



Learnings from the Finnish market
Teemu Lehtonen, Sanoma Learning
Reykjavik 16.02.2024



Moi!

About myself and Sanoma Learning

Teemu Lehtonen

- **Primary work experience**

- Business Development Director, Sanoma Learning Nordics 2021-
- Business Director – Upper Secondary & Vocational Education, Sanoma Pro Oy, 2014-2021
- MTV Media, several positions in digital media services, 2002-2014

- **Other positions**

- Vice Chair of the Educational Materials Working Group, Finnish Publishing Association, 2024-

- **Located in Finland**

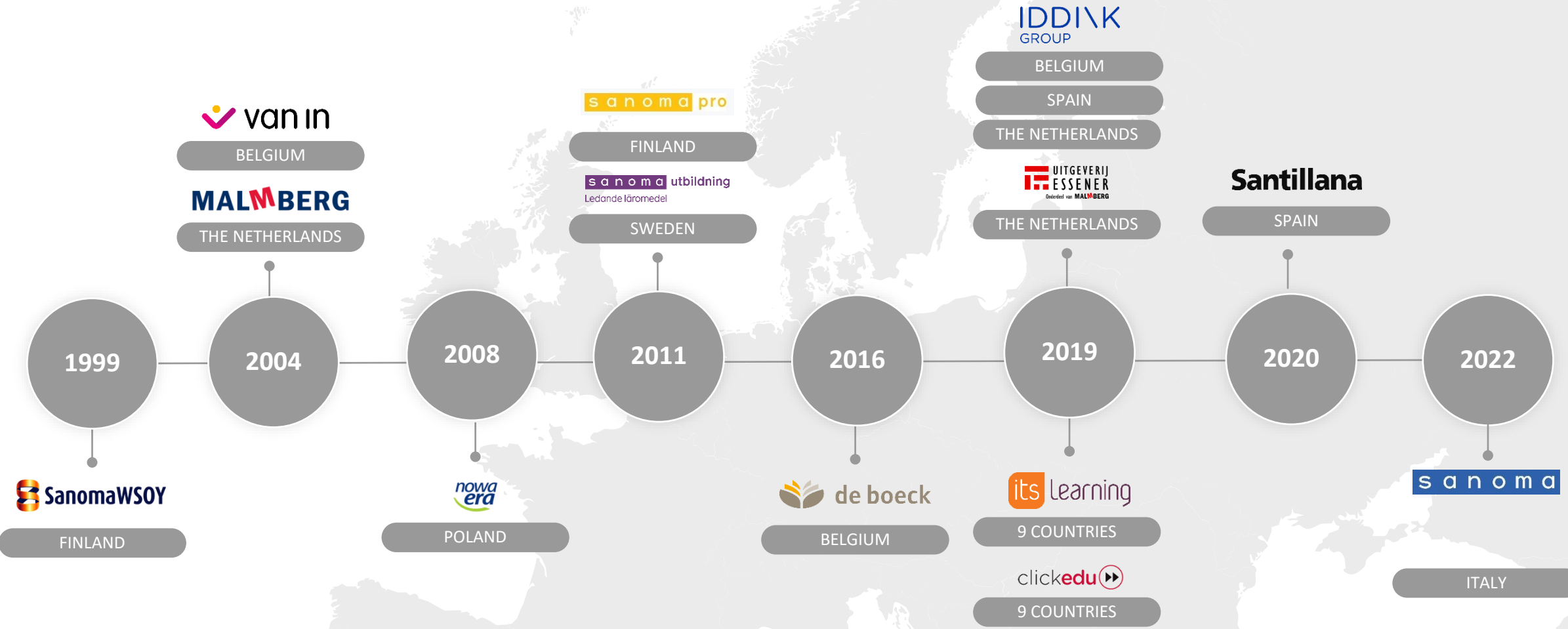
- Sanoma – stock exchanged learning & media company. Headquarters in Helsinki, Fin.
- Sanoma Pro – the leading learning material publisher in Finland

- **Working across Europe with colleagues at Sanoma Learning**

- Sanoma Learning is a leading K12 European learning company.

**Sanoma Pro
is part of
Sanoma Group**

Sanoma Learning: our successful growth story



A group of children are standing in a circle on a playground, holding hands. They are wearing various jackets and boots, suggesting a cool or rainy day. The background shows a playground structure with a large arch and a building with a green roof.

We are the leading provider of learning solutions in Finland.

We combine pedagogical expertise with the new technologies.

We offer personalized learning to meet everyone's needs.

We inspire learning with our high-quality materials.

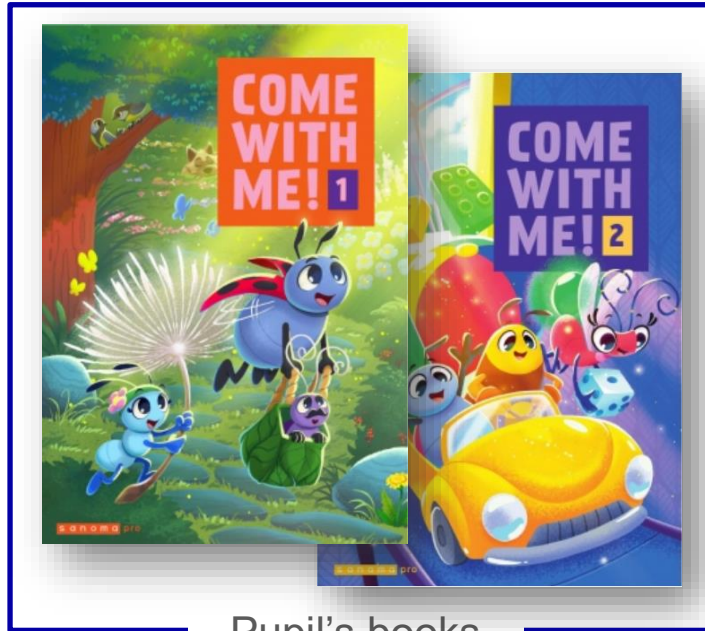
We are a forerunner in hybrid (digital and printed combined) solutions.

