos is an independent think tank focusing on public services, science and technology, cities and public space, arts and culture, and global security.

4.1 General challenges

Societies and education are facing a deep change. The ageing population is a major change driver, which the development of education will need to address. Simultaneously, the percentage of young people going to skilled trades is decreasing and there is a strong decline in work satisfaction. This has already resulted – and will continue to result – in severe recruitment problems in some occupations.

The following solutions to these problems are needed:

- The innovative capacity-building in schools must be increased
- The implementation of ICT technology must continue to be implemented and developed.
- The demographic needs for teacher supply must be met.
- The inclusion and equity in student outcomes needs to be further ensured.
- The prioritisation of the relevant skills in education in order to meet working life requirements is essential.

Source:
Tom Bentley, Director, Demos

4.2 Innovation from within

Main challenge for future education is how to create innovative capabilities in every one. In order to achieve this, the following changes are needed:

- *From* mainly top down – *to* much more bottom-up system target
- *From* send, receive, deliver – *to* interaction and co-creation
- *From* schools as autonomous units – *to* collaboratives become the main unit
- *From* top-down management – *to* co-leadership and co-creation
- *From* linear responsibilities – *to* multiple responsibilities
- *From* set targets and expectations etc – *to* designing new incentives
- *From* centre administers the system – *to* centre animates the system.

Instead of best practices, we should turn our focus on next practices. Next practice is

- aware of conventional 'good' practice, its strengths and limitations; and explicitly sets out to take it to a quite new level or disrupt, profoundly evolve, or revolutionise it
- is conducted by very able, informed practitioners
- is located in an environment scanning ethos, seeks out expert perspectives and does not fall into the trap of wheel reinvention, parochialism, or replication
- is directed at serious, contemporary problems
- is not (yet) officially sanctioned or endorsed; and therefore does entail some risk.

Source:
Valerie Hannon, Director of Innovation Unit, Department for Education and Skills

4.3 Transforming secondary education: the ways and means

The main idea of transforming secondary education is to lift it up to the next level. The society is changing rapidly; the education must change, too. Learning, teaching and the role of teachers and schools must be understood in a new way. The key words are **personalised** learning and support.

The personalised learning does not mean that the focus of learning is not anymore on teaching. It means that teachers have to take care of students' individual needs. To enable personalised learning for their own students, schools will have to work with other schools and agencies, building new services and markets.

Students themselves have to be more **engaged** in the process of learning. For example, a teacher can ask students to think about good teaching criteria. And afterwards teachers and students evaluate teaching and the learning process with students.

The main issues in the secondary education are advice and guidance, mentoring and coaching (deep support). Other main points are deep learning (student voice, personalised learning, experience, new ways of teaching) and deep leadership (school design, organisation and workforce).

Source:

David Hargreaves, Professor of Education, Cambridge. Former Head of the Inner-London Education Authority

4.4 University as a research partner for businesses and industries

In Scotland, there are ancient universities from the 14th and the 15th centuries: St. Andrews, Glasgow, Aberdeen, Edinburgh. The University of Highlands and Islands, the UHI Millennium Institute, got the higher education institution status in 2001. It is expected to get university status in 2007.

4.4.1 Learning and research network

The UHI Millennium Institute aims to deliver access to education throughout the Highlands & Islands. By working with learning centres across this wide and diverse region, UHI is able to work towards achieving its goal of providing learning opportunities through modern technologies and media, which previously would not have been possible.

The UHI Millennium institute consists of over 50 outreach learning centres: further education colleges, specialist colleges and research institutions. Technology (especially videoconferencing) is highly used as an open- and distance learning method.

4.4.2 Assessment of results determines the funding

There are many interesting research areas for UHI:

- Marine and environmental science (SAM's & North Highland College)
- Health (diabetes institute, centre for rural health, Ness Foundation)
- Nuclear decommissioning (North Highland College)
- Renewable energy (Lews Castle)
- Gaelic language and culture (Lews Castle College)
- UHI PolicyWeb (Inverness College)
- Agronomy (Orkney College)
- Theology (Highland Theology College)
- Archaeology (Orkney college)

In December 2001 the UHI Millennium Institute was awarded one of the top grades for excellence in research in a report covering universities and other higher education institutions throughout the U.K.. The grade of '4' was awarded in the research assessment exercise (RAE), undertaken by the higher education funding bodies for England, Wales, Northern Ireland and Scotland. The award was made for UHI's research in the area of environmental and marine sciences. The assessment is undertaken every five years and determines the level of funding provided for future research.

