

## **Importing Educational Services from Finland to Kurdistan**

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<p>This thesis focuses on importing educational services from Finland to Kurdistan. The thesis first introduces the topic and the case company. After that it will briefly discuss the Kurdistan Region and then looks into the educational systems in the Kurdistan Region and Finland, finds problems and offers solutions based on the Finnish education system.</p> <p>After this, the thesis presents a product that will serve as a solution: the Future Leaders Educational Plan. Future Leaders is a non-profit organization whose aim is to open up an elementary school that offers a Finnish based education system integrated into the Kurdish educational system.</p> <p>At the end of the thesis, the solution is explained in more details using both theories and practice. A timetable for the solution is also provided.</p>	
<p><b>Keywords</b> Kurdistan Region, Education system, Import, Product, Service and Project Plan.</p>	

## Table of contents

1	Introduction.....	4
1.1	EduCluster Finland Ltd.....	4
1.2	Objectives.....	5
1.3	International Aspect.....	5
1.4	Benefits.....	6
1.5	Demarcation.....	6
1.6	Concepts.....	7
2	Country Analysis.....	9
2.1	Where is Kurdistan?.....	9
2.2	Kurdistan Regional Government.....	10
2.3	The People of Kurdistan.....	11
2.4	The Economical Situation in Kurdistan.....	12
3	Educational System.....	14
3.1	Educational System in the Kurdistan Region.....	14
3.1.1	Educational System in General.....	14
3.1.2	Reforming the Educational System.....	18
3.1.3	Educational System in Reality.....	19
3.2	Educational System in Finland.....	20
3.3	Two Education Systems: Kurdistan vs. Finland.....	23
3.4	Solution for Education System in Kurdistan.....	26
3.4.1	Future Leaders.....	26
3.4.2	Future Leaders as the Solution.....	28
4	Importing Services and Products.....	30
4.1	Opportunities in Kurdistan.....	31
4.2	Educational Services to Be Imported.....	32
4.2.1	Books and Other Material.....	32
4.2.2	Training for Teachers.....	33
4.3	How to Import to Kurdistan.....	34
4.3.1	The Risk of International Logistics.....	35
4.3.2	Importing Products.....	36

4.3.3	Importing Services .....	37
4.4	Project Time and Duration .....	39
5	Discussion .....	40
	References .....	43
	Attachments .....	49
	Attachment 1. Future Leaders Elementary School Curriculum 2014 (Product) .....	49
1	Foundational Basis .....	45
1.1	Underlying Values .....	45
1.2	Mission Statement .....	45
1.3	Learning Objectives .....	46
2	Implementation of Instruction .....	48
2.1	The Conception of Learning .....	48
2.2	Our Learning Environment .....	49
2.3	Working Methods .....	51
3	Curriculum Structure .....	52
3.1	Distribution of Lesson Hours .....	52
3.2	Student Admission .....	52
4	Support for Studies .....	56
4.1	Special Needs Education .....	56
5	Welfare Support Services .....	58
5.1	Provision of School Meals .....	58
5.2	School Bus .....	59
6	Assessment .....	60
6.1	Student Assessment .....	60
6.2	Assessment Time .....	61
6.3	Grading .....	62
6.4	Progress in Studies .....	63
7	Subjects in Detail .....	64
7.1	Language and Literature .....	64
7.2	Mathematics .....	65
7.3	Biology and Geography .....	66
7.4	Religion .....	67

7.5	History and Social Studies.....	67
7.6	Workshop.....	68
7.7	Physical Education.....	68
7.8	ICT.....	70
7.9	Reading Hour.....	70
	Attachment 2. School Design by Billbas Design.....	71
	Attachment 3. E-mail from Active Spedition.....	74
	Attachment 4. Relationship between Future Leaders and Suppliers.....	75
	Attachment 5. Gantt Chart.....	76
	Attachment 6. Training Plan from EduCluster Finland Ltd.....	77

# 1 Introduction

The topic of this thesis is “How to import educational services from Finland to Kurdistan” and it is a project based. At the end of the thesis the author will introduce a product –a solution that will solve the current demand. The thesis will briefly discuss the Kurdistan Region, the education system of Kurdistan and Finland, and the differences between these two education systems. During the research the author will point out the problems the Kurdish education system has and try to provide solutions using the Finnish education system. After the problems have been pointed out and solutions offered, the product will be introduced with all the wanted solutions – answering the demand. Last part of the the thesis will be a discussion of the project and how it will be implemented in practice.

While researching for this thesis, the author was in the Kurdistan Region for over 3 months. The author tried her best to find critical answers to the current education system by visiting public and private schools, interviewing teachers and students and observing normal school days. The hardest part of the thesis was to find reliable sources about their education system, hence some of the findings are based on her own during the time she was in the Kurdistan Region. Most of the arguments that have been used in the thesis are supported with reliable sources.

“The primary aim of education is to serve as an equalizing instrument for society,” concludes Dr. Sahlberg in his article (The New York Times 2011). This the main idea why this project started in the first place.

## 1.1 EduCluster Finland Ltd.

The commission company for the thesis is EduCluster Finland Ltd. “EduCluster Finland Ltd (ECF) is an expert organization creating educational excellence. Tailored solutions are designed and implemented in collaboration with partners and Finnish experts to enable competence building.” (EduCluster Finland Ltd 2013a.) This is how ECF defines themselves, however the author would rather say that this company is the key factor when it comes to exporting Finnish Educational System to the world.

EFC offers excellent services and the one that caught the author's attention involved a case in Abu Dhabi (EduCluster Finland 2013b). Since 2010 EFC has exported educational systems to Abu Dhabi. The local schools have Finnish teachers, whom teach the students based on a Finnish educational system, while combining Abu Dhabi and Finnish educational practices. The Finnish educational system has been said to be one of the best systems in the world (Taylor, A. 27 Nov 2012.), hence this will be a competitive advantage when introducing the system in this thesis and later on in the Kurdistan Region.

## **1.2 Objectives**

*The project objective* of this thesis is to analyze what educational practices should be imported to the Kurdistan Region and how the educational services are imported from Finland to Kurdistan (including both the service and the product).

*The project tasks* are to analyze both of the educational systems (Kurdistan Region and Finland), the import of educational services, and in the end plan how to implement the importing in practice. The product can be seen in attachment 1.

## **1.3 International Aspect**

This thesis topic is more than just international; it offers a chance to build a bridge between Finland and the Kurdistan Region. Finland and the Kurdistan Region has done business together before, hence this would not be new for either one of them.

What makes the thesis international is the fact that the Kurdistan Region is located in the Middle East, in Iraq. The Kurdistan Region is not well-known because people see it as part of Iraq rather than as a separate region. The author chose to study international business because she wants to do business without the governing borders or rules that are in front of her. This is also why the author chose this topic; to introduce the potential the Kurdistan Region has and the great chance Finland has with stepping into this region.

## **1.4 Benefits**

Since the thesis topic is part of a bigger picture, it will add great value to the case company. This thesis offers a business opportunity for EduCluster, for the author, and for the Kurdistan Region. However it is only one aspect of the whole as the thesis will not discuss how the business will work in practice; it only shows the huge demand the Kurdistan Region has in their education system, the solution and how the case company will serve their part in the whole picture. Hence, the case company will benefit from the thesis greatly.

Also, the thesis will be beneficial for the Kurdistan Region, because the Ministry of Education might use the research and the findings the author has written in the thesis. Once the author goes back home, she will provide them with the opportunity to read and perhaps implement her thesis into their current educational system. The thesis discusses the main problems their current educational system has, as well as, offers solutions and in the long-run, which may be beneficial for the Ministry of Education to use it and possibly implement.

The author's specialization is Supply Chain Management. One of the most important parts is the thesis the author will write, which is based on her specialization. The author's dream is to open up an elementary school in the Kurdistan Region that teaches in English and is targeted for unprivileged children, such as the poor and the orphans. If her dream does come true and she will have the chance to do what she loves, then the thesis becomes beneficial to the author –it will discuss one of the most important parts in order to succeed. This will happen when the author is allowed the chance to import the educational services from Finland to Kurdistan. This is why the author's specialization is crucial – she will need to have knowledge and logistics.

## **1.5 Demarcation**

When the author started to write her thesis the first things she had to do was demarcate the unnecessary topics that might have something to do within her thesis, but still



using them would possibly drive the reader out of the context, hence the author has three points that are omitted.

*Supply chain:* studying, defining and explaining the supply chain of Future Leaders may lead the reader to false directions because the topic of the thesis is about importing the educational system not exploring the supply chain.

*Selecting the best supplier:* throughout the thesis a reader might think why the author has not considered choosing the best supplier over others. For example, why did she choose EduCluster Finland Ltd to provide her such services and not another company? The answer is simple –there are no other than this company who provides the service Future Leaders needs, hence there is no need to analyze a field where EduCluster obviously has monopoly.

*Costs:* Usually calculating and considering costs are a big part of a project but in this case it does not add any informational value because the cost will not be considered and negotiated. This thesis will only plan and implement the importing itself.

## **1.6 Concepts**

The following concepts are used in the thesis:

*Logistics* is defined as follows, “ Strategically managing the procurement, movement and storage of materials, parts and finished product inventory and the related information flows, through the organisation and its marketing channes in such a way that the current and future profitability are maximised through the cost-effective fulfilment of orders.” (Harrison & Hoek 2002, 7.)

*Importing* is defined as follows, “The process of bringing goods from one country for the purpose of reselling them in another country.” (Entrepreneur 2013.)

*Service* is defined as follows, “A service is a process consisting of a series of more or less intangible activities that normally, but not necessarily always, take place in interactions between the customer and service employees and/or physical resources or goods and/or systems of the service provider, which are provided as solutions to customer problems.” (Axelsson & Wynstra 2002, 9.)

## 2 Country Analysis

The focus of this chapter is to explain in depth what and where Kurdistan is located. It will discuss the historical background, geographical location, current government, people and economical situation.

### 2.1 Where is Kurdistan?

Throughout history Kurdistan has been one of those countries that has been fighting for freedom and independence, but still has not succeeded. Back in the 1920 Kurdistan, mostly known as the city of Suleymaniah, was led by King Sheikh Mahmud. During that time Kurdistan tried to gain independence with the Treaty of Sévres<sup>1</sup> but it failed to come true because Turkey, Britain and France did not ratify the treaty. Instead Kurdistan was divided between Middle Eastern countries known today as: Turkey, Iraq, Iran, Syria and small part of Armenia. (Heevie Nazdar for Children 2010.)

During the Monarchy era Kurds were considered as a national minority, where for example the Kurdish language was only used in the local administrations, legal proceedings and in elementary education – giving them only the minimum rights. (Heevie Nazdar for Children 2010.)

In the mid of the 1940 Kurdish republic was created in Mahabad with the support of Russian, which gave Kurds a possibility to practice their own Kurdish identity. Then, in March 1970 the Iraqi regime declared autonomous for Kurdistan, because the Kurdish opposition demanded it. The opposition and the government made an agreement where Kurdistan was entitled to an autonomous region. In 1995 the first official Kurdish parliament was established in Hague, the Netherlands, due to discriminatory legislation in Turkey, Iran and Iraq. Also, this was a major step toward a freer Kurdistan. (Heevie Nazdar for Children 2010.)

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<sup>1</sup> On August 10, 1920 the Treaty was signed between the Allied and Associated Powers and Turkey (Hellenic Resources Network 1995-2012).

After the invasion of Iraq in 2003, Kurdistan had a chance for a new beginning. In 2005 a new Iraqi constitution was created where Iraq and the United Nations recognized Iraqi Kurdistan. Nowadays, Kurdistan is known as the Kurdistan Region and it is an autonomous region in the federal Iraq. The official borders of Kurdistan reach to the border of Syria, Iran and Turkey. As for the capital city, among the Kurds, it is known as Hawlér. Internationally it is called Erbil. The Kurdistan Region has a population of more than 5 million and it keeps increasing. The Region consists of three different governorates that are Erbil, Duhok and Suleymaniah (Kurdistan Regional Government 2013c.)

