CURRICULUM GUIDELINES FOR LITERACY TRAINING IN LIBERAL ADULT EDUCATION 2017

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CURRICULUM GUIDELINE FOR LITERACY TRAINING IN LIBERAL ADULT EDUCATION 2017

The Finnish National Agency for Education has today approved the appended curriculum guidelines for literacy training in liberal adult education. The curriculum guidelines is effective from 1 January 2018. This curriculum guidelines for literacy training for immigrants is intended for the new educational mission in liberal adult education, applied from the beginning of 2018. The guidelines has been prepared in collaboration with liberal adult education organisations and invited experts.

The Finnish National Agency for Education recommends that education providers' own curricula be drawn up on the basis of this guidelines. The curriculum may have local or regional components or components that are specific to a municipality, an educational institution or an educational institution type. If the education provider offers the opportunity to complete studies in a penal institution according to this curriculum guidelines, this should be indicated in the curriculum. This guidelines can also be used in other similar literacy training if there is no national core curriculum for the training in question.

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Director Jorma Kauppinen

APPENDIX Curriculum guidelines for literacy training in liberal adult education 2017

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1 CURRICULUM GUIDELINES AND LOCAL CURRICULUM

This curriculum guidelines for literacy training for immigrants is intended for the new educational mission in liberal adult education, applied from the beginning of 2018. However, this guidelines can also be used in other similar literacy training if there is no national core curriculum for the training in question. The Finnish National Agency for Education recommends that education providers' own curricula be drawn up on the basis of this guidelines. The curriculum is approved by the body determined in the rules of procedure or similar administrative documents of each educational institution, the provider of the educational institution or other education provider.

The curriculum includes the following components:

- the basis for the organisation of training and the description of the target group
- special characteristics of arranging literacy training for adult immigrants, related to the scope and duration of training, potential division of training into modules, conception of learning, learning environment and work methods, operating culture, integrative approach and differentiation
- the drawing up of the student's personal study plan as well as procedures for assessing the student's initial competence level, determining existing competence and documenting this information
- general training objectives and key content areas that are defined taking the duration of training and the special characteristics of the educational institution type into consideration
- objectives of guidance counselling and guidance for the future, provision of support to the student and the arrangement of this support, the description of the tasks of those involved in guidance and support
- the assessment of student's learning, assessment forms and practices during and at the end of the training, feedback forms and practices, the certificate and the information recorded on it at the end of the training

The curriculum may have local or regional components or components that are specific to a municipality, an educational institution or an educational institution type. If the education provider offers the opportunity to complete studies in a penal institution according to this curriculum guidelines, this should be indicated in the curriculum.

2 LIBERAL ADULT EDUCATION INSTITUTIONS AS PROVIDERS OF LITERACY TRAINING

Liberal adult education institution types and legislative basis

The operations of liberal adult education institutions are regulated by the Act on Liberal Adult Education (632/1998) and the Decree on Liberal Adult Education (805/1998). According to law, the purpose of liberal adult education is to provide education and training that supports the cohesion of society, equality and active citizenship based on the principle of lifelong learning. The goal of instruction organised in the form of liberal adult education is to promote people's versatile development and wellbeing as well as the realisation of democracy, pluralism, sustainable development, multiculturalism, and internationalism. Liberal adult education emphasises self-motivated learning, a sense of community, and inclusion.

Liberal adult education is characterised by the fact that its objectives and content are mainly decided by the affiliated organisations behind educational institutions and organisations, within the limits of their authorisation to provide education. Education is not regulated by a national core curriculum or qualification requirements. Another essential feature is that education requires self-motivation. Education falling under the scope of the Act on Liberal Adult Education does not provide a degree or qualification.

Liberal adult education institution types are regulated by Section 2 of the Act on Liberal Adult Education. Liberal adult education institutions include adult education centres, folk high schools, study centres, sports institutes, and summer universities.