Source:

James Fraser, secretary to UHI

5 Public and private partnerships as support mechanisms

5.1 Scottish Development International

Scottish Development International is a joint venture between government and Scottish Enterprise.

Governmental and non-governmental sectors work together to enhance inward and outward investment activities. Six priority sectors have been selected: electronic technologies, tourism, food and drink, life sciences, energy and financial services. Targets 2005–2006 are:

- help internationalization of 500 companies
- 1500 planned high-value jobs
- assistance to 350 companies
- 25 million EU funding for companies

Investor support covers infrastructure, recruitment and company support functions. *Talentscotland.com* works to raise the profile and attract skilled electronic engineers and life scientists to Scotland.

Scotland intends to be a high earning globally connected European nation, where every Scot is ready for tomorrow's work. This is achieved by effective and fast learning. Four strategic objectives in this process are:

1. Improve the operation of labour market
2. The best start for all young people
3. Developing more people in work
4. Narrowing the gap in economic inactivity

5.2 Scottish Enterprise, Glasgow

Scottish Enterprise interviews 19 000 employers every year to find out the skills needs. At the moment skills gaps are low and companies are satisfied with the educational system. The only concern is soft-skill development. Demand side information should be stretched to challenge the supply side. Challenges for productivity growth relate to business innovation and competitive advantages in key industries. Modern apprenticeship system is to be developed to meet the challenges of industry. This means more targeted flexible training for key industries and groups as well as support for international knowledge flow, immigration and leadership abilities.

Sources:

Scottish Executive, Senior Executive, Communication and Enquiries, Isabel Mulvaney

Director, Skills and Learning, Robert Pollock

Scottish Development International, Strategy Manager Neil Ferguson

5.3 The Lighthouse – Scotland's Centre for Architecture, Design and the City

The Lighthouse provides networks and programmes for entrepreneurs in creative industries. It organises exhibitions, events and educational activities. It delivers a wide range of practical learning activities, training programmes and consultancy services, which offer firsthand experience of the processes of design and creative participation.

The Lighthouse Creative Entrepreneurs Club (CEC) was started in 2001 with public funding and has a growing membership of creative entrepreneurs and practitioners in the creative industries. Events usually take place in the Lighthouse but also in other Scottish cities. The key objectives are to support networking and

collaboration with the Creative Industries, promote innovation through professional development, enhance Scotland's international reputation, and offer a route to market with international trade shows.

As a part of CEC the Creative Collaboration Network was established in 2003. It aimed at encouraging members of the CEC to collaborate with creative industries throughout Scotland. Partnerships include mutual mentoring – companies in similar business areas but at different stages of growth – and collaborative subcontracting.

Source:

Cowan House/Inverness Business and Retail Park

5.4 Highlands and Islands Enterprises

Highlands & Islands Enterprise Network (HIE) is responsible for economic and community development across a diverse geographical area which covers more than half of Scotland and is home to around 435,000 people.

5.4.1 Supporting the transformation

With a population of 435,000 and an area of 39,050 square kilometres, Highlands & Islands is one of the most sparsely populated parts of the European Union. Its population density is 9 persons per square, which is comparable with the northern parts of Finland. The biggest city is Inverness with 40 000 inhabitants. Nearly 2/3 of population lives in rural areas or settlements of fewer than 5000 people.

Highlands & Islands is "a transformed region". For years Highlands & Islands suffered from out-migration, unemployment and low income. Now the Highlands & Islands has lower unemployment rate and higher employment than Scotland and

U.K. The unemployment rate is nowadays below 3

% which is a remarkable achievement. Population and employment growth have been continuous for the last 50 years. Employment in the Highlands & Islands is concentrated on tourism, public sector and agriculture. Compared to Scotland and Britain as a whole, manufacturing and banking sectors play only a small role in the economy and employment of Highlands & Islands.