## **2.2 Kurdistan Regional Government**

Since the Kurdistan Region is still part of Iraq their constitution is based on the Iraqi Constitution. The Kurdistan Regional Government (KRG) is elected with the democratic standards. According to the Kurdistan Region's laws the government has the right to exercise executive power. The legitimacy of the government's executive power originates from the people of Kurdistan. The majority of the people supports the government. Currently, Prime Minister Nechirvan Barzani leads the government and he was assumed 5<sup>th</sup> of April 2012. The government has 19 ministers along with a national assembly of 111 seats. In 2005 and in 2009 Masoud Barzani was elected as the president of the Kurdistan Region. (Kurdistan Regional Government 2013a.)

The government consists of many different parties such as Kurdistan Democratic Party (KDP), Patriotic Union of Kurdistan (PUK), Kurdistan Islamic Movement, the Chaldean Assyrian Syriac Council, Turkmen representatives, Communists and Socialists. (Kurdistan Regional Government 2013a.)

KDP, PUK and several smaller parties have formed an alliance, which led to a Kurdish association of 53 deputies in the new Baghdad parliament, and the president of the new Iraqi administration is a Kurdish PUK-leader. (Kurdistan Regional Government 2013a.)

### **2.3 The People of Kurdistan**

Currently, the population of Kurdistan Region is around 5.2 million; however not all are Kurds since this region is ethnically rich. They also have Assyrians, Chaldeans, Turkmen, Armenians and Arabs – for centuries they have all lived together in peace. (Kurdistan Regional Government 2013d.)

According to the official web pages of KRG, the population of the region is very young and it keeps growing. 36% are from age 0 to 14, 63 years only 4%. More than 50% of the population is less than 20 years old since the median age is just over 20. (Kurdistan Regional Government 2013d.)

The official languages of the Kurdistan Region are Kurdish and Arabic, due to government purposes. Most of the people of Kurdistan speak in Kurdish. The language belongs to the Indo-European family. The Kurdish language has many dialects, but the most used are Sorani and Kurmanji. A few smaller ones include: Hawrami and Zaza. The Sorani dialect is used in Erbil and Suleymaniah governorates, and the dialect is written in Arabic script. The Kurmanji dialect is mostly used in Duhok governorate and some small parts of Erbil governorate, but the dialect is written in Latin script. Throughout Kurdistan both of the dialects, Sorani and Kurmanji, are highly understood by a majority of the citizens. Nevertheless, one of the policies of the Kurdistan Regional Government's is to use both dialects in education system and the media. (Kurdistan Regional Government 2013d.)

Since Arabic is an official language in the region, it is also understood and spoken by major of the citizens. Also, Assyrian Neo-Aramaic, Chaldean Neo-Aramaic and Turkmen are widely spoken by its own community. The government has opened schools that are mainly focusing on Assyrian Neo-Aramaic, Chaldean Neo-Aramaic, Turkmen and Arabic. The idea of this is to promote linguistic diversity and their rights. (Kurdistan Regional Government 2013d.)

## 2.4 The Economical Situation in Kurdistan

Since the invasion of Iraq in 2003, the Kurdistan Region has become more secure and stable than the Iraq and also the economy is more developed. Compared to the whole of Iraq Kurdistan's poverty rate is the lowest, and standard of living is the highest. This only shows that Kurdistan and Kurds have a chance to develop and practice their own identity without problems. Again compared to the rest of Iraq, the Kurdistan Region has been very safe. (Kurdistan Board of Investment 2013c.)

Once Kurdistan was liberated from the rule of Saddam Hussein, the Region went through major economical changes. International sanctions were taken away and it gave the economy a boost. The Kurdistan region is rich with natural resources such as oil and gas, however the economy is also filled with sectors such as: electricity, agriculture and the service industries. All of the sectors have splendid investment opportunities for foreign companies and the Kurdistan Region is in fact passing laws and regulations to promote foreign ventures by providing and guaranteeing security. (Kurdistan Board of Investment 2013c.)

According to the Kurdistan Board of Investment, in 2010 the budget in Kurdistan region was estimated to be \$ 9.6 billion. In the regions comparison to the world it was on place of 96. GDP – real growth was estimated to be in 2009 4.3 % and in 2008 1.5 % and in the region comparison to the world on a place of 35. GDP – per capita it was estimated in 2009 to be \$4,500 and \$3,200 in 2007. When we look at these estimations we can see how security and stability has given the economy a boost. (Kurdistan Board of Investment 2013c.)

Kurdistan Regional Government is trying to attract foreign investors by showing that there has not been any trouble in the Kurdistan Region area since the invasion, thus bringing up the stable security situation. One of the significant changes that happened to the region was a publication of a liberal investment law. According to the KRG investment law in July 2006, Article 5, section 1: “A Project shall be exempt from all non-custom taxes and duties for 10 years starting from the date of providing services by the Project, or the date of actual production.” And the word “Project” is defined as

follows in the Investment law: “Project: Any economic activity or investment project set up by a natural or artificial person on an allocated plot of land, and with a national or foreign capital to which the provisions of this Law and relevant regulations and directives apply.” The idea of the Investment law is to attract more foreign investors by offering custom reliefs, tax holidays and freedom to repatriate profits. Kurdistan region offers many industries that have lot of potential and are ready for investors, such as in oil and gas, construction, health care and education. (Kurdistan Board of Investment 2013c.)

### **3 Educational System**

“Education is a critical part of any society. Education raises up a nation’s society; it is in a way a big part of what defines a country and its people.” (Awat News 15 Feb 2012.)

In this chapter the author will discuss the Education System in the Kurdistan Region and in Finland. At the end of the chapter the author will discuss the differences and conclude the chapter by providing detailed facts on what and why need educational services need to be imported from Finland to Kurdistan.

#### **3.1 Educational System in the Kurdistan Region**

Since Kurdistan is young as an autonomous region, it is very hard to find reliable information about their current educational system. Through the author’s own experience, different researches, articles, presentations, news and interviews the education system of Kurdistan Region can be understood. There are excellent points to reforming the whole educational system, but there is also lot of criticism of the current educational system.

##### **3.1.1 Educational System in General**

According to Dr Ali Mahmood Jukil’s research of “The Policy of Educational System in Iraq-Kurdistan” (Jukil, A.M. 2009), the education system of Kurdistan goes back to the Islamic time when Qur’an was first introduced to the people. Since Arabic was the chosen language of Allah and Qur’an was sent to guide the people, the whole education system was based on learning Arabic and understanding the meaning of Qur’an. From the mid of the 1970 till the beginning of the 1990 Kurds were going through “Arabization”, where the Arabs denied the Kurdish culture and language, destroyed villages and displaced Kurds. Because of the Arabization, the Kurdish education shrunk and Kurds could not practice their own language in schools. (Jukil, A.M. 2009.)



Changes happened in the uprising of Kurds in 1991 and Kurds finally started to have rights to practice Kurdish education instead of Arabic education. In 1992 the first Kurdish Cabinet was created as was the Ministry of Education (ME). The ME's first plan was the modification of the current educational system through the education law. The ME decided to put Kurdish language as the first language in every primary and secondary school in the region. This was done to make sure that the Kurdish identity was practiced, and also Arabic and English were taught in schools. Similarly, new methods of teaching and regulations were created which led to the modernization of system in schools such as a modern technology: video-centers and network systems. (Jukil, A.M. 2009.)

In 1996 Resolution number 986 was established with the "Oil-for-Food" program<sup>2</sup>, which gave a chance to reconstruct schools in the region. The program funded the buildings and the equipment's in order to let the education of every 6 year old child the right to continue without any problem. In 2007 the ME developed the educational system and the new one was replaced with the old educational system. (Jukil, A.M. 2009.)

Table 1. The Educational System in the Kurdistan Region (Jukil, A.M. 2009).

Education Level	Age Group	Duration	Compulsory
Pre-School	4-5 Years	2 Years	No
Primary Education	6-11 Years	6 Years	Yes
Secondary Education	12-17 Years	2 cycles: 3 and 3 Years	Firs cycle
Higher Education	18-23 Years	2-6 Years	No

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<sup>2</sup> After the first Gulf War Iraq was under international economic sanctions, hence in 1995 the United Nations established the program only to allow Iraq to sell oil in exchange of medicine, food and other humanitarian needs (What is this? 2013).

Public education is free for every citizen in the Kurdistan Region. It is for every 6-7 year old child. Schools are provided even in the remote villages. As table 1. show the education level in the Kurdistan Region consists of 4 different levels: Pre-School (PS), Primary Education (PE), Secondary Education (SE) and Higher Education (HE).

PE and SE (first cycle) are compulsory for everyone, however PS and HE are not. If a child starts their studies in PS they will begin at the age of 4-5. If they study all levels, by the age of 23 they will have their Bachelor Degree in a selected field. The public schools also provide Master and Doctor Degrees for possible candidates.

In the beginning of the 1990, before the uprising, the Kurdistan Region did not have many Kurdish schools that offered Kurdish language studies. As table 2. shows the academic year 1990-1991 was revolving around 1320 schools. In contrast, the academic year 2010-2011 was revolving around 5746 schools. In 20 years the schools have multiplied almost 5 times. Students have tripled from 534 963 to 1 463 874 students, and teachers have more than tripled from 21 386 to 95 666. (Jukil, A.M. 2009.)

Table 2. Comparison of Educational Systems (Jukil, A.M. 2009).

Academic Year	1990-1991	2010-2011
Schools	1320	5746
Students	534 963	1 463 874
Teachers	21 386	95 666

The new educational system that was implemented in 2007 created great opportunities for the Kurdish community. They built new schools and gave children a chance to go back to school and continue their educational process. Not to mention, that the Kurdish community did not forget the minorities living in the Kurdish area, such as the Assyrians and Turkmens. All the minorities in the Kurdistan Region now have equal rights to practice their language and religion, since, for example, KRG has opened schools meant for Assyrians. Also, religious schools are tolerated in the Kurdish area – with no regard to the religion, Islamic or Christian. (Jukil, A.M. 2009.)

Dr Jakil continues his research that the ME is developing the education system further in every dimension by creating better concepts for basic education. Licenses are given to private schools to open doors for the community, schools for gifted children, developing the curriculum and implement pedagogy. The ME added civil education, democracy and human rights to the schools' curriculum. English has slowly become a second language in the region, though it is not taught in every kindergarten or school yet. Also, one of the agendas the ME has is to train local teachers insuring they have a better understanding of teaching methods, as well as, considering international standards while teaching. The ME has also asked many Non-Governmental Organizations (NGO) and associations to increase the numbers of teachers. The increase of teachers allows more children. Also, many local and foreign scholars helped to renew mathematic, physics, chemistry and biology studies in order to meet the international standards in a larger scale. (Jukil, A.M. 2009.)

One of the examples Dr Jakil mentioned was a project led by UNICEF and the British council. The idea of the project was to enhance academic levels, change the methods of teaching through new principals, rewriting the school principals, and train the supervisors. With these types of projects the ME constantly tries to reform the stiff educational system the Kurdistan Region currently has. Despite the changes they have done thus far, the education system still needs a great deal of reforming in order to reach the international standards. (Jukil, A.M. 2009.)

The ME has also other ways of reforming the education system. In 1997 the first private school was established in the capital city, Hawlér. The ME encouraged private sectors and foreign companies to participate in the educational process by providing them land and legal contributions. Private sectors and foreign companies did a joint venture, which led to establishing schools with modern methods of teaching. The private schools were teaching in English and Kurdish was the second language. Some schools are also teaching French and Germany. Also, civic and democracy are taught and modern technical instruments are offered in their curriculum. This has enhanced the education level. (Jukil, A.M. 2009.)

Even though the private schools have been a great success, it received criticism from the community. The fees for one academic year are too high for the bottom of the pyramid; only the rich could afford to send their children each year. The schools were excellent but the fact that the fees were so high and the government financially supported them was unacceptable. Nevertheless, the Kurdistan Region has many private schools and universities. (Jukil, A.M. 2009.)

In the Kurdistan Democratic Party's (PDK) web page under title "Education in Iraqi Kurdistan" it is said that education is not just training the workforce but it is development and guidance of the community: who are the community and what makes them who they are today. (Kurdistan Democratic Party – Iraq 2013.)

One of the most important issues the Kurdish administration is dealing with is having an independent Kurdish educational system with clear objectives. The ME and the Committee of Higher Education (CHE) controls the whole educational system in the region. The ME is responsible for long –and short-term policy decisions that are below the University level and CHE is responsible for higher education. The Kurdish Administration (KRG) finances education. The Central Administration (Iraqi Baghdad Government, IBG) finances the education system. (Kurdistan Democratic Party – Iraq 2013.)