Pursuant to the amendment to the Act on Liberal Adult Education (579/2015), a folk high school must additionally draw up a curriculum of training that lasts at least eight weeks or includes distance learning or on-the-job training as referred to in Section 6 a. The curriculum should state the content and amount of instructor-led training organised by the educational institution. Section 1 of the Decree on Liberal Adult Education (21 May 2015/611) defines the minimum duration of training organised by folk high schools in one study period. This duration must be ten hours of teaching. Teaching during a study period must be divided over at least two consecutive days, with a minimum average of five hours per day. Distance learning and on-the-job training based on the folk high school curriculum must be linked with one or more contact teaching sessions consisting of a minimum of ten teaching hours.

A provider of a folk high school, an adult education centre, and a summer university is usually granted a state subsidy amounting to 57 per cent of the euro amount calculated according to Section 8, and for a provider of a study centre and a sports institute the corresponding percentage is 65. Starting from 1 January 2018, Section 9, Subsection 1 of the Act on Liberal Adult Education (632/1998) was amended so that a provider of a folk high school, a study centre, an adult education centre or a summer university is granted a state subsidy amounting to 100 per cent of the euro amount calculated according to Section 8, for the amount of training organised by the provider of the educational institution that has been confirmed by the Ministry of Education and Culture on the basis of Section 10 and that has been approved in a student's integration plan as referred to in Section 11 of the Act on the Promotion of Immigrant Integration (1386/2010). Pursuant to the amended Section 24 of the Act on Liberal Adult Education, no fees are charged for studies in the above-mentioned training that is fully funded with a state subsidy.

Adult education centres as providers of literacy training

The scope of the adult education centres' training covers the entire country and population in all age groups. Some adult education centres are maintained by municipalities, towns and cities, others by private organisations. Adult education centres play a strong and growing role as a versatile and flexible provider of immigrant training and education. Literacy training can also be integrated with other adult education centre offerings (e.g. arts, crafts and physical education). The training is organised around the year as morning, day and evening full- or part-time courses and as intensive courses at weekends. The number of participants in adult education centre training targeted at immigrants in 2016 was (approximately) 20,530, with (approximately) 65,856 teaching hours held. The figure increased by 7.5 per cent when compared to 2015.

The teaching of multiliteracy (see Section 3.2 of this document) is tailored to different target groups that include, for instance, stay-at-home parents, the elderly, people with sensory or other disabilities and students requiring special support. Multiliteracy courses are also organised for those in employment. The basic course offering of adult education centres has many optional study opportunities that support multiliteracy.

The study period duration, the total number of hours, weekly hours and guidance counselling are determined on the basis of the students' needs. Adult education centres provide education and training in close co-operation with municipal and other local actors to ensure as flexible and tailored education and training opportunities as possible.

Folk high schools as providers of literacy training

Folk high schools are boarding schools, where students can study as day students or with accommodation at the school for the duration of their studies. In addition to liberal adult education, folk high schools offer basic education for adults, vocational education and training, general upper secondary education and labour market oriented training. In 2017, Finland had 76 folk high schools. Each year, more than 12,000 students study at folk high schools in various long-term, full-time study programmes and approximately 80,000 students in short-term courses (according to statistics of the Association of Folk High Schools in Finland, 20 September 2016). Folk high schools have provided education and training targeted at immigrants for years and more than a half of them organise this kind of education and training. In 2016, approximately 24 per cent of students in long-term liberal adult education at folk high schools had an immigrant background (statistics of the Association of Folk High Schools in Finland).

There is an extensive and diverse offering of education and training available to young people and adults with an immigrant background. Education and training may also involve periods of distance learning and on-the-job training. Studies can be built flexibly according to the students' personal needs. Folk high schools have organised training that improves the skills required for integration, integration training, literacy training and supplementary language training for various target groups. Immigrants may also apply for the same folk high school studies as everyone else.