5.4.2 Improving the operation of the labour market

HIE has supported the *University of Highlands & Islands (UHI)* in its move towards a full University title and in delivering higher education appropriate to the needs of the region. (www.uhi.ac.uk)

Career Scotland works with people, employers and the Learning and Guidance Community. Career Scotland is targeting young people who are unemployed and those still at school facing specific barriers to employment or at risk of disengaging. (www.careers-scotland.org.uk)

Future Skills Scotland aims to analyse the Scottish labour market to inform policy making in Scotland. It also aims to improve the availability, quality and consistency of labour market information and intelligence across Scotland. Future Skills Scotland works closely with Career Scotland to provide the organisation and its clients with labour market information. Its work is directed at a wide range of users, from beginners to experts. They try to present their analysis in a user-friendly, clear and accessible manner using robust and reliable information. (www.futureskillsscotland.org.uk)

5.4.3 Best start for all our young people

All young people need to be equipped with the skills, advice and support necessary to maximise their contribution to, and benefit from, the world of work. An example of HIE actions focusing on this is a large career event called *Skillcity Highlands*. The key

purpose of the event is to inspire young people to think positively about career planning and to make them aware of available career opportunities that match their particular interests and skills. *Skillcity Highlands* seeks to achieve this target by engaging people in a wide variety of interactive work-related activities in a relaxed and amusing environment. In the event people can "try" different occupations (build a ceiling, work as a plumber or as a university researcher etc.).

5.4.4 Developing people who are in work

Actions in this priority area are:

- Fostering a strategic approach to people development by businesses, supported through the provision of business advice, business improvement tools and online resources via a web portal. People can get the latest news and information on learning services across Highlands & Islands. People can take a range of e-learning modules to develop skills. (www.hie.co.uk/learningworks/)
- Developing sector skills plans, informed strongly by industry, with priority given to identified skills needs and sectors which are significant to Highlands & Islands economy.
- Generating increased graduate recruitment into Highlands & Islands companies as part of the development of the knowledge economy.
- Raising management and leadership skills and those required to seize the transformational potential of ICT and e-business, seeking to bring about a change through significant infrastructure development.

5.4.5 Narrowing the gap in employment and reducing economic inactivity

Employment rates are at historically high levels and unemployment rates have fallen dramatically in most parts of the region. This has resulted in tight labour markets with employers experiencing difficulty in recruitment. A significant inactive potential workforce is hidden behind the data, though: people of working age but who, for a variety of reasons, are not working. HIE is developing, through the Scottish Executive's employability framework and local employability plans, an integrated portfolio of services to build employability skills and address the barriers to employment. HIE also offers training opportunities to assist people to acquire the skills to secure sustained employment.

In Highlands and Islands they are strengthening and developing the learning infrastructure so that all people can find education and training that suits them and their phase of life.

Sources:

Diane Duncan, Head of Skills and Learning Infrastructure, HIE
Scherie Nicol, economist