### **3.1.2 Reforming the Educational System**

In the UN Assistance Mission for Iraq report "Educational Reform in the Kurdistan Region of Iraq" the Kurdistan Region has taken meaningful steps towards a better educational system that are in turn meeting the international standards. English language is taught in early grades and creative thinking is promoted and implemented in the schools' curriculum. (Jamal, R. 19 Aug 2008.)

In the report the Iraq's first lady, Mrs. Hero Talabani brings up the importance of reforming the educational system in the Kurdistan Region. Talabani feels that the region is still lacking schools and the curriculums are too old – despite the changes the ME has taken to date. Since the current curriculum does not meet the demand of the 21<sup>st</sup>

century, the ME should change it in order to create a productive and skilled new generation that could continue the regions success in the future as well. (Jamal, R. 19 Aug 2008.)

Known worldwide, UNESCO (United Nations Educational, Scientific and Cultural Organization) has been assisting the Kurdistan Region since 2007. The director of Hawlér office Mrs. Rasheeda Zaher-Draye and her staff are helping the region to renew their current curriculum by offering expertise, experiences and evaluation. (Jamal, R. 19 Aug 2008.)

### **3.1.3 Educational System in Reality**

In contrast, a critical article has been written by the name of “Defective Educational System in Kurdistan”. According to the article the educational system is based on “a structure built off of memorization”. This means that the students do their best to memorize the whole book and the notes the teacher has provided to them without understanding the material, the concept, or even learning what they have read. Their only goal is to pass the required courses, receive a diploma, and get a job. (Awat News 15 Feb 2012.)

One such example introduced in the article is the last year of high school. For students the last year of high school is considered the most important year. This year determines their fate and future. From day one the students need to memorize facts and the answers. Just before the school year ends students are tested for how well they can memorize such facts in one year. This kind of system makes student think that the only year they need to “learn” is their senior year of high school and the rest does not matter. The senior year being most relevant for their lives. Hence each essay the students write are memorized words limiting the capacity of thinking. The students will never gain the critical thinking skills because they are not taught to think critically, rather taught to memorize everything without thinking. (Awat News 15 Feb 2012.)

“The students do not care about home work because their nanny will do it for them, and in exams we, the teachers, should make sure all the students pass even if they got

the lowest grades.” (Azad, R. 29 May 2013.) Mrs. Azad is a teacher from private school X. According to her, teachers make sure that each student will pass, but the students will face another problem in the senior year where they are unable to pass without memorizing everything on their own.

This memorization system teacher’s hold on to and students keep up to will follow the students directly to the university level. At this point the students realize that they cannot keep up with memorizing everything without understanding the concept. Many students are struggling with this problem, but still thinking that if they want to succeed all they have to do is, “memorize all, memorize well”. (Awat News 15 Feb 2012.)

“Where is the room for creativity and individual thought in such an environment? Where are students taught to question, think, and judge for themselves?” (Awat News 15 Feb 2012.)

### **3.2 Educational System in Finland**

The educational system in Finland is unique and focuses on the learning process rather than on results from exams. According to Adam Taylor’s article “Why Finland’s unorthodox education system is the best in the world” the education system in Finland is not evaluation-driven. In Mr. Taylor’s article there are more than 20 reasons why the education system is the best in the world and few could be viewed more closely in order to understand the education system. (Taylor, A. 27 Nov 2012.)

The first thing that can be noted in Mr. Taylor’s article is one of the last points about the Finnish education system –the Finnish national curriculum is only giving broad guidelines, meaning each school can create their own curriculum in the best way possible (Taylor, A. 27 Nov 2012). An example supporting this is the Ressu Comprehensive School. Ressu is one of the most successful schools in Helsinki’s city. Their curriculum is truly one of a kind. According to the principal of Ressu, Erja Hovén, their curriculum is designed to serve individuals rather than the masses. The students in Ressu are from all over the world; hence a Finnish curriculum would not have been the best

choice. This is why it needs to be different from other schools in Finland. Since the national curriculum gives only broad guidelines, teaching is done in consideration of the schools' individuals, offering a curriculum that works perfectly only for that particular school. (Hovén, E. 16 Apr 2013.)

Mr. Taylor also points out that when students enter the school at the age of 7, no homework or exams are given until the students reach their teenage years. The first 6 years of students are not measured academically. At the age of 14 the only mandatory standardized test is held. Simply stated, the education system of Finland focuses on the learning process rather than on grades. (Taylor, A. 27 Nov 2012.)

Table 3. Educational System in Finland (Ministry of Education and Culture 2013a).

Education Level	Age Group	Duration	Compulsory
Pre-Primary Education	6 Years	1 Year	Yes
Basic Education	7-16 Years	9 Years	Yes
Upper Secondary Education/Vocational School	16-19 Years	3 Years	No
Higher Education	19-25 Years	3-6 Years	No

Education, culture, and knowledge are the corner stones of the welfare of the Finnish society. Therefore, Finland makes sure each child gets the same basic education starting from the age of 7. Before they start school they have a 1-year pre-primary education, which is also compulsory. Table 3. shows closely the Finnish educational system.

Basically, a child starts their education at the age of 6 and compulsory education ends at the age of 16. After the basic education has been completed successfully a student

can decide to either continue their studies or go to work. According to Mr. Taylor's article 66% of students continue on to college and 43% students further their education at vocational schools. (Taylor, A. 27 Nov 2012.)

The Ministry of Education and Culture (MEC) is solely responsible for the education of Finnish schools. One of the core thoughts Finland has is that learning is on-going process that should be harvested with a coherent learning pathway, such as early education in childhood with before –and after-school activities that keeps a child interested in learning (Ministry of Education and Culture 2013b). According to NASP Resource “Young children learn from everything they do. They are naturally curious; they want to explore and discover.” (NASP Resources 2013.) Keeping a child busy during their primary years of curiosity will make them want to learn more and more every day, and this is what before –and after-school activities are all about.

In order to support children's growth, development and being –Finnish law safeguards the right for education, which cannot be taken away. Also, the progress from one level to another level is safeguarded by legislation. According to the MEC official page, 90% of the students continue studying after their basic schooling. After the basic studies have been completed successfully, a student can choose either Upper Secondary School and Matriculation Examination (USSME) or Vocational Institutions (VI). (Ministry of Education and Culture 2013c.)

Once a student chooses the USSME path it can last between 2 to 4 years. This depends on the pace students take. All of the classes are modular and are not tied to year classes, which give students a chance to plan their individual study schedules. The degree consists of compulsory and elective studies. After these are done the students receive General Upper Secondary School Certificate. Before the school year ends a student must take a national matriculation examination. Based on the examination results and syllabus, the students receive a separate certificate, which includes the passed examinations and the received grades. (Ministry of Education and Culture 2013c.)



If a student decides to take VI instead of USSME it includes training for vocational qualifications. There are also specialist qualifications for mature students. The VI takes 3 years and includes 6 months of on-the-job learning in a workplace. (Ministry of Education and Culture 2013c.)

### **3.3 Two Education Systems: Kurdistan vs. Finland**

Education is an on-going process that has no end. The human mind is curious and is able to learn every day. A crucial issue a country faces is their educational system. A countries educational system will, in long-run, define the society, the people and in the end the individual.

As Malcolm X said (Malcolm X, Black Liberation, and the Road to Workers Power 2013), “And just because you have colleges and universities doesn't mean you have education.” Governments should not praise their current educational system or consider having the best schools and universities because as long as the educational system does not serve the real reason, learning, it has no education. The education system of Finland has many excellent features, which could be implanted to the education system of Kurdistan. This could enhance the learning process for every child.

In the table below, table 4. problems of the educational system of Kurdistan has been written. The problems have been answered using the educational system of Finland. The problems have been gathered from chapter 3.1 Education System in the Kurdistan region and the answers from chapter 3.2 Education System in Finland.

Table 4. The Problems of the Educational System in Kurdistan and the Answers of the Educational System in Finland.

<b>Problem</b>	<b>Answer</b>
Memorization	Teaching Method
Support and Funding	100% State Fund
Crowded Schools and Classes	More Teachers
Material	Modernity

One of the biggest problems the educational system of Kurdistan has is their teaching methods. The Kurdish students are taught from grade one to memorize the given material along with the answers. On the other hand, in the educational system of Finland teaching in the first grade is more about the learning process rather than examining students. As for the Finnish students, the first time they are tested is at the age of 14 and the first 6 years include no examinations. In order to let the students really learn and understand –memorization is not the best possible teaching method. Instead, teachers should put their focus on the children’s individual learning and let the children grow and develop at their own pace, still supporting them along the way.

The second problem the education system of Kurdistan face is the support and funding. There has been lot of talk when it comes to reforming the educational system in the Kurdistan Region. The Ministry of Education is working on funding progressively, but the fact is that the education has been privatized and ministry has put more focus on the higher education rather than on the primary and secondary education. The government of Kurdistan, along with the Ministry of Education, has been encouraging private sectors and foreign investors to participate on the education. Great private schools and universities have been built for the past 10 years, but the privatization of education leaves out the bottom of the pyramid since the fees are too high for a normal citizen. Finland schools are funded 100% by the state, which makes sure that each child has the same education level and opportunity. In Kurdistan it is not like this,

public schools are free but the level of teaching is nothing compared to the teaching level in private schools, which leads to inequality between the rich and the poor.

The third problem the education system of Kurdistan has is that public schools are crowded. Each class might have students between 40-60 students. The population of KRG Kurdistan is young. 36% of the population is under 14 years old. According to the ME government funding and operational level has not financially, operationally, or institutionally reached to that point that there would be enough school buildings to cover all students. According to the ME, 304 school buildings were used for three and four shifts, which meant that one school was used for many purposes. While this is financially smart, the level of teaching suffers because teachers cannot possibly teach crowded classes. As figure 1. shows the total budget used for the education and higher education sector increased from 13.2% in 2005 to 16.59% in 2008. (Kurdistan Regional Government – Ministry of Planning 2013.)

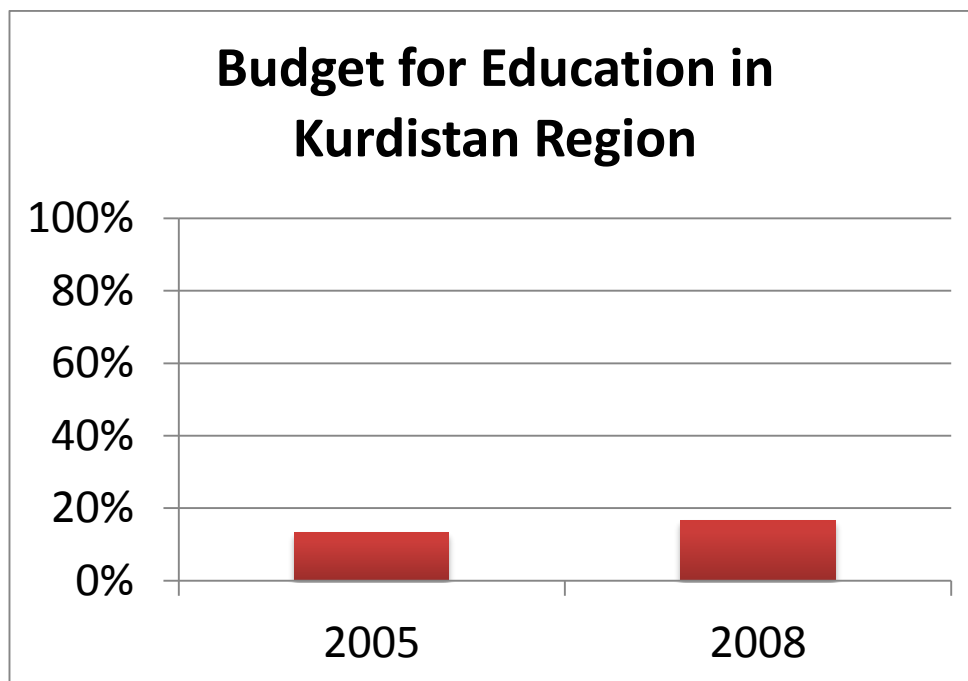


Figure 1. Budget of education and higher education in the Kurdistan Region (Kurdistan Regional Government – Ministry of Planning 2013).