**Broad blended offering for
students of various ages
with different learning needs**

Sanoma Pro / Finland: Learning paths from early childhood to adulthood



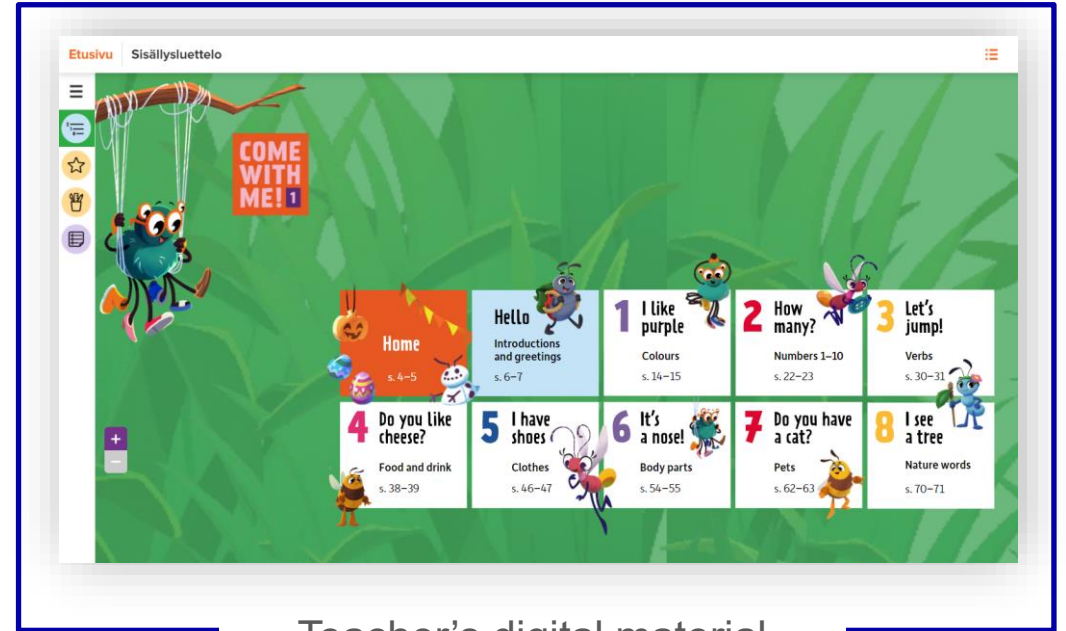
Sanoma Pro Method for PE English: *Come with me!* -product family



