



FINNISH NATIONAL
BOARD OF EDUCATION

LEARNING AND COMPETENCE 2020

Strategy of the Finnish National
Board of Education (FNBE)





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Strategic basis of the Finnish National Board of Education



Strategic objectives for education and training 2020

EARLY CHILDHOOD EDUCATION AND CARE

- Reinforcing opportunities for learning, motivation and joy of learning
- Creating capabilities for lifelong learning
- Enabling individual solutions for families

The role of early childhood education and care – and pre-primary education as part of it – is to promote children's favourable growth, development and learning opportunities. Education and care also support their growth into humane individuals and ethically responsible members of society, who take responsibility, comply with generally accepted rules and who appreciate other people.



BASIC EDUCATION

- Consolidating citizenship skills and cross-curricular teaching and learning
- Consolidating learning outcomes and knowledge, skills and competences provided by school
- Safeguarding equity
- Taking individual abilities into account in education more effectively
- Diversifying language studies
- Enabling efficient use of information and communications technology
- Caring for pupils' physical, mental and social well-being
- Intensifying co-operation with homes and other stakeholders towards educational partnership
- Guaranteeing morning and afternoon activities for all pupils as required

Basic education supports pupils' growth as human beings and as ethically responsible members of society and provides them with the knowledge and skills they will need in life. Education promotes civilisation and equity.



GENERAL UPPER SECONDARY EDUCATION

- Strengthening the learners knowledge and skills to utilise information
- Increasing advanced and flexible learning opportunities
- Strengthening capabilities for further study
- Utilisation of information technology in the matriculation examination and in the upper secondary school student assessment
- Nurturing community spirit

Supporting the individual continuum of competence and self-development and consolidating key citizenship skills

Extending careers by reinforcing recognition of prior learning and flexible transition between forms and levels of education and the world of work

Supporting informed decision-making through national and international research, statistical and assessment data

LIFELONG LEARNER

Reinforcing openness and educational partnerships

Promoting digital learning and making efficient use of new learning environments

Developing the competences of teaching personnel

Reinforcing motivation and joy of learning

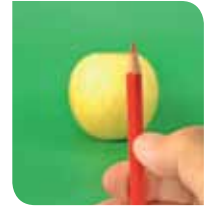
General upper secondary education provides students with the knowledge and skills necessary for further studies, working life, their personal interests and diverse development of their personalities.



BASIC EDUCATION IN THE ARTS

- Regionally comprehensive provision of basic education in the arts
- Renewal of teaching and learning as part of curricular reform

Basic education in the arts provides pupils with capabilities to express themselves and to apply for vocational and higher education in the field.



VOCATIONAL EDUCATION AND TRAINING

- Strengthening work-based learning
- Raising completion rates and post-qualification employment
- Promoting innovation, regional development and entrepreneurship
- Ensuring competence as part of quality strategies
- Responding and anticipating to changes in the world of work and the labour market more rapidly and flexibly
- Developing forms of adult training that promote well-being at work
- Enhancing partnerships between adult training, students and workplaces
- Upgrading and updating competences during careers

Vocational education and training provides students with the knowledge and skills necessary to acquire vocational skills and with the potential for self-employment. Adult education and training raises the level of wide-based learning and vocational competence among the adult population. Programmes provide students with capabilities for self-employment, develop the world of work, promote employment and support lifelong learning.



LIBERAL ADULT EDUCATION

- Raising the standard of knowledge and competence among citizens
- Strengthening active citizenship
- Supporting integration of immigrants

Liberal adult education promotes people's diverse development, well-being and realisation of democracy, pluralism, sustainable development, multiculturalism and global attitudes.



Building national intellectual capital



Our tasks over the years ahead

The education system will support the development of learners' thinking skills, work and interaction skills, crafts and expressive skills, participation and skills to influence, as well as self-knowledge and responsibility.

Development of these citizenship skills will start as early as during early childhood education and care.

Assessment of learners' knowledge and skills will be in focus. For example criteria to support learner assessment will be further developed. National steering of education and training will be enhanced.

The FNBE will support schools and other educational institutions in their educational tasks so that learners will become familiar with their rights, duties and responsibility for themselves and the society around them. Education is seen as an investment in the future.

Development prospects for education and training

The goals and objectives of education and training highlight the skills required by citizens and the relevant knowledge base. Everyone will be guaranteed a flexible and encouraging learning pathway and opportunities for lifelong learning.