When looked at more closely, where does the money go? According to the ME more than 66% of the budget goes to salaries. This is why the educational system requires

more funding in order to improve the quality of teaching. Then again, in Finland, each class has around 18-24 students depending on the school and this assures that all the students can be equally taught without extra disturbance. The Kurdistan Region needs to balance the teacher student ratio.

The fourth problem the education system of Kurdistan has is the material the public schools are using. Books are old-fashioned and they are not serving the real purpose of learning, which decreases the quality of the whole learning process despite the fact that the books are made to serve the teaching method: memorization. The best solution for this is current books with excellent examples and exercises that enhances the learning process in the brain. The public school in Finland uses books from two different companies: Sanoma Pro and WSOY. For example Sanoma Pro is the leading publisher in the Finnish market. They offer learning solutions such as materials, digital content, and they cover the all subjects that are offered in the Finnish national curricula (Sanoma Pro 2013a).

### **3.4 Solution for Education System in Kurdistan**

Rebecca Libermann has written an article "The secret of Finnish schools" about two different education systems combined into one. In Libermann's article The German School of Helsinki is one of the oldest foreign-language private schools. It has an educational system that is quite unique compared to others. The German school has taken the best of both educational systems; after selecting and combining two different educational systems the school has created a system that offers children the best of both worlds (Libermann, R. Mar 2011). This is the type of an idea that could be used everywhere, especially in Kurdistan.

#### **3.4.1 Future Leaders**

Future Leaders is a non-profit organization, whose aim is to open an elementary school according to the world standards in Hawlér, the Kurdistan Region. Their targeted students are children who come from underprivileged backgrounds, poverty, and

orphans. The school will offer them a chance to have a high quality Finnish based education system combined with the Kurdish education system –giving them the best of both systems. The school will be funded with the help of public sector and private sector. The public sector would help by providing the land and other financial help. The private sector would help by sponsoring the school. Their goal is to start first lessons in 2014 autumn. (Future Leaders 2013.)

The idea of this organization is to implement a seed into the region and open doors for the future by providing an educational system that has combined two educational systems into one –showing the children the best of both worlds. Since the idea is not to build another private school, this school will be free of charge for the targeted students and the school's curriculum will be taught in English and Kurdish as second language.

The curriculum of Future Leaders Elementary School has been designed carefully and can be seen in attachment 1. The curriculum has combined both systems, such as the subjects students are taught e.g. in Finland students are taught Swedish as their second language and they begin their studies at the 3<sup>rd</sup> grade. Instead of Swedish this curriculum has Arabic as a third language and it can possibly start at the 3<sup>rd</sup> grade if the parent chooses to (attachment 1. chapter 3). The grading system is also Finnish based and the students are not tested the first 6 years, instead they receive verbal feedback at the end of each year (attachment 1. chapter 6).

The students are taken care of. A safe surroundings with a new eco-friendly school building is provided, which can be seen in attachment 2. The building was designed by Billbas Design – a young Kurdish architecture from United Kingdom (Billbas Design 2013). Also, transportation is taken care of. School busses pick up the students each morning and take them home after a school day. Students are given free lunch (attachment 1. chapter 5), school nurses and dentists are provided for every student. The teachers will help students if any need that arises because all students come from different backgrounds and they might need help in issues that are taken for granted.

Then again, in Finland, children go to school from Monday to Friday and in Kurdistan the children have school from Saturday to Thursday. Future Leaders have kept this in their curriculum (attachment 1. chapter 3), which is one of the points Future Leaders' curriculum is based on an integration of two different education systems.

### **3.4.2 Future Leaders as the Solution**

One of the problems the Kurdistan Region public schools have is the teaching methods and materials. Future Leaders will provide students books from Finland that serves the needs the Kurdish students have in order to learn. Since one of the main ideas Future Leaders have is to teach Kurdish children proper English, hence English books are one of the most important books Future Leaders will import from Finland.

As an example, Sanoma Pro offers many types of English books and one of the possible candidates could be "What's On?" material (Sanoma Pro 2013b). What's On? is a great English book for teachers and a helpful friend for students because the material is designed for grades 1-6 and focuses on a slow learning process. This could be helpful for Future Leaders because English will be a new language for the first graders. The material has plenty of chapters and the structure is repetitive enough for enhancing the learning process (attachment 1. chapter 2).

The other problem the Kurdistan Region has is the quality level of public schools compared to private schools, as well as, crowded schools and classes. Future Leaders will provide education that is at the same level to Finland and also following the international standards to ensure students receive the best education possible, free of charge for the targeted students (children who come from underprivileged backgrounds).

In attachment 1. chapter 3 the structure of teaching in the curriculum has been explained. According to it the Future Leaders Elementary School accepts 60 students every year. Maximum 30 students for group A (morning classes) and maximum 30 students for group B (afternoon classes). The classrooms are designed to fit 30 students – the design of classrooms can be seen in attachment 2. picture 2. Hence students will

not feel distressed and the teaching itself will be easier than a class room of 40-60 students. Finnish schools usually have maximum of 25 students in their primary education, but the fact that Future Leaders has decided to take maximum of 30 students will not affect the quality. In contrast 30 students is better than having 40-60 students. Future Leaders want to fill schools to full capacity providing resources and offering education for as many as possible.

## 4 Importing Services and Products

In this chapter, importing will be discussed; what will be imported and how. But, before we start discussing the practical part, few concepts need to be defined.

One of the biggest concepts that needs to be defined is Logistics and Import –and everything in between, such as material and information flow. Harrison and Hoek (2002, 5-6) define logistics as tasks of arranging and monitoring the purchase and distribution of a product from suppliers to stores. Then again, Bozarth and Handfield (2008, 363), define logistics as part of the supply chain management that plans, implements, and controls the whole flow and storage of goods, services, and the information that lays between the origin and the end customer ensuring satisfaction. Both of these definitions lead to one thing: how to get a product or a service from point A to point B. For example, considering the best possible transportation mode such as highway, water, air, rail or pipeline (Bozarth & Handfield 2008, 365). Transportation modes will be discussed later on the chapter.

The second concept in question is importing. Importing is seen as a process that takes products from one country to another. The purpose is to resell from one country to another (Entrepreneur Media Inc. 2013). Between Logistics and importing there are also two other definitions that are crucial to define: material and information flow.

Material flow and information flow are included within the concept of logistics, hence it is very important to understand the whole concept. Material flow is the end product, physical good, from the suppliers to the stores. Information flow is the request data coming from the consumer to the purchasing and to suppliers, hence material flow can be precisely controlled and scheduled. (Harrison & Hoek 2002, 6.)

Logistics covers a broad scope of business activities from transportation, warehousing, material handling, packaging, inventory management, and logistics information system (Bozarth & Handfield 2008, 363). For this case, only transportation will be looked more deeply concerning this topic. It will be discussed further in the following chapter.



#### **4.1 Opportunities in Kurdistan**

According to the Kurdistan Board of Investment (KBI) 85% of annual external trade in the Kurdistan Region are importing goods. The biggest import partner is Turkey due to the geographical location. The KRG has, for years, promoted the Region as “a superior business location in the Middle East” says Kurdistan Board of Investment. In order to create a competitive environment KRG has created rules that are for example based on non-tariff barriers for trade. (Kurdistan Board of Investment 2013d.)

The Kurdistan Region has invested years into their transportation infrastructure. This is being the reason why it is well developed, considering the fact that the region is still on a developing stage. The government has developed a national strategy that would use the natural geographical advantages and give the region better routes for importing and exporting. The region has two airports and one of them is Erbil International Airport (EIA). According to the Kurdistan Board of Investment the airport has 16 gates and it is capable of carrying any aircraft. (Kurdistan Board of Investment 2013a.)

When it comes to roads and highways, the Kurdistan Region has developed its roads connecting the whole country. The roads function between all the cities and towns, but also with its neighbor countries, such as Turkey and Iran. One of the plans of KRG is to build a new road system inside the city that would let the traffic flow easier for companies and individuals. (Kurdistan Board of Investment 2013a.)

From the official website of KBI, the infrastructure for transportation –road or air –is well developed and this will not cause any problems when importing to the region. Instead this will lure more foreign investors and companies to do business in Kurdistan Region. (Kurdistan Board of Investment 2013a.)

## 4.2 Educational Services to Be Imported

In this chapter the educational services such as the products and services are explained more deeply; how many books will Future Leaders need and what kind of services will be imported.

### 4.2.1 Books and Other Material

Since the Kurdistan Region and Finland have totally opposite cultures—the Finnish educational system was not possible to take as it is and straight implement it to the region. The aim was to integrate the two education systems and try to get the best of both worlds and this is what Future Leaders did.

For example Kurdish and Arabic books were not possible to import from Finland. History and social studies books are designed to have an overlook of the whole world—not only concentrating on the History of Kurdistan or Finland. Some books like English and Mathematics are important since English books are excellent in Finland and Future Leaders wants to use this advantage.

Table 5. The needed amount of books for each year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
English	60	60	60	60	60	60	360
Mathematics	60	60	60	60	60	60	360
Biology	0	0	0	0	0	60	60
Geography	0	0	0	0	60	0	60
History	0	0	0	0	0	60	60
Social Studies	0	0	0	0	0	60	60
Total	120	120	120	120	180	300	960

As the following table 5. shows each year/grade has their own books, which are 60 per year/ per subject. For the first 3 years only English and Mathematic books are imported, but since the plan is made for 6 years, also the importing will be done in 2 different parts. The books could be imported all at the same time, and in that case, it would be 960 books. Money would be saved and perhaps time, but it is not logical to buy books for the whole 6-year plan at once or even cost-effective. The first order will be for grades 1-3: English and Mathematics, all in all, 360 books. The second Order will be for grades 4-6: English, Mathematic, Biology, Geography, History and Social Studies, all in all, 600 books.

#### **4.2.2 Training for Teachers**

”Books do not assure the best possible learning and a good teacher can teach even with one book for the whole class.” (Korpi, A. 16 Sep 2013.) Even though Future Leaders promote books that are imported all the way from Finland, this does not yet guarantee success. Future Leaders sees the teachers as one of the most important factors for their students to actually learn according to their Educational Plan. The educational plan is not just black in white –they also had to think at the best possible way to teach their children. Future Leaders wants to make sure that the theory also works in practice. This is where EduCluster steps in.

EduCluster has offered Future Leaders a six-year plan for teacher trainings, which can be seen in Appendix 6. One of the most critical parts is the recruiting process. Future Leaders want to have experts from EduCluster during the recruiting process, which would assure having higher quality teachers. This is seen in the training process as “Competence mapping and start-up workshops”. There will also be “Intensive training in Kurdistan”, which might be 5-10 intensive training workshops, eLearning, online coaching and mentoring. One of the possibilities EduCluster and Future Leaders thought of was an intensive study periods in Finland, which would give the local teachers a hint of real teaching in Finland and also provide an overlook of the whole education system, for example through seminars and actual class rooms (lessons).

### 4.3 How to Import to Kurdistan

Kurdistan Region is located in the North part of Iraq, right next to the border of Turkey. Delivering products from Europe to Kurdistan might be a bit tricky, difficult and expensive especially if the products are imported all the way from Finland. Hence selecting the best possible transportation mode is very critical because we need to think about the strengths and weaknesses of each mode, which are highway, water, rail and air.

The first transportation mode is highway. This mode is probably the best one when considering cost, flexibility and speed of delivery. Then again it is neither the fastest nor the cheapest option. The second transportation mode is water. This mode is cost-effective for huge items, but the weakness is that locations are very limited. The third transportation mode is rail, which is also very cost-effective for huge items, but it also has limited location, however still better than water mode. The last transportation mode is air, which is the fastest and also the most flexible one when linked to highway mode but it is the most expensive mode because the cost of shipping is based on per-pound. (Bozarth & Handfield 2008, 367.)