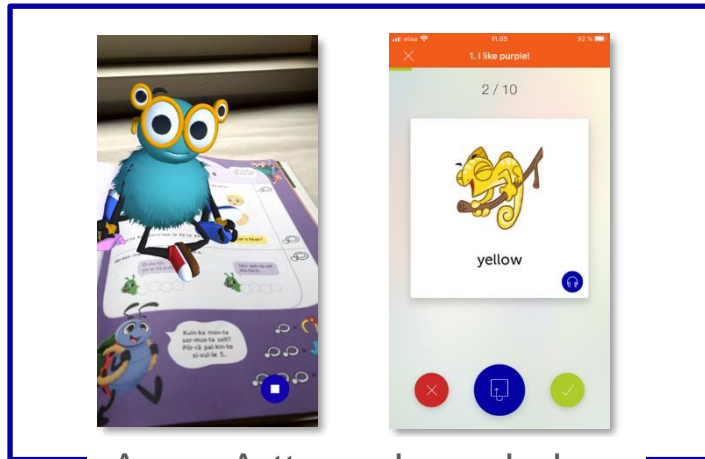
Pupil's books



Gamified online exercises



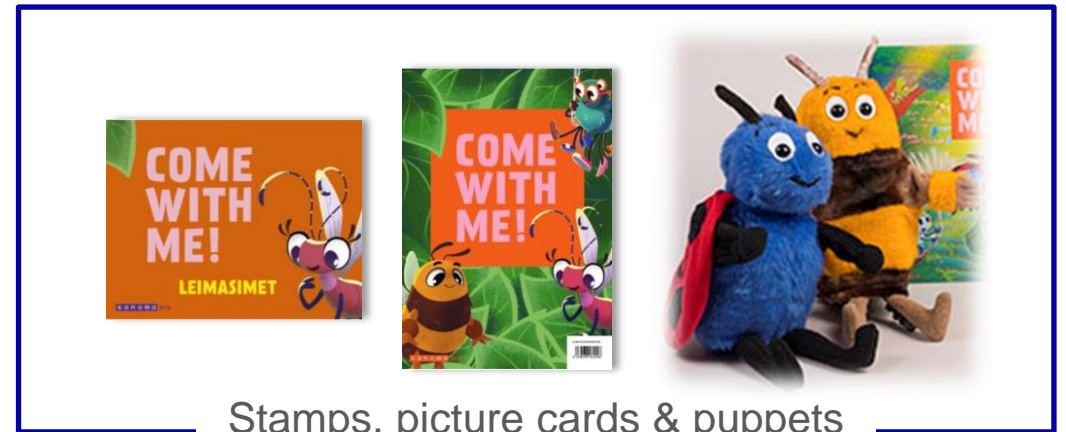
Teacher's digital material



Apps: Arttu and vocabulary



Videos
pronunciation
& music



Stamps, picture cards & puppets



Professors

Graphic designers

Illustrators

Subject teachers

Photographers

Graphic artists

University lecturers

Classroom teachers

Preschool teachers

Photojournalists

and 180 employees at Sanoma Pro

Our learning materials
are created by Finland's
best professionals
and 180 employees at Sanoma Pro

Sanoma European Teacher Survey 2023



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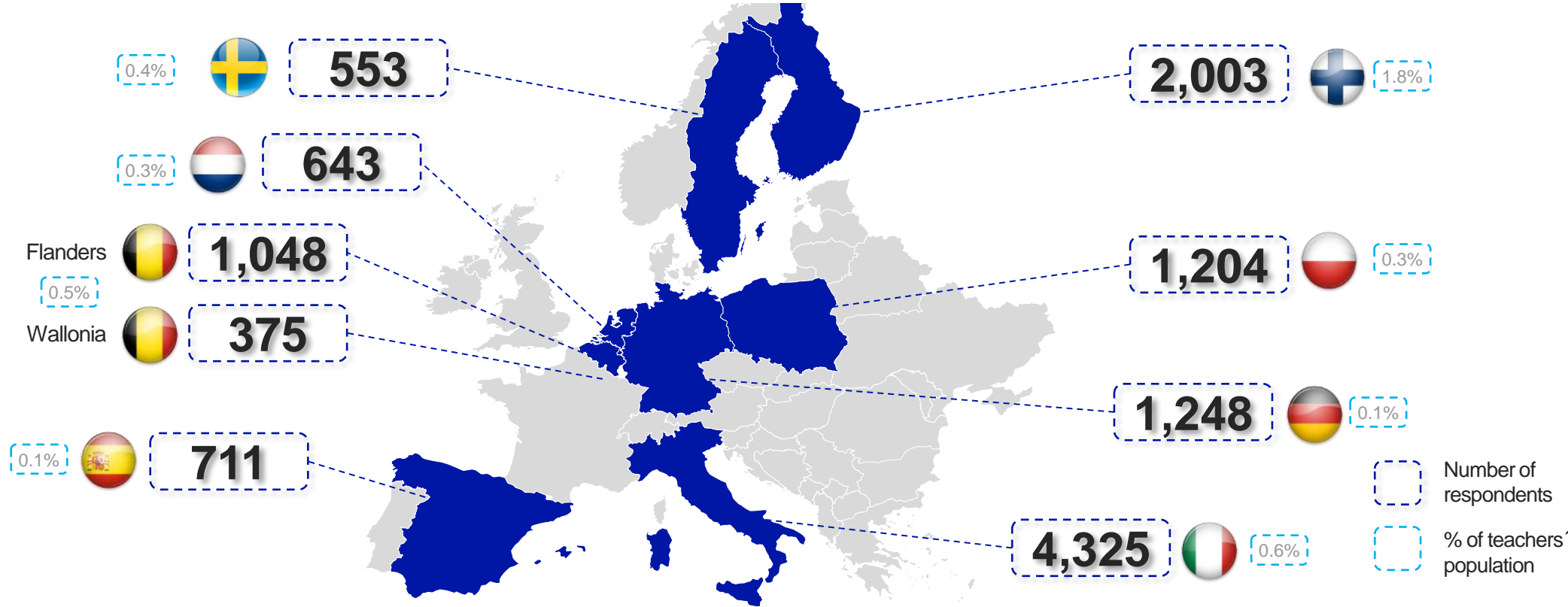
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Sanoma 2023 European Teacher Survey represents the voice of more than 12,000 teachers across 8 countries