Folk high schools offer a community-based learning environment for immigrants, in which studying is not limited to classroom teaching only: life management and co-operation skills are developed also during free time in connection with hobbies and boarding activities. In folk high schools, immigrant students have an opportunity to get familiar with Finnish culture together with other immigrants and Finnish students. Training emphasises interaction-based methods and dialogue and there is also co-operation with local companies and associations. Visits to different educational institutions and companies contribute to the immigrants' plans for the future and internships are a part of many courses. Diverse recreational activities are arranged with various associations. Students' feeling of inclusion supports integration and the development of self-confidence in the new operating environment.

Summer universities as providers of literacy training

In 2017, summer universities provided a total of 7,500 hours of Finnish language training. Approximately 600 hours of this were included in the participants' integration plans. According to a survey conducted in June 2017, the demand for Finnish language training exceeded supply in the operating regions of many summer universities.

Summer universities co-operate closely with the integration authorities in their region and with other educational institutions, organisations and universities in the region that provide training. In the regional division of tasks among educational institutions, the summer university of the region is expected to target especially the education, training and integration needs of immigrants with an academic education. When organising training, the starting point would be the development of multiliteracy, literary skills, and academic studying skills that, from a wider perspective, can be regarded as elements of literacy.

Summer universities provide immigrant students with diverse and flexible opportunities for studies according to their integration plan around the year. Summertime training in particular expands immigrants' participation opportunities and guarantees the uninterrupted continuation of studies during the summer break of other educational institutions.

In addition to full-time courses that focus on reading, writing and grammar, summer universities may also offer courses concentrating on speaking and practising everyday language skills. Training provided by summer universities to improve oral language skills could take immigrants in different age groups, stay-at-home parents and employed persons who cannot participate in full-time training into account more extensively. In addition, summer universities can organise continuing education for professionals working with immigrants, on topics such as literacy training for immigrants and the assessment of immigrants' literacy.

Study centres as providers of literacy training

There are 12 study centres in Finland maintained by 12 educational associations. The members of each educational association are organisations: political parties, trade unions and non-governmental organisations. Study centres have nearly 400 member organisations. A key task of study centres is to promote active citizenship and contribute to the inclusion of people. They are educational institutions owned by organisations and civil societies, tasked with strengthening democracy through education and training.

Study centres are national educational institutions that offer, throughout Finland, versatile adult education and training that supports active citizenship. The study centre operations support democracy and participation at the grass roots level by providing education and training in people's own local environment and community. Education and training are organised as short-term courses and as long-term liberal adult education, often in co-operation with organisations. Some study centres also organise peer learning groups and learning clubs as forms of liberal adult education. Three study centres provide vocational further education and training in addition to liberal adult education and in one study centre, students can achieve further and specialist vocational qualifications in arts and crafts.

Studying is based on self-motivation, participation, and a sense of community. Through their own operations and those of their member and co-operation organisations, study centres may provide immigrants with a versatile range of self-development studies from their own starting points: communication and interaction skills, manual skills, cultural skills, skills needed for operating in organisations as well as support for active citizenship, or how to participate in and influence one's own life and matters concerning one's own local community and society as a whole. The manner in which study centres organise education and training is network-based—they co-operate flexibly with organisations and other educational institutions.

3 BASIS FOR THE ORGANISATION OF TRAINING

Literacy training is intended to support the integration of immigrants who have not had an opportunity to receive a sufficient amount of training and general education, in their home country or elsewhere, for tackling the challenges posed by Finnish society for studying, employment, and practical everyday life. In adult literacy training, listening to the student and taking into account and respecting the student's maturity are prerequisites for successful training.

3.1 Defining literacy

Students participating in literacy training are a heterogeneous group. A student coming to training may have lived in a culture built on an oral tradition, with a mother tongue that has no written form. The student may possess traditional competence related to her/his own culture. Making that visible during the training is important for an adult learner's identity and self-esteem. In this case, literacy training starts from spoken language, which is used in gradually getting familiar with the read and written form of Finnish or Swedish through things that are familiar to the adult.