As for Kurdistan, the geographical location limits the modes into two: only air and highway are possible and both of them are excellent in the Kurdistan Region as explained in previous chapters. When considering the delivery of books air will become too expensive because air delivery is based on per-pound, books together will be very heavy. Air mode would be more reliable than highway because the road from Helsinki to Erbil is very far away and risky. For example, delay of delivery, but these will be explained in the next chapter. When it comes to choosing the highway mode, it probably is the best one for the delivery of books because this mode has the flexibility to deliver wherever and whenever, it is reliable, and it has the best balance when it comes to cost. Though it is not the fastest or the cheapest, it is cheaper than air mode but slower one. Therefore for this delivery, highway mode is the best mode.

### 4.3.1 The Risk of International Logistics

Importing from one side of the world to another side has possible increased risks, and should be taken into account when dealing with international logistics. International logistics is very complicated when comparing it to localized ones.

According to Harrison & Hoek (2002, 94) the biggest reasons that should be taken into account are as follows:

- The supplies extended lead-time
- The transit times are extended and less reliable
- Various consolidation and break points
- Various freight modes and cost options

When talking about the extended lead-time, it is very important to consider the fact that a business, which operates internationally, may have several factories and the produced products might be sold in many different countries. This effects production and sales teams' relationship in a way that the production might not keep up with the sales, therefore lead-times may be increased. Also, transit times are increased and it is less certain, which may cause problems receiving orders on time. (Harrison & Hoek 2002, 94-95.)

When it comes to various consolidation and break points, it is important to remember that when products are produced from different parts of the world, delivery should be consolidated in a way with the products location. Hence, this is very important when thinking of the logistics route from the location to the destination. When considering the transportation mode, various freight modes (air, rail, water and road) and cost options arises. Each category has its own advantage and disadvantage in terms of speed, cost and accessibility. (Harrison & Hoek 2002, 95-97.)

Since international logistics has more risks than the local logistics, it is highly recommended to analyze the location-destination route and select the best transportation modes, considering each risk and trying to prevent it before it occurs.

### 4.3.2 Importing Products

Product is defined as “the end result of the manufacturing process, to be offered to the marketplace to satisfy a need or want” (WebFinance, Inc. 2013). In this case the product is books.

As concluded in chapter 4.3 the best transportation mode for the books is by highway mode. After some research, the best possible supplier for logistic process was Active Spedition – a logistic company in Germany that provides truck shipments to Turkey, the Middle East, Central Asia and Caucasus and vice versa. They have offices in Munich, Nuremberg, Istanbul and Mersin, which offers a chance to be locally served around the areas they deliver products. (Active Spedition 2012.) Since it is very rare to find a logistics company that delivers from Europe to Middle East, finding Active Spedition was more like a blessing because; their core competence is actually truck shipments to places that are rarer, such as Kurdistan.

The first thing that had to be done was to make sure Active Spedition actually delivers from Helsinki to Erbil. This was conducted by sending an e-mail to the Region Manager of Middle East Mr. Uwe Hildebrandt. It took one day to receive the answer and it was, “Yes, we are providing such services – by overland truck – to Iraq.” (Appendix 3.) This answer was more than splendid. Finding a European logistic company that delivers to Kurdistan was already hard enough, but the professional service Active Spedition provides is more than perfect in this case.

Mr. Hildebrandt explains in his e-mail response that it will take around 18-20 days to deliver the products from Helsinki to Erbil. If we consider the maximum days, which would be 20 days. Also, the production of the books from Sanoma Pro needs to be taken into account in order to calculate how long it will take to deliver the books from Helsinki to Erbil –production and delivery all together.

### 4.3.3 Importing Services

Buying services are usually seen as advisories or problem solving's and service is usually something that can be bought but is intangible. Axelsson and Wynstra (2002, 9) defines service as follows "a service is a process consisting of a series of more or less intangible activities that normally, but not necessarily always, take place in interactions between the customer and service employees and/or physical resources or goods and/or systems of the service provider, which are provided as solutions to customer problems."

In this case, the needed service will be teacher trainings provided by EduCluster. It is a series of 6 years trainings and it includes activities such as teaching methods, pedagogical teaching, teacher-student relation and etc. There are also physical goods related. EduCluster provides necessary products in order to practice the service successfully, and the solution for this problem is to train teachers in order to meet the qualifications of Future Leaders educational plan and international standards.

A service usually includes many activities that can be carried out at different times and/or in different situations. Those who carry out such activities can be called actors. These actors have the ability to solve problems with their knowledge, time or supporting staff. In order to carry out the activities, the actors need to have access to diverse resources such as premises, transportation, personnel, and knowledge. (Axelsson & Wynstra 2002, 47.)

Axelsson and Wynstra (2002, 48) state that a particular service can be mapped in detail and they have a design for this. A service can be put into 3 different segments as follows:

- Core Service
- Supporting Service
- Facilitating Service

When discussing particular services, the first segment is core service. In order to achieve the service the trip itself from point A to point B needs to be considered, as well as, the program itself. The second segment is supporting service. This is the part where more value is added for the whole service such as check in airports and hotels. The last segment is facilitating service. This is the final part that allows the service be provided and delivered, such as possibility for fast communication and premises. (Axelsson & Wynstra 2002, 48.)

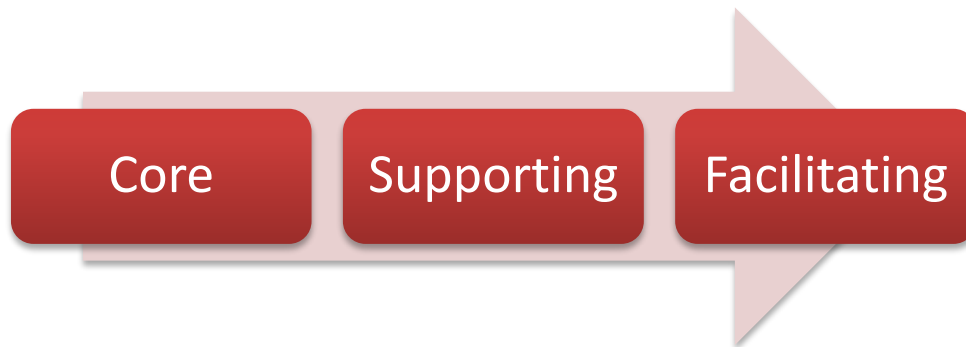


Figure 2. “The design of a particular service” (Axelsson & Wynstra 2002, 48).

As figure 2. shows the design of a service is concluded. As steps and for this case the first part would be the core service: how to get the expertise to Kurdistan. This would mean planning and taking care of the trip from Helsinki to Erbil, buying the tickets and making sure the expertise (actors) know where to go and when. The second part would be supporting services: how to successfully land to Erbil and where to go after the check-in at the airport and book accommodation etc. The last part is the most important part though; each of these three steps has a part in order to successfully perform the actual service. Facilitating services would be the step that involves producing and delivering the services. This would basically mean offering the premises where the service can be produced and delivered. In this case a place where the teacher training can be held.

What is important for importing services is that it is not the same as importing products –importing services is much more difficult because it is intangible, it cannot be transported, is an activity/process and it cannot be stored etc. (van Weele, A. 2012, 93). Many things might effect on the quality of the service e.g. delay on flights from



Helsinki to Erbil, which may delay the whole teacher training. These are the types of risks that are good to take into account when planning the core service or even the support service as they both have an effect on the facilitating service.

#### **4.4 Project Time and Duration**

Perfect timing is crucial for this project. A delay of the products or even the service might compromise everything. Hence, it was important to plan the project in a way that time was not an issue. The actual production of the books was estimated to be around 30 days and the delivery of the products was estimated to be around 20 days. Essentially, when the production and the delivery was counted all together the duration to the destination would have been around 2 months. To be certain that the delivery will not be late the whole duration was planned to take around 6-8 months.

As it can be seen from attachment 5. both services (EduCluster Finland Ltd) and product (Sanoma Pro) has been put in to the same Gantt chart. The first few tasks were about placing the order and starting the production/planning of the service, taking around 4 months. After the books have been produced and the teacher training has been planned, it was time for the “delivery time”, which in this case meant sending the books to Active Spedition (logistic company). Thus, they can deliver the books to Kurdistan and also the begin trainee 1 from EduCluster. The trainee 1 stands as the recruiting process. One of the main services Future Leaders bought from EduCluster was to select the best possible teachers for the elementary school and also teachers suitable for the teacher training (attachment 6).

The last few tasks were received delivery to Kurdistan and the beginning and ending of trainee 2, which in this case was the start of the actual teacher training (attachment 6). The main parts of this Gantt chart are the production time of the books and the delivery to Kurdistan, as well as, the start of the teacher trainings. All of these have to end before school starts. In the Gantt chart the beginning of school has been marked in the beginning of September.

## 5 Discussion

“It is true that such a huge leap in ways will not occur over night, but it is necessary for steps to be taken. In the end, education is what determines the fate of our people and our community, so why not work harder to improve it?” (Awat News, 2012.)

The right for proper education should be safeguarded by law everywhere in the world, but sometimes it is not that simple. The idea of this thesis was to find a problems the current education system in Kurdistan has and figure out ways on how to improve it, and in the end implement it. The solution was Future Leaders and the product was the educational plan also known as the ”Future Leaders Elementary School Curriculum 2014” (attachment 1).

One of the main ideas Future Leaders have is to make education equal between the rich and the poor, since many Kurdish children do not have the opportunity to study in English and get a degree due to their financial problems. But, if all the children are offered the same chances to study in English and receive a degree, are not the chances in the future better for employment and a brighter future than not have this chance at all? The poor would get poorer and the rich would get richer –and this is the chain Future Leaders wants to break. The upcoming generations are our future and they are the ones that need more investment and solutions for the future.

Future Leaders will offer unprivileged children a chance to start their educational learning at the age of 6-7. The education system of Future Leaders is based on the Finnish Education System but integrated with the Kurdish Education system. It is vital to highlight the fact that an educational system is hardly possible to take, as it is, from one country to another and assume it will work as well as it works in the original country – Future Leaders did not make this mistake. They are offering their children a safe learning environment by giving them the best tools to survive in the future –tools that are planned for the welfare of the Kurdistan Region. One of the best examples is, “why do we need English speaking’s in Kurdistan when the majority speaks Kurdish and Arabic?” If we consider the fact that the Kurdistan Region is still in its developing stage,

then we can also understand that the first thoughts of the region is that they will not invest in their educational system, which in turn will give private schools a greater chance to step in –as has happened in the Kurdistan Region. When education is privatized it will also divide the citizens into rich and educated and poor and uneducated. Though Kurdistan does not have the highest rate of poverty, it still has poverty. The poor will never have the chance to study in English due to the high fees of private schools. If this continues soon there will not be enough English speaking citizens and a booming economy needs qualified people.

Now that the problem has been analyzed and solution offered, it was time to look closer at importing. Since Kurdistan is located in Middle East, transportation modes had to be examined and the best one to be chosen –highway mode. Active Spedition from Germany was chosen to be the best possible logistics company, due to the fact that few companies would deliver products to Kurdistan, Erbil. Since Future Leaders decided to directly buy school material from Sanoma Pro, Active Spedition will pick up books from Sanoma Pro and deliver them to Kurdistan possibly within 20 days.

The commission company, EduCluster Finland Ltd, will have the most important task. They will help Future Leaders to hire qualified teachers and also train them in order to meet Future Leaders' and the people of Kurdistan's expectations. The 6-year plan Future Leaders and EduCluster has is a long process of training sessions. These sessions will assure better teaching experience and better study years for the students.

In order to make the relationship between Future Leaders, EduCluster, Sanoma Pro and Active Spedition clearer, a graph has been drawn in attachment 4. This graph explains thoroughly how Future Leaders orders the service from EduCluster, books from Sanoma Pro and logistics service from Active Spedition. Also the material and information flow between these four has been marked. This graph helps the reader to understand the relation between Future Leaders and the suppliers.

To conclude this thesis, shaping an entire future with education might seem impossible, but as long as there is a small chance to do it, it will not be impossible. With the

help of EduCluster Finland, Sanoma Pro and Active Spedition Future Leaders will have the chance to import educational services from Finland to Kurdistan.