Number of responses



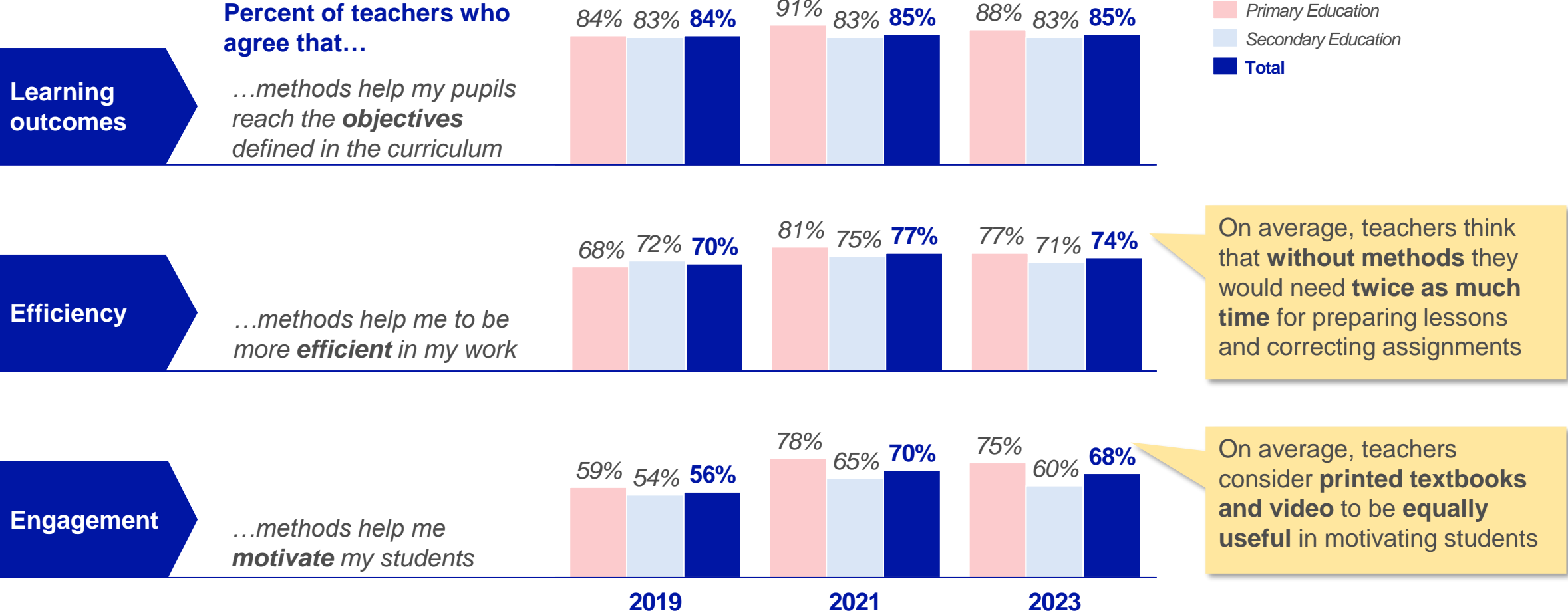
Main topics

Do teachers agree that methods help? How?

What content and tools do teachers (want to) use?

Diversity, equality, inclusion etc.

Teachers agree that publishers' methods help them in three key aspects of their work: outcomes, efficiency, engagement

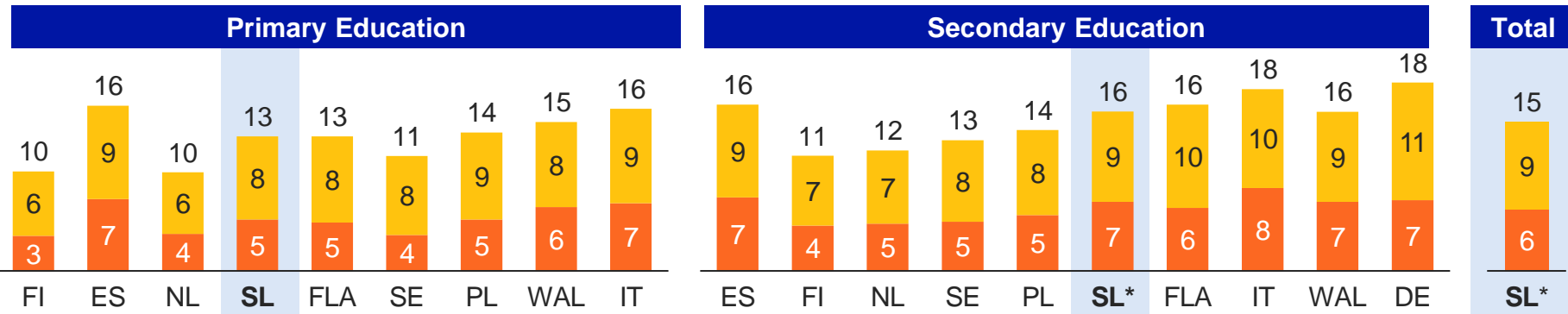


12 *Share of "strongly agree" and "agree" answers. Italy, Germany, Spain excluded for comparability due to Spanish teachers not being surveyed in 2019 nor Italian and German teachers in 2021. Source: teachers' answers to the following question: Do you agree or disagree with the following statements? Please note that by learning materials we mean both print and digital learning materials. 1) Publishers' learning materials help me motivate my pupils/students. 2) Publishers' learning materials help my pupils/students reach the objectives defined in the curriculum. 3) Publishers' learning materials help me in being more efficient in my work. Total in 2023, N=12,110; total in 2021, N=4,274 ; total in 2019, N=6,130. Normalised for the number of teachers in Primary and Secondary in each of surveyed markets.

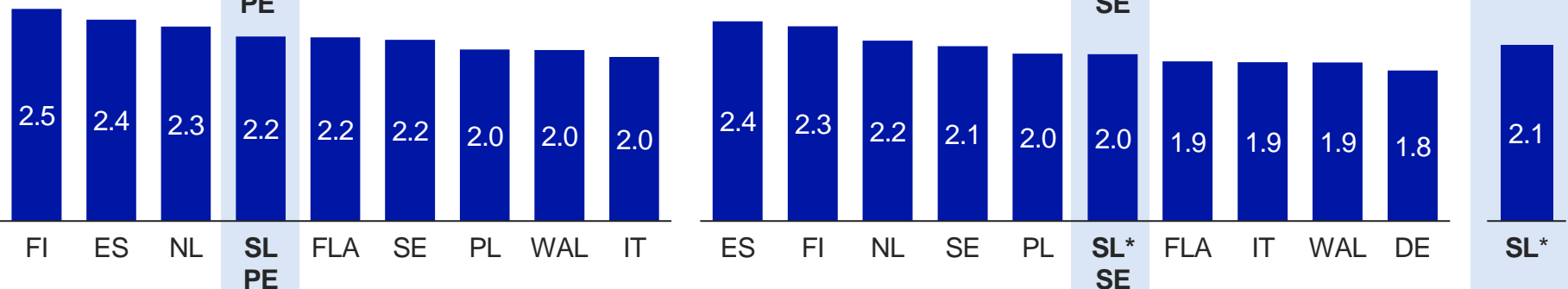
Efficiency: without methods, teachers would need to spend twice as long on preparing lessons and correcting assignments