Figure 4. Competences contributing to corporate competitiveness

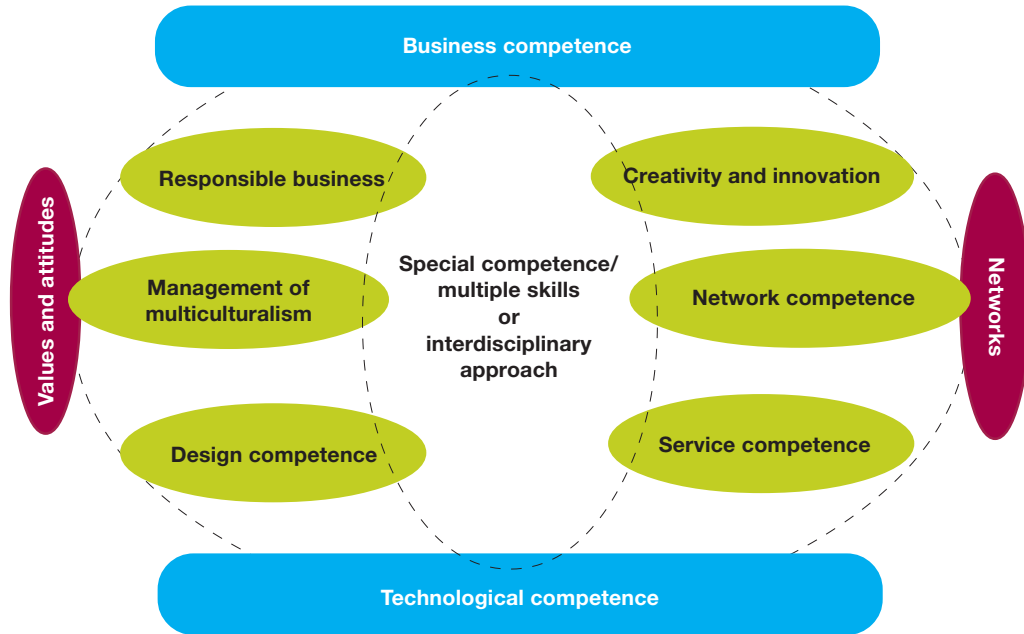
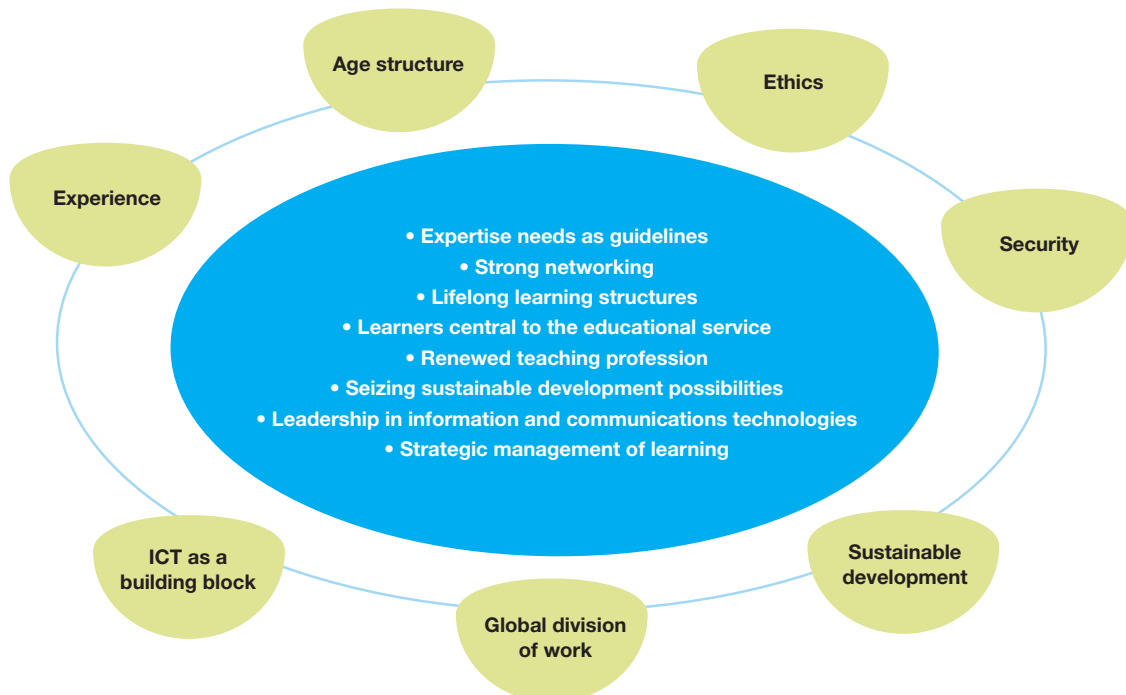


Figure 5. Change drivers and the educational system



6 Appendix

EDUCATION INTELLIGENCE STUDY VISIT LONDON – EDINBURGH – GLASGOW – INVERNESS 24. – 30.4.2006

Monday 24.4.2006, London

The U.K.'s creative economy experience:
Drivers for job creation and economic growth

Head of Creative Economy programme Helen Williams,
Department of Culture, Media and Science

Research Manager Michael Harris, National Endowment for Science Technology and the Arts (NESTA)

Prof Chris Bailey, Associate Dean of the School of Arts and Social Sciences,
Northumbria University

Creative Development Manager Frances Medley, The Hub,
Welsh Development Agency (Former Head of Cultural Enterprise)