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## **Attachments**

Attachment 1. Future Leaders Elementary School Curriculum 2014 (Product)



**Future Leaders Elementary School Curriculum 2014**

## Table of contents

1	Foundational Basis.....	45
1.1	Underlying Values .....	45
1.2	Mission Statement.....	45
1.3	Learning Objectives .....	46
2	Implementation of Instruction.....	48
2.1	The Conception of Learning .....	48
2.2	Our Learning Environment.....	49
2.3	Working Methods .....	51
3	Curriculum Structure .....	52
3.1	Distribution of Lesson Hours .....	52
3.2	Student Admission.....	52
4	Support for Studies .....	56
4.1	Special Needs Education.....	56
5	Welfare Support Services .....	58
5.1	Provision of School Meals .....	58
5.2	School Bus.....	59
6	Assessment.....	60
6.1	Student Assessment .....	60
6.2	Assessment Time.....	61
6.3	Grading.....	62
6.4	Progress in Studies .....	63
7	Subjects in Detail.....	64
7.1	Language and Literature.....	64
7.2	Mathematics .....	65
7.3	Biology and Geography.....	66
7.4	Religion.....	67
7.5	History and Social Studies.....	67
7.6	Workshop.....	68
7.7	Physical Education.....	68
7.8	ICT .....	70

7.9 Reading Hour.....	70
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# 1 Foundational Basis

## 1.1 Underlying Values

- Underprivileged children have the right to a good education and development as an individual person, giving them the tools to grow as an educated member of our society.
- Everyone has the right to be treated equally, be who they are and be accepted by our society.
- Kurdish cultures as well as each person's cultural background, despite their ethnical background, are valued while interaction between cultures is promoted.
- No kind of violence, discrimination or racism is tolerated.
- We are committed to teach our children the world of tomorrow; sustainable development and responsibility towards the environment and the future.

## 1.2 Mission Statement

Future Leaders Elementary School's emphasis is on underprivileged children who don't have the possibility of a proper education. We want to give them the possibility to learn eagerly, be capable to cooperate with other individuals and value internationality, different skills and living environments.

The school aims to support the students' development and growth. The objective is to provide the students a world where they have the right to decide what they want, teach them how to think critically and give them the tools for building solid basic knowledge and skills for later studies. The school lays emphasis on individual growth, with a healthy self-esteem, which gives them the possibility to serve our society.

Our mission statement:

The school's aim is to develop knowledgeable and respectful young people who help to create a better and more peaceful world through intercultural understanding and respect. Our programme is aimed to encourage our students to be more active and alert for lifelong learning and to understand that other people with their differences can also be right.

### **1.3 Learning Objectives**

Our students share a common background, hence we will teach them to work together as a team regardless of their age or sex. When it comes to studying, special attention is paid on the ability to master the English language and basic knowledge. We want to awaken a genuine interest towards a life of learning, because we believe education is the key for a better world. Internationalism is one of the main educational objectives, because we want to show the whole world to our students.

For our school, learning is a never-ending process where intellectual, emotional and social sides are all equally important. This is why we take them into account when we use different teaching methods.

We will mostly focus on the individual growth, where our students will have a strong and healthy self-esteem, which helps them to consider others and tolerate differences. From day one we teach our students to take responsibility of our nation, our community and our environment. We want to show them that even when situations turn out to be unpleasant, there is always a way to sort things out.

Our students will behave politely, respect each other and together we will take good care of our living environment as well as the property of the student and the property of the school. Despite all, we will show our students that no matter from what background you come from; you still have basic human rights. We all have a voice.

Our objective is to guide our students on how to think critically and independently, how to be caring, tolerant, risk-taking, open and balanced and most importantly we want to show our students that they can speak their mind without any fear. Teaching for us is more than going to school; we are here to make it memorable and fun.



## 2 Implementation of Instruction

The curriculum of Future Leaders Elementary School adheres to the City of Helsinki's curriculum, combined and integrated with the national curriculum of the Kurdistan Region. This curriculum is designed for grades 1-6 as a Primary Years Program (PYP).

Our PYP places great importance to an approach where it does not matter what background you come from, you still have the right to educate yourself and learn the meaning of the world, who are we, where are we and how the world works. We want to emphasize one's own knowledge and skills, hence we work with each student as individuals.

Our students will study these subjects:

**Language A** → English language and literature, Kurdish language and literature

**Humanities** → History, Social studies, Religion

**Technology** → ICT

**Mathematics**

**Workshop** → Visual arts, Reading hour

**Sciences** → Geography, Biology

**Physical Education**

**Language B** → Arabic

### 2.1 The Conception of Learning

For our school, teaching is based on purposeful study under teacher supervision and on interaction with other learners. We take into account each student previous knowledge and try to build on that with additional skills added each time. The central areas of learning are critical thinking towards given information and building knowledge together with others. We also recommend independent research based studies, where our students get the chance to digest the information themselves without our help.

Learning is integral by nature, and experiences and emotions have a fundamental effect on it. Joy of learning, motivation feedback, positive experiences and interactivity are important for students in developing a positive self-image. By improving learning skills, a basis for lifelong learning can be created.

Our students meaning of learning:



## 2.2 Our Learning Environment

The most important thing in our school is that our students are heard and seen. Our teachers are not just teaching students, but they are also there to learn from the students. Our learning environment consists of physical, psychological, social and pedagogical structures.

A good learning environment fosters the student's growth, learning and self-direction while providing opportunities for evaluating one's own actions. It pays attention to different learners and learning styles, inspires and motivates to learn, as well as providing challenges to growth and development. Special attention is paid to identification and

early tackling of various learning hurdles and difficulties. The learning environment should be safe and maintain a friendly atmosphere. It should ensure student involvement and wellbeing. Matters that may endanger the safety of the learning environment are immediately dealt with. Freedom is there whenever one feels safe, and this is what we want to guarantee to our students.

The responsibility for the development of the learning environment falls on the shoulders of the school's staff. Nonetheless we also want to encourage student-teacher interaction and consider our students opinion on learning and ideas they would like to contribute, as we believe students are the ones who know what interests them the most. As a result of the circumstances of our students' background, we understand that the cooperation between home and school is not always possible; hence we do our best that our students feel safe and secure.

One of our main objectives is to educate students in the idea of internationalism, making them value their own culture and other cultures while being tolerant in their outlook. No matter what our students do, they must have good manners and take into consideration their fellow pupils in order to preserve a positive atmosphere. We want to stress that our students take responsibility of themselves, the cleanliness of the school premises and our local environment, as we want to create a better environment for all of us.

The rules and regulations of our school are for the safety of our children, because we want to offer a safe environment for learning. We also want to keep our group sizes small.

Any kind of bullying is not tolerated at our school. We try to prevent bullying early and with early intervention. The school will have a separate strategy to prevent bullying and the strategy will be updated annually. We understand that every child comes from a dif-

ferent background but we are committed in making our students understand that bullying will not be tolerated in any shape or form. We will have teachers and staff to support and mentor our students. School safety is our primary goal.

### **2.3 Working Methods**

Our teachers will select the working methods to support learning and skills and the development of the students as a learner, but all of our teachers will have to follow the basic teaching methods we set out. Since we are following the Finnish Educational System, we will automatically have some teaching methods that will be adapted by our teachers and when it comes to other teaching methods, they can improvise and use what works best for them. Our school chooses its own study material, which will be provided free of charge.

In the selection of working methods, individual differences in development, in student backgrounds and different learning styles are taken into account. The student will have opportunities for memorable creative activity and play, regarded as characteristic of the age group in question. These working methods aid students in becoming involved in the building of their own lives, their environment and taking responsibility for these. When it comes to students' social skills, they are improved through different group and cooperative methods.

Possible school camps and field excursions, which take place outside the school, are forms of learning that develop cooperation skills and promote appreciation of one's own living environment.

### **3 Curriculum Structure**

#### **3.1 Distribution of Lesson Hours**

Distribution of lesson hours in our Elementary School is based on the City of Helsinki's degree and policy. The hour distribution is shown in the following table and they are distributed into different subjects and grades.

For basic education conducted in Future Leaders Elementary School, the weekly lesson hours on a yearly basis between 1<sup>st</sup> and 6<sup>th</sup> grades are:

Grades 1-2	19-21 lesson hours
Grades 3-4	20-24 lesson hours
Grades 5-6	24-26 lesson hours

Distribution of lesson hours in classes conducted in Future Leaders Elementary School

#### **3.2 Student Admission**

Future Leaders Elementary School is focused on under privileged children (such as the poor and orphans); hence not every citizen has the right to attend our school. The students who fit our criteria have the right for basic education arranged by Future Leaders.

Since we have grades 1-6, our targeted students start their first year at the ages of 6 or 7, depending on their date of birth. Our process is also different from normal schools, again for the reason that our school is focusing on a particular target. We will have two groups; group A and group B and each group will have 30 students (15 girls and 15 boys).

The board of Future Leaders will be the one that chooses the students, the ones that have the right to study in our school. The idea is to take students from area by area, each year a different one in order to raise the education level in the areas of Kurdistan Region.

<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b>English Language and Literature</b>	6	6	6	6	6	6	36
<b>Kurdish (Language A)</b>	3	3	2	2	4	4	14
<b>Arabic (Language B)</b>			2	2	2	2	8
<b>Mathematics</b>	3	3	4	5	3	4	22
<b>Biology and Geography</b>					1	2	3
<b>Religion</b>	2	2	1	1	1	1	8
<b>History and Social Studies</b>					2	1	3
<b>Workshop</b>	2	2	2	2	1	1	10
<b>Physical Education</b>	2	2	2	2	2	2	12
<b>ICT</b>				1	1		2
<b>Reading Hour</b>	1	1	1	1	1	1	6
<b>Total</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>22</b>	<b>24</b>	<b>24</b>	

The selection process includes research of areas in Kurdistan Region, after that we search for students who fit our criteria and let them apply into our school with the help of our board. In order to keep the process fair, we will make sure each child who fit the criteria and lives in the chosen area has the chance to apply into our school. Each student who has been accepted in our school will have his/her own personal file about his/her life, history, medical information etc.

A student who has been accepted in our school and seems to have special-needs for his/her education; our school will make sure he/she will have the right environment and tools to succeed in his/her studies. They can be one-one sessions with teachers or study in small groups.



## **4 Support for Studies**

With the help of the support, the students is helped to overcome learning difficulties, strengthen his/her self-esteem as a learner as well as complete the basic education syllabus.

### **4.1 Special Needs Education**

Special needs education is part of our basic education. It is a unified whole which encompasses both part-time special needs education as well as instruction of students with special needs. Special needs education supports learning that accommodates the individual capabilities of the student and makes it possible for him/her to complete the basic education syllabus.

Respect for the student's uniqueness as well as for his/her individual learning capabilities are the starting points when planning a learning environment and flexible teaching arrangements. Early support is of fundamental importance in special needs education. Individuality is emphasized in the counselling of the students receiving special needs education.

Part-time special needs education is individual, small group and/or simultaneous instruction given by a special needs teacher. The class/subject teacher, together with the special needs teacher, plans the contents and the assessment of the instruction given to the student. To receive part-time special needs education does not require any administrative decision, because the student will not remain permanently as the student of the broadly based special needs teacher.

The selection of students needing part-time special needs education takes place in cooperation between the class/subject teacher and the board of Future Leaders. The selection is mainly based on observations made about work and behavior and assessment

of various written tasks and achievements. Also the wishes of the student and the parent or the guardian can be taken into account in the student selection.

## **5 Welfare Support Services**

Student welfare means attending to the students' physical, psychological and social welfare, and its implementation is a task for all who work in the school community. Student welfare promotes the healthy, balanced growth and development of the child and creates the preconditions for learning well. The objective is that the student will find the school to be a safe and pleasant work environment as well as feel solidarity with the school community, and get guidance, care and motivating feedback in everyday school life and help in problem situations.

### **5.1 Provision of School Meals**

In our school the students are served a balanced school meal, which forms a part of the students' daily nutritional requirements.

In the provision of school meals the aims of health and teaching of manners are realized. The students are helped to understand the significance of food that contains many kinds of nutrients for health and wellbeing and to improve their eating practices and habits. The students will learn to take care of themselves and make selections in a responsible manner. They are taught to behave in an appropriate way and consider others so that the mealtime will be peaceful and pleasant.

The meal break offers, for teachers and students as well as for other staff, a moment to relax together and get refreshed and provides a chance for an informal discussion. The students of grades 1-6 have their meals under the guidance and supervision of teachers so that each teacher eats together with his/her student group.