Time teachers spend
(in hours per week)...

- ...preparing lessons
- ...correcting assignments

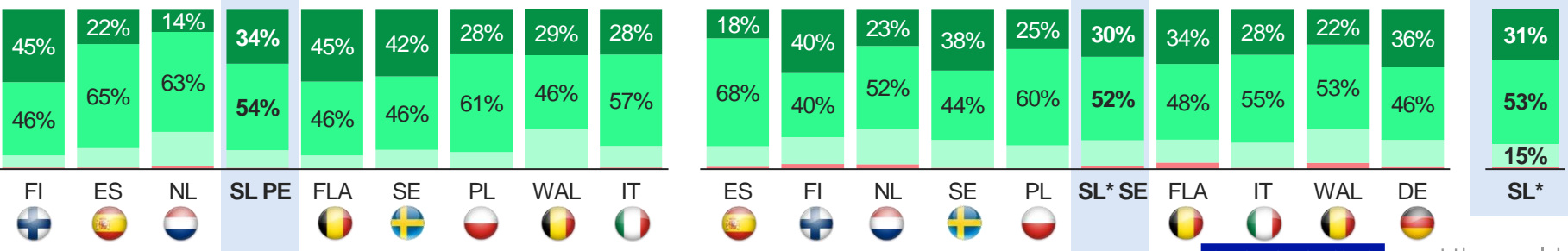


How many times longer
would it take without using
methods
(multiple)



Share of teachers' answers to:
“Does using a method help
you save time”?

- Yes, methods are the single most helpful tool for saving time
- Yes, a lot
- Yes, somewhat
- No



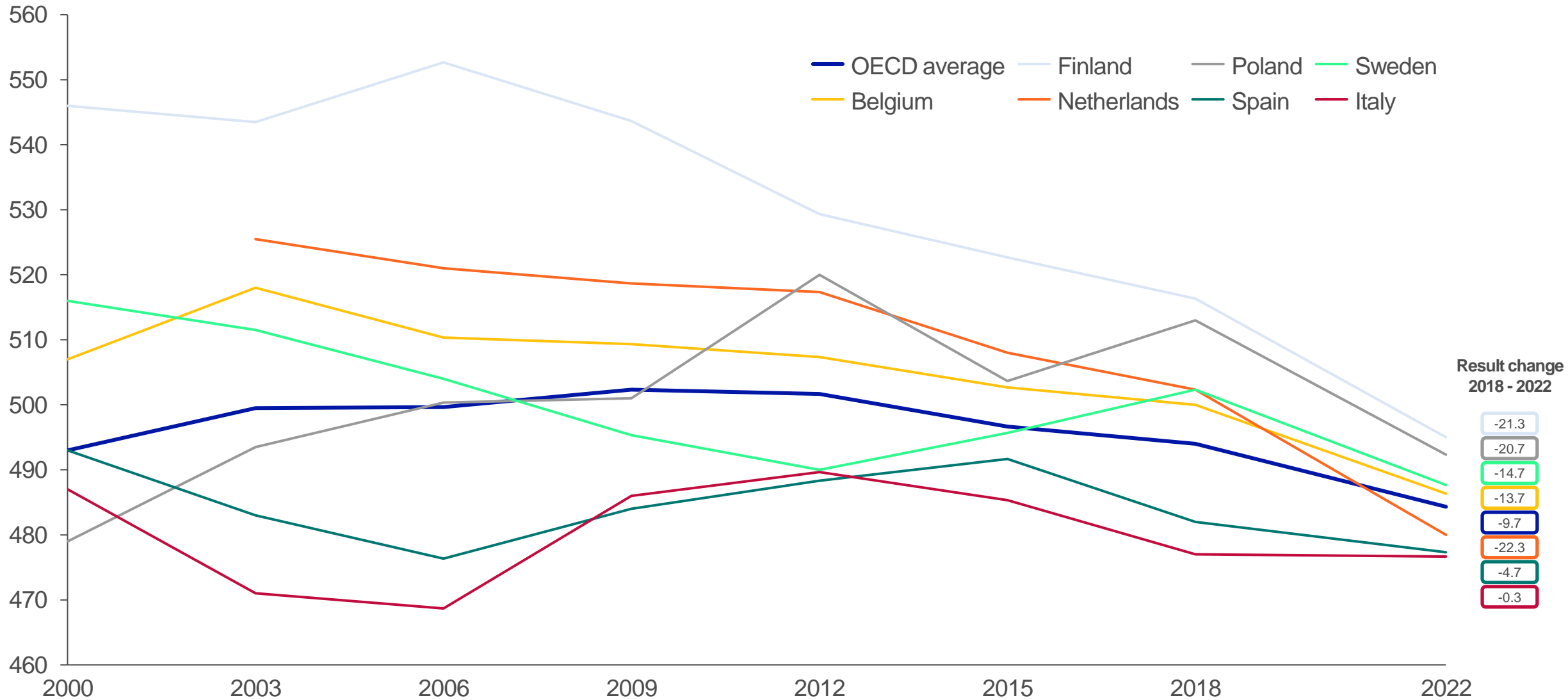
This document is based on highly indicative analysis and is not in any way indicating concrete plans, market definitions or proposing decisions to be taken. It is a way to depict one or several possible scenarios under discussion, to enable gathering further inputs in preferences from the management, the Board and share-holders. Any relevant measures (and their timing) relating to MAR compliance would be separately assessed and covered in respect of any concrete process commenced. Decisions – if any – related to possible structural changes or FTE impacts are subject to and done in accordance with co-operation procedures and other requirements.