A student who is literate at the beginning level is usually from a country where written language plays a role in the culture. However, for various reasons, the student has not had the opportunity to study to achieve literacy in her/his home country or elsewhere. Some students are literate at the developing level as they have had the opportunity to attend some schooling in their country of origin or elsewhere or to otherwise achieve a certain level of literacy. Nevertheless, school attendance may have been restricted by unrest in the home region, for instance. As a consequence, students still need to practise reading and writing. There may also be students who need to practise the use of the Roman alphabet. They may know how to read in a non-alphabetic writing system or a non-Roman alphabet and their literacy in their own mother tongue or another language, in addition to technical literacy, may still require practice towards functional literacy. A learner who has achieved technical literacy and, to some extent, functional literacy in a language that uses the Roman alphabet is usually able to fairly easily transfer the acquired literacy directly to another language that uses the Roman alphabet. These students do not need to attend literacy training but can be directed to other suitable training.

At the beginning of literacy training, the student's initial competence level is assessed, with the aim of determining the student's educational background, skills in Finnish or Swedish, and mathematical and communication skills. Training takes the potential effects of the students' low level of school attendance on study skills and learning into account. In addition, training takes into account

the challenges that result from the potential switch from a culture of oral information to sharing written information.

In connection with the assessment of the initial competence level, the aim is also to determine the student's prior competence (literacy in the mother tongue or another language) and skills potentially acquired through work. On the basis of the assessment of the initial competence level, a personal study plan is drawn up for each participant and then updated during the training as required. The following table describes the stages of literacy development.

Stage of literacy	Characteristic of this stage
Oral skills in a language without a written form	The learner is from a culture built on an oral tradition and the learner's mother tongue has no written form or its written form has been developed only recently. In this case, the starting point for learning writing skills is different from that of other learners.
Literate at the beginning level	The learner starts learning writing skills as an adult but is from a culture in which written language has a more or less established position. In an ideal situation, the learner learns to read and write in a language in which the learner already has solid oral skills.
Literate at the developing level	The learner has technical literacy in a writing system but especially the fluency, accuracy and speed of reading, reading comprehension and the fluency and accuracy of writing still need practice.
Non alphabet literate	The learner has technical and, at least to some extent, functional literacy in a language that uses a non-alphabetic writing system (e.g. Mandarin Chinese). Literacy may have been achieved in a language other than the learner's mother tongue, such as the school language, the country's dominant language or another language the learner has learnt.
Non-Roman alphabet literate	The learner has technical and, at least to some extent, functional literacy in a language that uses a non-Latin alphabet (e.g. Arabic, Russian, Thai, Greek, Korean). Literacy may have been achieved in a language other than the learner's mother tongue, such as the school language, the country's dominant language or another language the learner has learnt.
Roman alphabet literate	The learner has technical and, at least to some extent, functional literacy in a language that uses the Latin alphabet (e.g. Finnish, English, French). Literacy may have been achieved in a language other than the learner's mother tongue, such as the school language, the country's dominant language or another language the learner has learnt. The acquired literacy can be directly transferred to another language that uses the Latin alphabet.

3.2 Multiliteracy as a starting point for training

In today's constantly changing and evolving information society, literacy is often defined using the concept of **multiliteracy**. Multiliteracy means the competence to interpret, produce and evaluate different text types, which helps students understand diverse cultural modes of communication and build their own identity. Multiliteracy is based on a comprehensive notion of text: text means information expressed using verbal, visual, auditive, numeric, and kinesthetic symbol systems and their combinations. Texts can be interpreted and produced in speech or writing as well as in print, audiovisual or digital format.

Students need multiliteracy to interpret the surrounding world and understand its cultural diversity. Multiliteracy means knowing how to acquire, combine, edit, produce, present, and evaluate information in various forms, in different environments and situations, using a variety of tools. Consequently, the achievement of multiliteracy requires the utilisation of many kinds of study skills and learning environments. Multiliteracy supports the development of critical thinking and learning. When improving multiliteracy skills, students also examine and discuss ethics and aesthetics. Multiliteracy includes many different literacy skills, such as visual literacy, media literacy, and numeracy, which develop through education. Multiliteracy is practised in both traditional learning environments and in multimedia learning environments that make diverse use of technology.