## **5.2 School Bus**

School journey is an important part of the student's school day; especially our students because few of them have enough resources to even reach our school every day. Hence we have a school bus for our students and it is free of charge for each student.

Each morning our school bus picks up the students from the particular area the students are from and after school the bus takes them home. During that bus journey, one of our teachers will be in the bus with the students making sure everyone is safe and each student is in the bus.

## 6 Assessment

### 6.1 Student Assessment

The task of student assessment is to direct the student's study, support his/her growth, development and learning as well as to strengthen the student's confidence to one's own self as a learner. Assessment, for its part, develops the student's skills of how to learn to learn and study. Student assessment also gives information to the teacher about how to plan and develop teaching.

The student assessment is based on the objectives set for the curriculum, on a description about the student's performance or on the student's own objectives in the learning plan possibly drawn up for the student. Assessment feedback is given for the performance and progress in school subjects as well as for behavior and work skills.

The assessment of grade 1–2 students is verbal and primarily considers the student's progress as well as the student's general study and work skills. The assessment of grade 3–6 students can be verbal, numerical or a combination of these.

Numerical assessment that can be supplemented with verbal assessment is used for the school year report in the 6th grade. The assessment of students with special needs who study in accordance with their own study program can be verbal when necessary also in the school year report for the 6th grade.

After each year ends, our school will hand out stipends for students who have been active, done their homework and overall has been excellent in their studies.

Assessment of work skills supports the development of the student's skills in Approaches to learning. It is directed at the student's skills in planning, regulating and implementing. Responsibility and cooperation skills form also a part of the student's work

skills assessment. Assessment of work skills always forms a part of the assessment of each subject. A separate verbal assessment can also be given.

Behavioral assessment is directed at how the student interacts with other people and the environment, values own and other people's work and observes rules. The behavioral objectives set out in the school's curriculum form the basis for the assessment of behavior. All the teachers who teach the student assess his/her behavior.

Each student will have their own file of their studies, assessments and the work they have done.

## 6.2 Assessment Time

Future Leaders Elementary School students are assessed orally, verbally and numerically during the school year. Progress in study subjects, work and behaviour are assessed in all grades in each assessment time.

### Grades 1-2

Autumn Term	Spring Term
Intermediate assessment <ul style="list-style-type: none"> <li>• Verbal assessment</li> </ul>	School year report <ul style="list-style-type: none"> <li>• Verbal assessment</li> </ul>

### Grades 3-6

Autumn Term	Spring Term
Intermediate assessment <ul style="list-style-type: none"> <li>• Numerical assessment</li> <li>• Verbal assessment</li> </ul>	School year report <ul style="list-style-type: none"> <li>• Numerical assessment</li> <li>• Verbal assessment</li> </ul>

### 6.3 Grading

Grade	Verbal assessment	Description
10	Excellent	The student achieves all the objectives for the subject. He/she is able to analyse and evaluate information and skills. The student understand the connection between the things he/she has learned and wider contexts and can apply and deepen the knowledge of what has been learned almost faultlessly in a wide variety of learning situations. The student demonstrates special interest, insight and originality in his/her work. The student participates actively and completes the tasks given carefully and in time and shows initiative while doing so. He/she is responsible and capable of cooperation. He/she constantly produces excellent results in his/her work.
9	Very good	The student achieves all the objectives for the subject. He/she is able to analyse and evaluate information and skills. The student is capable of applying and deepening what he/she has learnt in wide variety of learning situations. The student demonstrates insight and originality in his/her work. The student participates actively and completes the tasks given carefully and in time. He/she shows initiative and is responsible and capable of cooperation.
8	Good	The student achieves the main objectives for the subject. He/she is occasionally able to analyse and evaluate information and skills. The student is capable of applying what he/she has learnt in different learning situations. He/she can compensate for not having achieved some of the objectives by exceeding the targets in some other areas. The student occasionally demonstrates insight and originality in his/her work. He/she participates actively and completes the tasks given carefully. The student is responsible and capable of cooperation.
7	Satisfactory	The student achieves many of the main objectives for the subject. He/she is occasionally able to analyse and evaluate information and skills. The student is capable of applying what he/she has learnt in normal learning situations. He/she participates quite regularly and shows responsibility in completing the tasks given.
6	Moderate	Some of the objectives are not achieved or the student clearly has difficulties in some of the areas. He/she is able to analyse and evaluate information and skills only in rare occasions. He/she needs support for applying what has been learnt even in normal learning situations. The student participates and works moderately.
5	Adequate	The student tries to achieve the objectives for the subject, but does not achieve most of them. His/her participation and work is limited.
4	Fail	The student does not achieve the objectives for the subject. He/she does not participate or work even in a limited way.

#### **6.4 Progress in Studies**

The student will be promoted to the next grade if he/she acceptably completes all the objectives of the subjects or subject groups in the syllabus specified in the curriculum. The student may be promoted to the next grade level even if he/she has failed in some of the subjects if it is judged that he/she will be able to cope with the next school year's objectives acceptably. In such cases a learning plan for the subject in question is drawn up. The plan will demonstrate how the student can complete his/her studies acceptably.

When considering whether to retain the student in a grade, the benefits of that from the viewpoint of the student's situation as a whole are always evaluated. The board of Future Leaders participates in that evaluation and makes the final decision. A student may be retained in a grade, if he/she has failed in one or more subjects and it is judged that he/she cannot cope with the next grade's objectives. A student can also be retained in a grade due to his/her generally poor school performance, even if he/she hasn't failed in any subjects or has missed too many classes. In that case, the parent or other guardian will be reserved an opportunity to be heard before any decision is taken in the matter.



## 7 Subjects in Detail

### 7.1 Language and Literature

Language is fundamental to learning and permeates the entire Primary Years Program. By learning language as well as learning about and through language, we nurture an appreciation of the richness of language and a love of literature. It is intended that the language scope and sequence will address the needs of all learners of language in PYP schools.

The language scope and sequence framework identifies the major expectations considered essential in the Primary Program. These expectations are arranged into three main strands: oral communication, written communication and visual communication. These communication strands are organized into sub-strands, which include listening, speaking, reading, writing, viewing and presenting. Each of the sub-strands is addressed separately, although in practice they are interactive and interrelated elements of the program.

Students will understand:

- The reading process
- The writing process
- The effective use of language as a valuable life skill
- The internal structures of languages
- The complexity of languages
- That communicative competence comes before emphasis on accuracy.

Students will learn to be aware of:

- Language as our major means of reflection
- Circumstantial effects/changes (style, audience, purpose)
- The various influence on language (historical, societal, geographical)

- The importance of literature as a way of understanding one's self and others
- Differences and similarities in literature (structure, purpose, cultural influence)
- Differences and similarities between language dialects.

## **7.2 Mathematics**

Mathematics offers opportunities to develop logical and exact thinking, spatial understanding and the capacity to solve practical and scientific problems. Instruction in mathematics enables innovative capability and development of creative thinking. In addition, mathematics provides a way to communicate information in an exact form.

In mathematics instruction, the student is seen as an active individual that collects, processes and saves information. A teaching situation consists of discussions, experiences and solutions to problems. As often as possible, the student is asked to provide solutions to problems related to everyday life. The concrete way this discipline is applied is an important aid in bringing together the student's experiences and thinking systems with the abstract system of mathematics. The purpose of the problem solving process is to emphasize, above all, acquisition of knowledge and its application. Information and communication technologies can be used as an aid already from the 1<sup>st</sup> grade on.

Mathematics instruction progresses systematically and it must create a lasting foundation for the assimilation of mathematical concepts and structures. It also gives the student self-confidence to trust one's own skills to construct, to learn and use mathematics in meaningful and rational situations. In addition, the instruction is integrated, as far as possible, to other school subjects and to the world around us, because this will give the student a realistic idea about the usefulness of mathematics.

### **Common objectives for grades 1–6**

The student will

- Learn mathematical concepts
- Learn to use natural numbers and employ them in basic calculations

- Learn to concentrate, listen, communicate, and develop one's thinking
- Practice evaluation and deduction skills
- Find problem solution process meaningful
- Learn to explain his/her solutions and deductions with concrete models and means
- Become accustomed to observe mathematical problems that are related to everyday problems and to solve them

### **7.3 Biology and Geography**

Biology and geography as a study subject gives materials for self-knowledge and the knowledge of nature and educates one to take responsibility of the environment and thus forms the basis for ecological and global thinking. Instruction in biology and geography also includes instruction in health science. The instruction aims to implement the principles of observation, concreteness, investigation and emotional experience.

#### **Common objectives for grades 5–6**

The student will

- Learn to move about in nature and investigate the environment while deepening his/her knowledge about nature and its phenomena
- Learn to protect nature and act in environmentally friendly ways
- Learn to know oneself as a human being and as a part of nature
- Understand the interaction of nature and the human being on the earth
- Get to know the world's different areas and learn to view foreign countries and cultures positively, at the same time expanding his/her view of the world

## 7.4 Religion

The only religion that will be taught in our elementary school is Islam. The teacher will decide on the content, since we do not decide what will be taught. Mainly the teaching of religion is about the overall knowledge that consists:

- What is Islam?
- What does it consist of: history and background
- Praying; the teaching of the Holy Qur'an
- Islam as a whole in Muslim countries
- Islam in our daily life

## 7.5 History and Social Studies

A person who does not know history will find it hard to know him/herself and the modern times. History aims to provide one with some basics to form a worldview. History and social studies help us to understand and analyse our time as a continuum from the past. Considering various phenomena helps us to think, analyse and, above all, understand the individual and society in the history as well as in the modern society. Since history teaches us life, the aim is to bring up unprejudiced "world citizens" who have internalized the Finnish cultural identity and are aware of their own origins.

### Common objectives for grades 5–6

The student will learn to

- Understand that historical information consists of interpretations of historians which may change as new sources or methods of examination emerge
- Understand various ways of dividing history into eras and correctly use the concepts of prehistory, history, antiquity, the Middle Ages, and the modern era
- Recognize changes in the history of one's own family or home region
- Depict changes that are seen as having had a fundamental impact on human life

- Identify the continuity of history with the aid of examples present reasons and consequences for changes

## **7.6 Workshop**

Workshop is a new way of teaching our students. With this class our students have the free will to explore their art side. We will not give instructions what to do, but instead they have the chance to try out everything they want: painting, singing, dancing etc. Our teachers will be there to help them in any way possible but this class is meant for them to try out everything without anyone telling them.

### **Goals**

The goal of the instruction in art subjects is that the student will

- Experience, develop curiosity, grow interested in and generate joy towards one's own and others' work
- Investigate and learn through creative processes
- Acquire and develop skills that are needed in creative work
- Internalize the terms, contents and principles of art
- Express oneself through art
- Create visual and performing arts
- Evaluate and value both one's own and others' artistic work
- Develop one's awareness about the importance of art throughout time in different cultures and understand the significance of art as an essential part of life

## **7.7 Physical Education**

As a subject, health education is student-oriented and supports functionality and involvement. Health education is based on multidisciplinary foundation of knowledge. The intent of the instruction is to promote the student's competence regarding health, wellbe-

ing, and safety. The starting points for the instruction must be the child's or young person's daily living, growth, and development, and the course of human life span. The task of the instruction is to develop the student's cognitive, social, functional, and ethical capabilities, and their capabilities for regulating emotions. The instruction fosters a readiness to take responsibility and act so as to promote one's own health and the health of others.

### **Common objectives for grades 1-6**

The student will learn to

- Recognize the identifying features of the individual's growth, development, and life span and will gain an understanding of the physical, psychological, and social development that takes place during youth
- Understand the importance to human wellbeing of community, human relations, and caring for one another
- Understand oneself and human diversity, as well as values and viewpoints related to health, disability, and disease
- Describe and evaluate the main factors that promote health or cause diseases and to identify and weigh choices related to health and safety
- Take care of oneself and one's environment, recognize the need for prevention and support and act appropriately in situations relevant to health, disease, and safety
- Recognize, understand and develop coping skills important to health and wellbeing
- Assess the importance of the environment, one's way of life, culture, and the media from the perspective of safety and health
- Utilize concepts and information acquisition methods relevant to health and disease and benefit from them in promoting health
- Understand the significance of rules, agreements, and trust as prerequisites for the wellbeing of communities such as family, school, peer group, and society

## **7.8 ICT**

The knowledge of computers has become very important in our daily life, hence we have decided to add ICT-skills on our Primary Year Program. The lessons will be very simple, just to let the children experience the world of computers and the effect on our daily life.