Learnings from Finland

Background: PISA results

PISA Results: Average score



PISA scores in Europe: Nordics

Average PISA score across three subjects (Math, Science and Reading) shown for top 25 countries in Europe. Green shading is above and red – below OECD average for the given year

#	2000	2003	2006	2009	2012	2015	2018	2022
1	Finland 546	Finland 544	Finland 553	Finland 543	Finland 529	Estonia 524	Estonia 526	Estonia 516
2	Ireland 527	Netherlands 525	Netherlands 521	Netherlands 519	Estonia 526	Finland 523	Finland 516	Ireland 504
3	G. Britain 523	Belgium 518	Estonia 516	Switzerland 517	Poland 521	Slovenia 509	Poland 513	Switzerland 498
4	Sweden 516	Switzerland 513	Switzerland 513	Estonia 514	Netherlands 519	Ireland 509	Ireland 505	Finland 495
5	Belgium 507	Sweden 512	Belgium 511	Germany 510	Switzerland 518	Germany 508	Slovenia 504	G. Britain 494
6	Iceland 507	Ireland 509	Ireland 509	Belgium 509	Ireland 516	Netherlands 508	G. Britain 503	Poland 492
7	Norway 505	G. Britain 508	Slovenia 506	Poland 501	Germany 515	Switzerland 506	Sweden 503	Czechia 491
8	France 505	France 503	Germany 505	Iceland 501	Belgium 509	Norway 504	Netherlands 502	Denmark 491
9	Denmark 497	Iceland 503	Sweden 504	Norway 500	G. Britain 502	Denmark 504	Denmark 501	Sweden 487
10	Switzerland 494	Denmark 503	Austria 502	G. Britain 500	Austria 500	Poland 504	Germany 500	Austria 486
11	Spain 493	Czechia 502	Czechia 502	Denmark 499	Czechia 500	Belgium 503	Belgium 500	Belgium 486
12	Austria 492	Austria 498	G. Britain 502	Slovenia 499	France 500	G. Britain 500	Switzerland 498	Slovenia 484
13	Czechia 492	Norway 497	Denmark 501	Ireland 497	Slovenia 499	Portugal 497	Norway 497	Latvia 484
14	Italy 487	Germany 497	Poland 500	France 497	Denmark 498	Sweden 496	Czechia 495	Germany 482
15	Germany 484	Poland 493	Iceland 494	Hungary 496	Norway 496	France 496	France 494	Netherlands 480
16	Hungary 480	Latvia 487	France 493	Sweden 496	Latvia 494	Austria 492	Portugal 492	France 478
17	Poland 479	Luxembourg 486	Hungary 492	Czechia 490	Luxembourg 490	Russia 492	Austria 491	Portugal 478
18	Greece 474	Hungary 486	Norway 487	Portugal 490	Spain 490	Spain 491	Latvia 487	Spain 477
19	Portugal 470	Slovakia 484	Luxembourg 485	Slovakia 488	Italy 490	Czechia 491	Spain 482	Hungary 477
20	Russia 462	Spain 483	Latvia 485	Austria 487	Portugal 488	Latvia 487	Iceland 481	Lithuania 477
21	Latvia 458	Portugal 472	Slovakia 482	Latvia 487	Hungary 487	Italy 485	Russia 481	Italy 477
22	Luxembourg 441	Italy 471	Lithuania 481	Italy 486	Iceland 484	Luxembourg 483	Lithuania 480	Norway 474
23	Bulgaria 430	Greece 459	Croatia 479	Spain 484	Lithuania 484	Iceland 481	Hungary 479	Croatia 474
24	Romania 428	Russia 455	Spain 476	Luxembourg 482	Croatia 482	Croatia 475	Italy 477	Malta 459
25	N. Macedonia 373	Albania -	Portugal 471	Lithuania 479	Sweden 482	Lithuania 475	Luxembourg 477	Slovakia 458