Roundtable discussion:
Building a new generation of creative professionals:
Exploring the enabling competencies, environments and cultures

Tuesday 25.4.2006, London

The main challenges in education
Tom Bentley - Director, Demos

A comparative view of the UK and Finland
Dr Elina Multanen, Finnish Institute London

Discussion and setting the agenda questions

Innovation from within
*Valerie Hannon, Director of Innovation Unit, Department for
Education and Skills*

Transforming secondary education: the way and means
Session presented and led by David Hargreaves,
Professor of Education, Cambridge. Former Head of the Inner-London Education Authority.
Speakers in this session will also include a specialist on Trusts and Academies (Wendy Parmley, DfES),
on skills and creative industries (Anna Cutler, Creative Partnerships), and finally on technology and
science (Katherine Mathieson, NESTA)

Closing discussion led by Demos

Afternoon Coffee
Hosted by Finnish Ambassador Jaakko Laajava

Wednesday 26.4.2006, London and Edinburgh

Flight London – Edinburgh, Heathrow BA1438

Welcome at British Council offices

Lunch at BC offices with external guests, Confederation of British Industry, Edinburgh City Council
Lunch provided by British Council

Meetings with
*Edinburgh Chamber of Commerce Ron Hewitt, Chief Executive and
Roger Horam, E-Business Manager*

Reception at Scottish Parliament
Hosted by Robert Brown, Deputy Minister for Education and Young People

Thursday 27.4.2006, Glasgow

Meetings at Scottish Executive with
Mark Batho, Head of Lifelong Group and Gill Troup, Head of Higher Education and Science Division

Morning meetings with
Scottish Development International and Scottish Enterprise

Meetings with
Julia Fenby, Education Director, The Lighthouse

Friday 28.4.2006, Inverness

Welcome
Frank Gaskell, Head of International Affairs, Highlands and Islands Enterprises

Introduction to Highlands & Islands
Scherie Nicol, Economist, Highlands and Islands Enterprises

Innovation in the Highlands & Islands
Calum Davidson, Head of Knowledge Economy, Highlands and Islands Enterprises

Diane Duncan or Alex Paterson, Developing Skills, Highlands and Islands Enterprises

Access, quality and new technologies in learning
UHI Millennium Institute

Sunday 30.4.2006, Edinburgh

Flight Edinburgh – Helsinki, AY 940

Appendix 2

EDUCATION INTELLIGENCE STUDY VISIT 24. - 30.4.2006 London – Edinburgh – Glasgow - Inverness

Senior Adviser Marita Aho
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Education and Science Manager Kimmo Hämäläinen
Research and Innovation Manager Miika Kajanus
Team Leader Jorma Kärppä
Senior Human Resources Specialist Matti Laaksonen
Ministerial Adviser Hillevi Lönn
Head of Education Policy Anneli Manninen
Project Manager Jouko Nieminen
Director, Senior Physician Riitta Pöllänen
Ph.D., Principal Lecturer Tarja Römer-Paakkanen
Principal Leena Sairo
Bargaining Officer Juhani Salonen
Director Tuija Talvitie
Director, Youth and School Service Liisa Tenhunen-Ruotsalainen
Project Researcher Henni Timonen
Senior Manager, Education and Research Policy Riitta Vänskä
Adviser Satu Ågren

Confederation of Finnish Industries EK
ISS Services Ltd
British Council Finland
Savonia University of Applied Sciences
SYKLI Environmental School of Finland
Orion Corporation Orion Pharma
Ministry of Labour
Technology Industries of Finland
Employment and Economic Development Centre
Medivire Occupational Health Services Ltd
Haaga University of Applied Sciences
MJK-institute
Service Union United PAM
British Council Finland
Economic Information Office
Confederation of Finnish Industries EK
Nokia Corporation
Confederation of Finnish Industries

Appendix 3

www.culture.gov.uk
www.nesta.org.uk
www.northumbria.ac.uk
www.wales.gov.uk
www.demos.co.uk
www.finnish-institute.org.uk
www.dfes.gov.uk
www.roehampton.ac.uk
www.edinburghchamber.co.uk
www.scotland.gov.uk
www.thelighthouse.co.uk
www.hie.co.uk
www.uhi.ac.uk

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