Reinforcing educational equality and equity



Our tasks over the years ahead

Educational provision and opportunities will be available in both national languages. Education and training will be provided equally regardless of domicile, gender, ethnic background and socio-economic status – respecting core Finnish values and traditions. The FNBE will support the development of sufficient and individually tailored support for learning and reduction of learning differences. The FNBE will address the challenges related to minorities and increasing immigration and multiculturalism for the education system.

Learners' different talents and strengths will be identified earlier and more effectively in order to raise the overall standard of education, support learning and foster excellence. This will enhance the effectiveness of the Finnish education system and the level of education, as well as the country's standing as a global player in the development of education.

Development prospects for education and training

Everyone will have the opportunity to develop in line with their abilities, to build their future and succeed in their studies, work and private lives. Provision of high-quality education and training and a comprehensive network of educational institutions will guarantee nationwide equity for citizens as learners.

Finland leading the development of learning culture



Our tasks over the years ahead

The Finnish learning culture and citizenship skills are built on the foundation of community spirit, motivated creativity and joy of learning. All students will be given opportunities to in-depth learning and positive learning experiences through the use of new learning environment and inclusive methods. A national partnership will be built for the educational administration, education providers, business life and organisations. The aim is to join forces in search of means to accelerate implementation of digital infrastructures and learning environments and their use in education.

The FNBE will be developed into a national centre of expertise in the educational use of information and communications technology (ICT) in education and digital learning environments.

Development prospects for education and training

Finland will become the leading developer of learning culture in the world. Learning and teaching will emphasise collaborative approaches, involvement and interaction, combined with building knowledge and competence. Everyone will be guaranteed equal opportunities to process and produce information and to make efficient use of information and communications technology in support of learning.

Electronic learning materials and diverse learning environments will form a key part of learning and teaching. Determined solutions will guide development of digital infrastructures and digital skills at all levels of education.

Thriving learning community



Our tasks over the years ahead

Learners' motivation and well-being at school will be improved through in-depth learning, development of thinking and reasoning skills, and setting adequate and relevant learning objectives, thus having a positive impact on learning outcomes. Active efforts will be made to promote well-being among learners and educational personnel. Individual pupil and student welfare services will be developed in co-operation with health care and social services. Steering relating to pupil and student welfare will be enhanced in co-operation with other parties involved in the field. The aim is to reduce local differences in the implementation of pupil and student welfare services. The expertise of the third sector will be put to more efficient use in support of education.

Guidance counselling will focus more on individual and small group counselling and on building individual learning pathways. Personal further study and career plans will be established as permanent features of upper secondary education and training. Systems and procedures will be developed to promote study motivation and to prevent exclusion. Online guidance and monitoring services will be enhanced.

Development prospects for education and training

Mental, social, physical and cultural awareness and health safeguard learning. Co-operation between home and school and other parties will be intensified towards educational partnerships. Effective pupil and student welfare services require broad and permanent co-operation and development activities between different authorities.

Strengthening teaching personnel's competence



Our tasks over the years ahead

Teachers' opportunities for lifelong learning will be enhanced, while the effectiveness of professional development for educational staff will be improved. Specific focus will be on the development of administrative and management skills as well as pedagogical leadership skills of educational leaders. Professional development will support the implementation of key education policy objectives.

Teachers' continuing training and contacts with the world of work will be reinforced. Links between initial and continuing teacher training will be intensified. Databases will be developed to support teachers.

Development prospects for education and training

Increasing national intellectual capital calls for strengthening of competence among teachers and leaders in education. Co-operation and partnerships will be increased between teacher education and the rest of the scientific community. New educational technologies and learning environments will be put to active use in initial and continuing teacher education.

Enhancing studies and provision of education and training



Our tasks over the years ahead

The key instruments for development of education, training and teaching include legislation, the National Core Curricula and Qualification Requirements, the provision, financing, monitoring and evaluation of education and training, the teachers and their competence, learning environments and implementation of teaching, as well as leadership. The openness, transparency and effectiveness of education and training will be improved by developing steering methods. The FNBE will monitor and support the adjustment of education providers and the network of educational institutions to changes in Finnish society, with a view to securing adequate provision and appropriate networks of schools and institutions. At the same time, the FNBE will ensure the implementation of learners' individual learning and qualifications pathways and channelling guidance counselling resources to the transition points between different levels of education in particular. In addition, the FNBE will promote flexibility within the education system, between different qualifications and different levels of education.