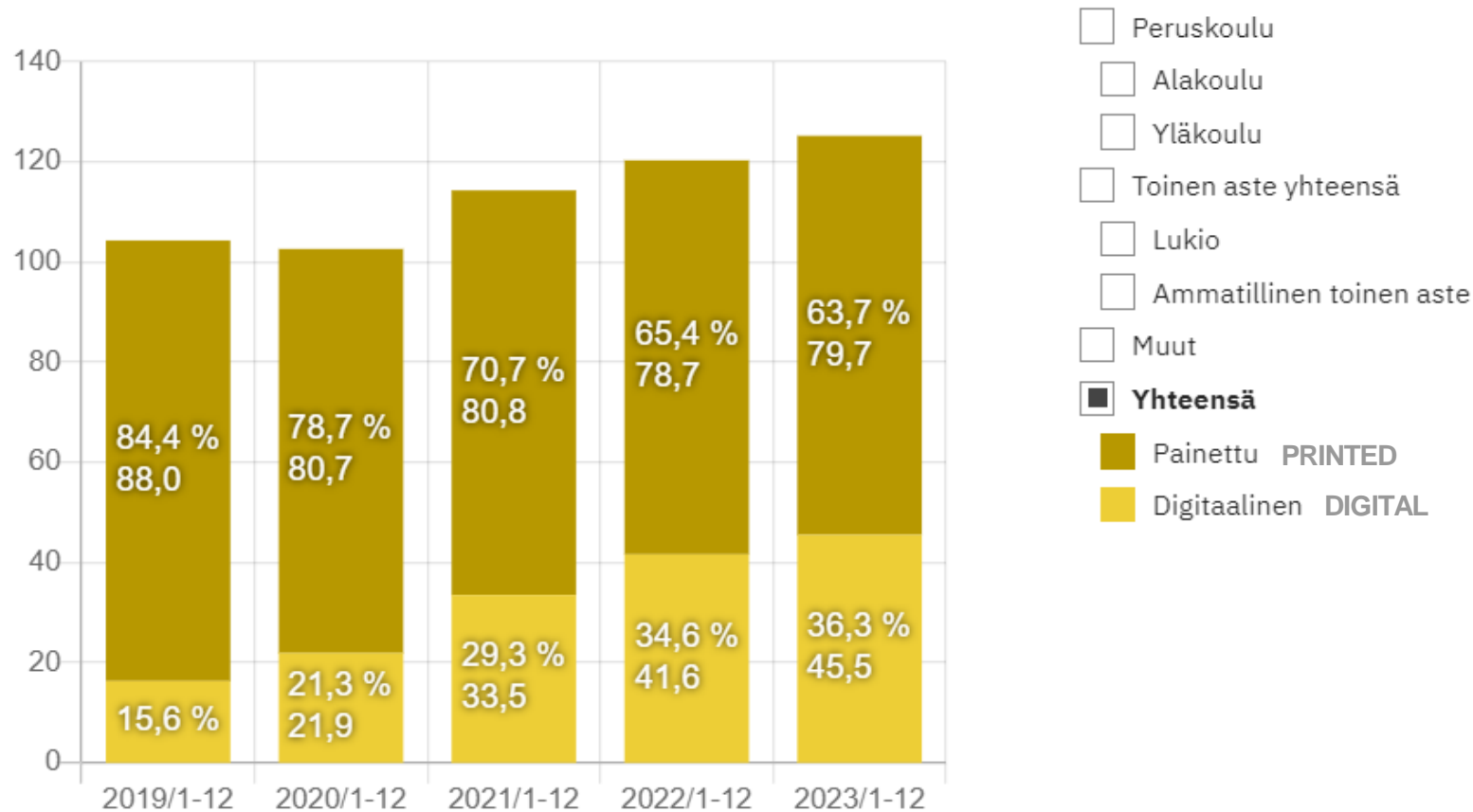
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Facts of the learning material publishing market

Learning material K12 sales of the publishers in Finland, MEUR

Oppimateriaalimyynti 2019/1-12–2023/1-12

Arvonlisäveroton nettomyynti milj. €



Lähde: Suomen Kustannusyhdistys

Material spend EUR / pupil 2023:

Primary Education (1-6)	139 €
Lower Secondary (7-9)	148 €
Upper Secondary (10-12 Gymnasium)	321 €

Funding of the school system and material procurement in Finland

- Regulation and basic funding comes from the government.
- National Agency for Education prepares the national curriculum and develops education in national level
 - Providing learning material to areas where there is no commercial offering. And only for those areas.
- The ones responsible for schools & learning are municipalities which make the local and school level plans how to execute the curriculum
 - Only less than 10% of the schools are private > +90% municipality owned schools
 - Municipalities add the main part of funding for schools
 - Not equally always: fe positive discrimination funding in Helsinki
 - Typically municipalities run tenders with material distributors to secure easy ordering with fixed discount
- Typically school headmaster has the budget and has freedom to operate fe. regarding materials. No fixed amount for materials.
 - Schools can and will change material provider if they are not happy with the material or there is something better introduced to the market.
 - > Keeping the publishers on their toes. Teacher & pupil satisfaction is the key.
- Learning materials are roughly 1,5-2% of the spend for Education in Finland.