## **7.9 Reading Hour**

Reading and writing is very important and this is why our school wants to stress the importance of reading books. We do not want our future generation to forget about the importance of books. Once a week our students will have the chance to go to our library and read any book they desire. Teachers will be there to help them, read with them and teach them about different types of books.

Attachment 2. School Design by Billbas Design



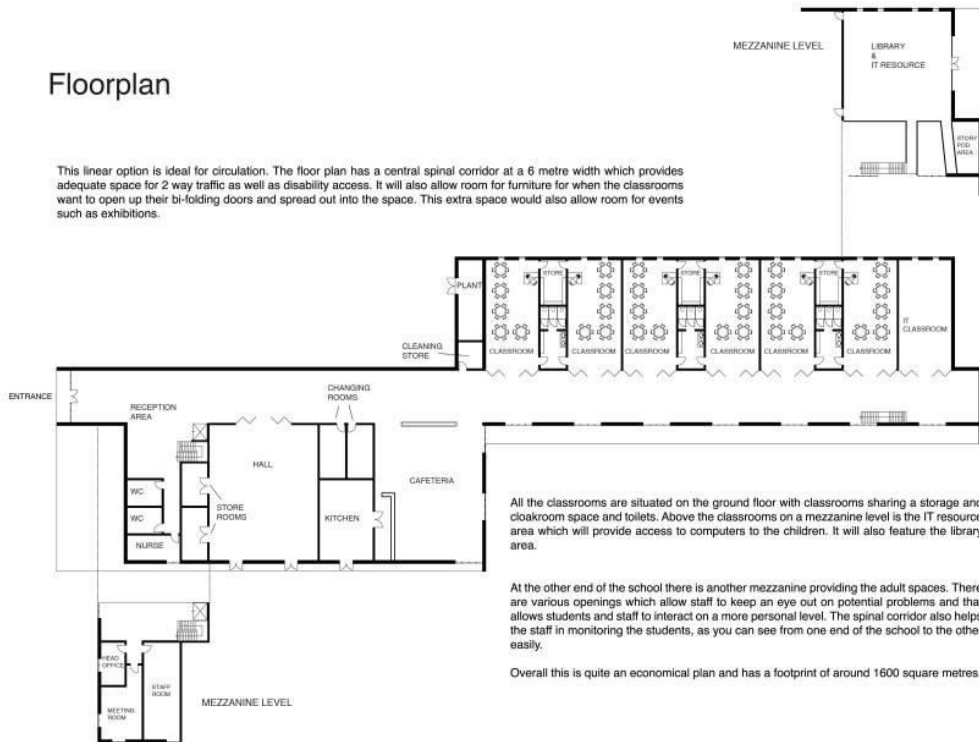


Classroom layout



# Floorplan

This linear option is ideal for circulation. The floor plan has a central spinal corridor at a 6 metre width which provides adequate space for 2 way traffic as well as disability access. It will also allow room for furniture for when the classrooms want to open up their bi-folding doors and spread out into the space. This extra space would also allow room for events such as exhibitions.



All the classrooms are situated on the ground floor with classrooms sharing a storage and cloakroom space and toilets. Above the classrooms on a mezzanine level is the IT resource area which will provide access to computers to the children. It will also feature the library area.

At the other end of the school there is another mezzanine providing the adult spaces. There are various openings which allow staff to keep an eye out on potential problems and that allows students and staff to interact on a more personal level. The spinal corridor also helps the staff in monitoring the students, as you can see from one end of the school to the other easily.

Overall this is quite an economical plan and has a footprint of around 1600 square metres.

### Attachment 3. E-mail from Active Spedition

Hello Ms. Sharif,

many thanks for your message.

Yes, we are providing such services – by overland truck – to Iraq.

For transit time ex Finland upto Erbil/Sulaymaniah you can calculate around 18/20 days.

For import purposes you may need/provide:

- Original Commercial Invoice
- Original packing List
- Certificate of Origin
- maybe Quality inspection prior of shipment – as per attached overview

Do not hesitate to contact us again in case of any question.

Mit freundlichen Grüßen / kind regards

Uwe Hildebrandt

Manager Region Middle East

[active spedition gmbh](#)

Tel. +49 (0) 89 / 700 767 26

Fax +49 (0) 89 / 700 767 27

**updated version: [www.active-spedition.de](http://www.active-spedition.de)**

[hildebrandt@active-spedition.de](mailto:hildebrandt@active-spedition.de)

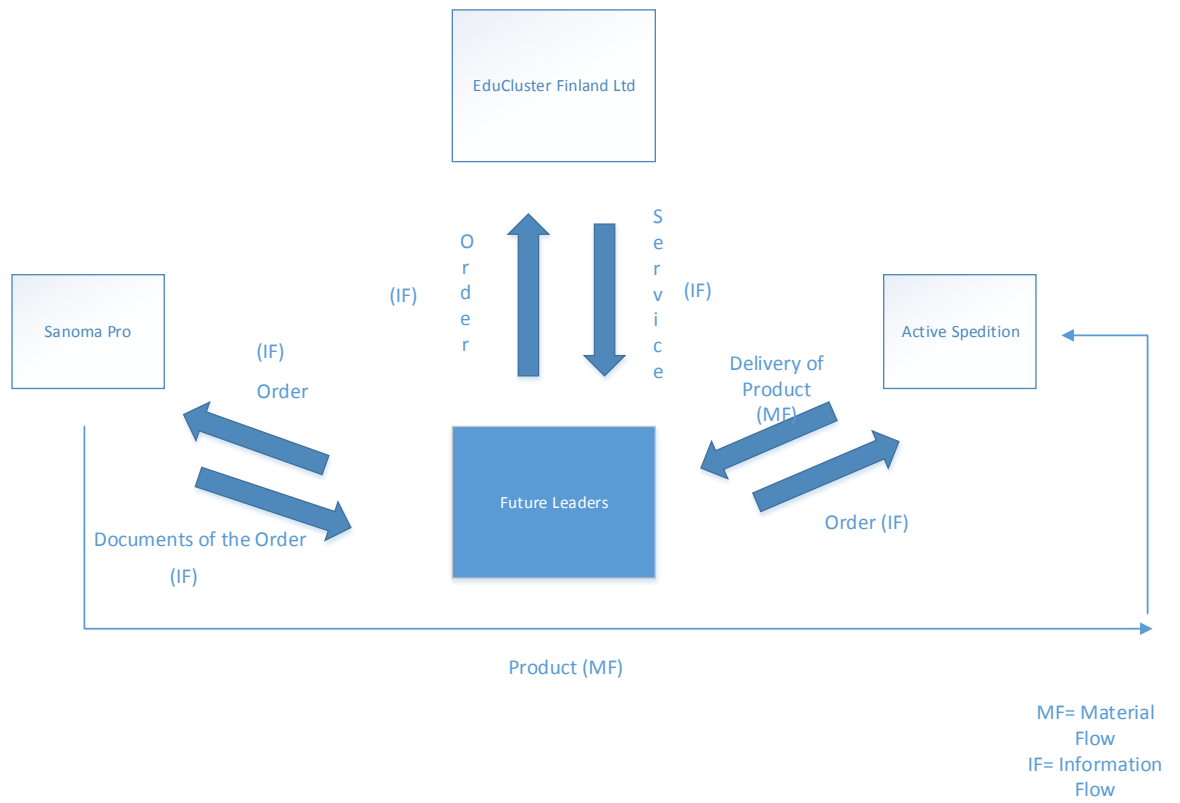
Geschäftsführung: Werner Quisinsky

Ust-ID: DE 813 309 759

Sitz der Gesellschaft : Unterschleißheim, Landkreis München

Registergericht München: HR B 139401

## Attachment 4. Relationship between Future Leaders and Suppliers



## Attachment 5. Gantt Chart

ID	Task Name	Start	Finish	Duration	tammi 2014				helmi 2014				maalis 2014				huhti 2014				touko 2014				kesä 2014				heinä 2014				elo 2014			
					5.1	12.1	19.1	26.1	2.2	9.2	16.2	23.2	2.3	9.3	16.3	23.3	30.3	6.4	13.4	20.4	27.4	4.5	11.5	18.5	25.5	1.6	8.6	15.6	22.6	29.6	6.7	13.7	20.7	27.7	3.8	10.8
1	Order for Sanoma Pro and EduCluster	1.1.2014	31.1.2014	23d																																
2	Order Placed	7.1.2014	8.1.2014	2d																																
3	Production of books/Planning of Service	1.1.2014	1.4.2014	65d																																
4	Production/Editing	3.3.2014	1.4.2014	22d																																
5	Ready/Ready & Implement	1.4.2014	30.5.2014	44d																																
6	Products to Active Spedition/Trainee 1 (Experts to Kurdistan)	2.6.2014	1.7.2014	22d																																
7	Trainee 1 ends	15.7.2014	16.7.2014	2d																																
8	Received Delivery, Kurdistan	30.6.2014	30.6.2014	1d																																
9	Trainee 2	1.8.2014	14.8.2014	10d																																
10	Trainee 2 ends	14.8.2014	15.8.2014	2d																																
11	School Starts	1.9.2014	1.9.2014	1d																																



## Bridging Finnish education expertise to Kurdistan

Finland is commonly cited as having one of the best education systems in the world. Its position as a world-class leader of quality education is established through international benchmarking assessment such as OECD PISA, TIMSS and PIRLS. Finnish excellence in practice is closely geared to the labour market. This contributes to top positioning in recent human resource rankings such as The 2012 World Economic Forum on primary and higher education, health and training (ranked 1st); The 2011 Innovation Union Scoreboard 2011 (ranked 2nd); and The 2012 INSEAD Global on Human Capital and Research (ranked 3rd).

One way to bridge the excellence in education is to upgrade the teaching staff of the pilot school in Kurdistan with the state-of-the-art Finnish expertise in teaching and learning. A unique up skilling process will be created for the local teachers. The training process can be accredited and certified by a university in Finland. The knowledge partner is EduCluster Finland Ltd. (ECF).

### Goal of the process

ECF will train and certify the selected teachers of the school with an intensive professional development programme. The aim of the programme is to give the trainees an overview of the Finnish teaching and learning methods, practical tools for classroom interaction with the students, to support the professional development of the teachers and to certify them to implement the school model through their teaching.

### Training process



### Modes of delivery

The on-the-job embedded training process will be implemented in Kurdistan by Finnish experts traveling to Kurdistan. In detail the modes of delivery are:

- 5-10 intensive training workshops over one academic year in Kurdistan
- co-teaching with Finnish experts in Kurdistan
- eLearning and individual learning tasks
- online coaching and mentoring
- possibility to intensive study periods in Finland

## Finnish education and expert partner

### EduCluster Finland Ltd.

EduCluster Finland Ltd (ECF) is an expert organization creating educational excellence. Tailored solutions are designed and implemented in collaboration with partners and Finnish experts to enable competence building. ECF operates in the fields of education system reform, quality assessment and performance development, professional development and teacher training, as well as supporting employability by vocational and higher education. ECF also provides short-term insights in the Finnish education system.

EduCluster Finland is a subsidiary of University of Jyväskylä and part of the university group, which is an international centre of excellence in education. In the 2013 the QS World University Ranked the Faculty of Education in the top 100 universities globally. EduCluster Finland Ltd. is a channel and instrument of the University of Jyväskylä to participate in international cooperation and activities with a mission to bring Finnish expertise in education and learning to use to the benefit and added value of global partners. University of Jyväskylä channels its participation in international collaboration and training projects through its subsidiary EduCluster Finland (ECF). Besides being part of the JyU group, ECF also represents education-related know-how existing in the whole Central Finland as well.

EduCluster Finland Ltd. has been recognized and acknowledged as a pioneer in refining and customizing components of the Finnish education system to fit in different cultural settings around the world. For the past years, ECF has been operating in the Middle East, Latin America, Africa, Eastern Europe and Asia.

ECF with its partners is able to develop full infrastructure for a new school complex, and/or provide the pedagogical leadership on in-school development processes.

For more information: [www.educlusterfinland.fi/en](http://www.educlusterfinland.fi/en)