Recognition of citizens' intellectual capital will be developed hand in hand with the related register of verified competence. The national online education and career information service will be reformed. Students will be provided with opportunities to take higher education studies as part of general and vocational upper secondary programmes. Co-operation between upper secondary and higher education will be strengthened. State-owned special schools providing general education will form a national expert and service network for special support, promoting realisation of the 'local school' principle. State-owned foreign language schools, the Saami Education Institute and the Maritime Safety Training Centre will function as national experts and developers in their respective areas of expertise.

Development prospects for education and training

Steering related to provision of education and training will be clarified, providers' operating conditions will be reinforced and completion rates of studies will be enhanced. Early childhood education and care will become part of the educational administration and its operations will be governed by an Early Childhood Education and Care Act and national quality criteria. Everyone completing basic education will be guaranteed a motivating further study pathway that encourages them to complete a qualification. The focus of vocational education and training, in particular, will be shifted to correct targeting of study places. Provision will actively meet challenges posed by the ageing population in terms of the effectiveness of the labour market. Working-life knowledge will be strengthened among both students and teachers. The role of education and training in prevention of exclusion and unemployment will be highlighted.

Leading and influencing through information



Our tasks over the years ahead

The FNBE will enhance its information-based steering and influence by developing monitoring, feedback and indicator systems to improve their openness and ability to anticipate social challenges. Information-based guidance will be supported through information and dissemination of good practises. The FNBE will take an active part in public debates on the development of education and training.

The FNBE will engage in active national and international exchange of information, sharing of expertise and cross-sectoral co-operation. The FNBE will co-ordinate a national forum for education research and produce analyses and syntheses in support of development of education and training. It will further develop the transparency and effectiveness of assessment and evaluation activities. In addition to developing the monitoring and feedback system, the FNBE will also focus on examining how to improve education and training on the basis of monitoring data and how to support achievement of targeted outcomes. It will seek new good practices by assessing education and training policies and solutions in other countries. At the same time, the FNBE will build up its international co-operation networks.

Development prospects for education and training

The information-based approach will be reinforced in instruction, in the educational administration and education policy decision-making processes. National and international assessment, research, anticipation and monitoring data will be put to efficient use in development of education and training at national and local levels.



One of the key functions of the FNBE comprises efficient anticipation and identification of the needs of the world of work. Anticipation also involves identifying new occupations and taking these into account in education and training solutions. In order to promote the relevance of education and training to the world of work, the FNBE will work to intensify co-operation between the education and training sector and the world of work, increase practical approaches in instruction, encourage learning by doing and to ensure consideration for the needs of different learners and utilisation of diverse teaching methods. The FNBE will develop feedback systems to produce information about learners' education, training and learning outcomes. The FNBE will administer and develop the work and networking of the National Education and Training Committees and the Qualification Committees that support the world of work.



For learning and competence

Effective steering

The steering and support provided by the Finnish National Board of Education for education providers is based on national and international benchmarking and research data. The FNBE functions as an information centre for the education and training sector, offering high-quality information and expert services. Services will be implemented in a customer-oriented and cost-efficient manner. Operations will be based on continuous assessment of services and operating models and their further development. The FNBE will develop open digital information services. It will also provide and develop new fee-based expert services to support development of the education and training sector according to demand..

Excellent expertise

The expertise of Finnish National Board of Education is based on broad information-based competence, networking and social interaction. The FNBE will intensify its internal dialogue and co-operation. Expertise is also increasingly about international expertise and close interaction, mobility and sharing information. The FNBE will participate in the operations and

The Finnish National Board of Education guides, monitors and develops education, training, teaching and learning.

operational development of key international educational organisations. It will continue to ensure the expertise and competence of its personnel. Where necessary, additional expertise will be sought through networks and among external experts.

Motivating leadership

Equity, fairness, openness and trust form the basis of FNBE's activities. Leadership supports and motivates innovation, creativeness and competence development.



Special attention will be paid to the well-being of the personnel and building an institutional identity. Leadership, a collaborative culture and open communication will support development of a positive image of the FNBE as an authority and of its services. The personnel of FNBE will be encouraged to participate in internal development and decision-making. Easy access to relevant information will be safeguarded. Shared expertise will be supported by improving the “digital memory” of the organisation.

Committed personnel

The key values of the Finnish National Board of education are equity, fairness, openness and trust. The FNBE will be a reliable and respected co-operation partner, authority and employer. Staff members’ mutual loyalty, respect for each other’s professional skills, social support and caring for and about each other will be emphasised in all operations.



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