Funding split btw Government & Municipalities, est		
<u>Segment</u>	<u>Government</u>	<u>Municipalities</u>
Primary + Lower Secondary (1-9)	20 %	80 %
Upper Secondary (10-12)	25 %	75 %
Vocational (10-12)	40-50 %	50-60 %

Material providing & selection ecosystem in Finland

Government

National Curriculum (Goal setting)

Funding (resource setting) (together with municipalities)

Evaluation

Offering by Publishers



S & S

Studeo

EDITA

Mafy

sanoma pro



Customer driven competition:
Innovation, Investment, Risk taking,
Execution

In the School level:

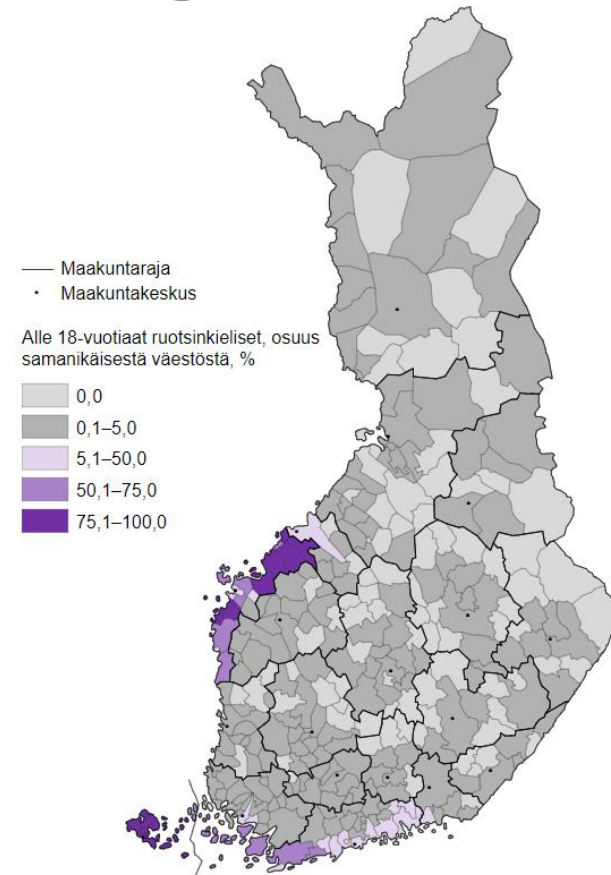
- Teachers making the pedagogical choice which material (if any) is the best for them to fulfill curriculum goals
- Headmaster owns the school budget

Assessment of the learning outcomes (Pisa, National research etc)

Only national test in the end of USE (Gymnasium), age 18

Learnings from the Swedish speaking population in Finland

- Approx 5% of the Finnish population have Swedish language as mother tongue
 - 288 000 persons (60 000 under 18 yrs old)
- Insight from the publisher of Swedish speaking material:
 - It is important that pupils receive their own material > healthy volume of publishing for smaller population
 - Smaller players need more time for Curriculum renewals than big ones
 - Co-operation / adaptation from abroad is good option for certain subjects: maths, natural sciences, foreign languages
 - Competition is very important for the quality





Our purpose is to help all students reach their potential and best possible learning results.

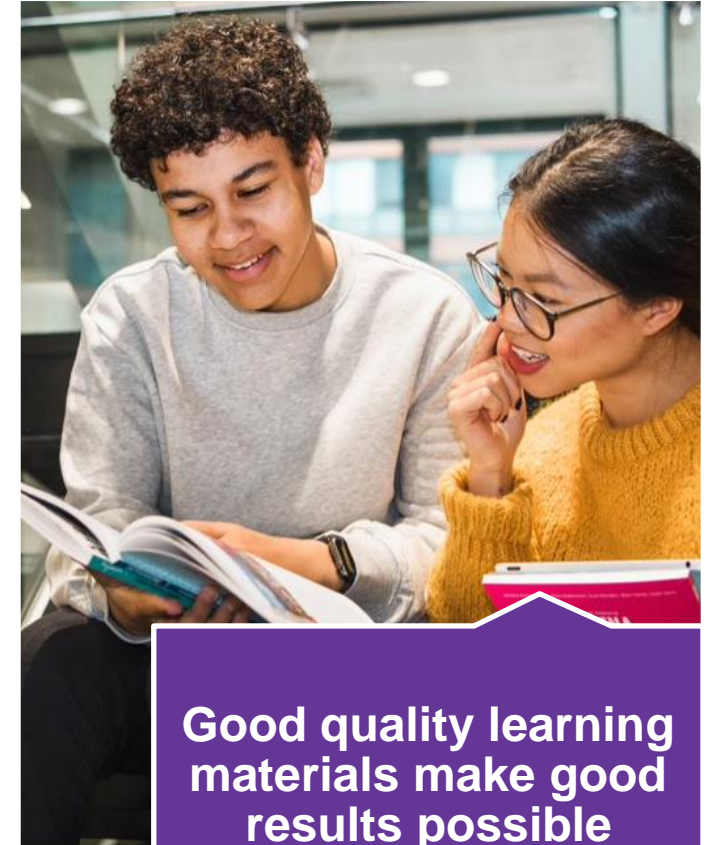
Inspiring learning!



Teachers are in the center of learning



Highly motivated students learn best



Good quality learning materials make good results possible



THANK YOU
Let's be in touch:

Teemu Lehtonen
Business Development Director
teemu.lehtonen@sanoma.com

Appendix

Sanoma sustainability strategy:

<https://www.sanoma.com/vastuullisuus/>

Our strategy consists of six main themes, designed to maximise our positive 'brainprint' on society and to minimise our environmental footprint.



Inclusive learning

We develop inclusive learning solutions that help all students to achieve their potential.



Sustainable media

We provide trusted Finnish journalism and inspiring entertainment, now and in the future.



Trustworthy data

We use the data you trust us with to make learning and media better.



Valued people

We promote equality and provide an inspiring workplace with excellent opportunities to develop.



Vital environment

We act to protect the climate and build awareness of sustainability issues



Responsible business practices

We are committed to responsible business practices.