

Table 7.2 Explanations of the Finnish success and decline in basic-schooling politics

Causes (C)	Effects (E)	Relation to the Finnish success and decline (R)
<p>(C1) Swedish/Nordic politico-administrative institutions and culture, also during autonomy under the Russian Empire</p> <p>(C2) Delayed societal development until independence in 1917</p> <p>(C3) Appalling historical experiences until WW2 and rigours of life until the 1960s, especially in rural areas</p> <p>(C4) The historical slenderness of the upper social strata and relatively small income inequalities among the great majority until the 2000s</p>	<p>(E1) Obstinate worker-peasant egalitarianism in a late-modern society</p>	<p>(R1) Buffering co-effects</p>
<p>(C5) Late industrialisation around WW2 and rapid post-industrialisation in the 1980s</p> <p>(C6) The late expansion of schooling in the late 1950s</p> <p>(C7) The late establishment of a Nordic welfare state in the late 1960s</p>	<p>(E2) Persistent belief in social climbing through schooling</p>	<p>(R2) Buffering co-effects, due to the contingent temporal coincidence</p>
<p>(C8) The loyalty of teachers to appreciation of the nation-state during the Civil War of 1918 and afterwards</p> <p>(C9) Upgrading the education of primary school teachers to the master's level after the late 1970s</p> <p>(C10) Success in PISA since the early 2000s</p>	<p>(E3) Ostensibly stable appreciation and status of <i>Peruskoulu</i> teachers</p>	<p>(R3) Empowering effects (C8) bound to contingent effects (C9 and C10)</p>
<p>(C11) The dissolution of practically all <i>ex ante</i> mechanisms of control over teachers' work by the mid-1990s</p> <p>(C12) Radical municipal autonomy partly due to the recession in the late 1990s</p> <p>(C13) The contested and limited legal right of central administration to control municipal schooling, including QAE, since the late 1990s</p>	<p>(E4) Punctuated culture of trust in policymaking and the administration of <i>Peruskoulu</i></p>	<p>(R4) Redistributing effects (C11) bound to contingent effects (C12 and C13)</p>
<p>(C14) A strong egalitarian ethos in schooling since the 1960s</p> <p>(C15) Positive experiences of <i>Peruskoulu</i> among the parents of the present-day pupils since the 1970s</p> <p>(C16) Schooling viewed not only as a right but also as the duty of a decent citizen until the 2000s</p> <p>(C17) Modesty in promoting the interests of one's offspring until the 2000s</p>	<p>(E5) Prolonged confidence among parents in homogeneity and the good-enough quality of <i>Peruskoulu</i></p>	<p>(R5) Delaying effects, deeply cultural</p>
<p>(C18) The intertwining of the resilient Herbart-Zillerian tradition with Koskenniemi's social pedagogy until the 1960s</p> <p>(C19) Top-down and pupil-centred academic didactics and pedagogical progressivism since the 1970s</p> <p>(C20) A paternalistic education ethos until the 2000s</p>	<p>(E6) The original intertwining of well-structured teaching with educational progressivism and teacher professionalism</p>	<p>(R6) Consolidating effects, paradoxically intertwined</p>