From the point of view of teaching objectives, taking multiliteracy into account in adult literacy training means the practising of different literacies, the use of functional methods and different senses, and the utilisation of versatile learning environments. In learning, versatile use can be made of images, the moving image, music, games, and drama, for instance, and combine studying with the development of different manual skills and other life management skills.

3.3 Target groups of literacy training

Immigrants who have attended literacy training may have had challenges in proceeding along educational paths and in working life. Consequently, it is important to build the training on students' strengths. As the target groups of training have diverse educational backgrounds and work experience, students' varying needs and areas of interest as well as their opportunities to advance in their studies must be taken into account when organising training.

The target group of literacy training consists above all of those who need flexible and/or part-time studying opportunities and those who are considered to especially benefit from activity-oriented learning. Potential target groups may include, for instance, those who need training in reading and writing as well as teaching in Finnish or Swedish language and communication skills that takes into account the effect of students' inadequate level of school attendance on learning and integration.

Previously, attention was not paid to parents/guardians who take care of small children at home, without a sufficient amount of flexible studying opportunities available to them. Adult and elderly immigrants without prior learning experience have also had difficulties in achieving learning objectives in traditional literacy training. Similarly, studying has been challenging for young people and adults with inadequate educational background and possibly various learning problems. The training is also suitable for employed persons who need literacy training but have difficulties finding time for full-time studying.

It is important that the learner can attend literacy training and learn Finnish or Swedish flexibly at their own pace or on a part-time basis and combine these studies with other functional studies that contribute to integration. A particular area of development is flexible operating models suitable for immigrants in different life situations. Training pursuant to this curriculum guidelines is especially suitable for learners who need literacy in everyday errands and for whom linking studying with practical activities and flexible study models is the most suitable option and supports learning.

3.4 Other literacy learning paths

In addition to new immigrant training and education in liberal adult education, literacy training is also organised as part of basic education for adults, for instance. As a rule, young people over the compulsory school age and adults without studies equivalent to the Finnish basic education syllabus are directed to basic education for adults. The reformed basic education for adults includes a literacy training phase. This path is the primary option especially for those for whom the completion of basic education and eligibility for further studies are important from the point of view of their educational path and career.

In the integration training acquired by Centres for Economic Development, Transport and the Environment and organised as labour market oriented training, immigrants can improve their Roman alphabet skills in the future as well. This requires that the person in question has such learning abilities and competence that a relatively short training module to learn the Roman alphabet is enough and that integration training is otherwise the most appropriate form of training for them.

3.5 Co-operation with other parties

In addition to literacy training, comprehensive support for integration is a key element of teaching. Multiprofessional co-operation and networking are necessary for ensuring that the student receives comprehensive support. The integration training provider co-operates with the employment and economic development administration, various authorities (e.g. social and health services), and other parties according to the student's needs and background. The goal of co-operation is to support and guide the student in their studies and work to strengthen their positive and, at the same time, realistic identity as a learner.

Co-operation with the employment and economic development administration employees and municipal employees working with immigrants even before the student applies for training is important. The training provider provides information about its available immigrant training options and their target

groups. This ensures that the student is directed to the most suitable training at the stage when the integration plan is prepared and the associated initial assessment is carried out at an Employment and Economic Development Office or in the municipality together with the immigrant. The training provider needs background information about the student.

Applying for training must be as easy as possible: it could be done, for instance, by visiting a training provider's dedicated information point or by having a guidance personnel fill in the online application on behalf of the customer. It is likely that the members of the target group cannot keep an eye on the learning offer or submit applications themselves. An application should be valid until a study place has been arranged. As far as possible, the Koulutusportti system should be used in the provision of information about training options and information exchange during training when the persons involved are customers of an Employment and Economic Development Office. For Employment and Economic Development Office customers, the training provider checks the validity of the integration plan in the Koulutusportti system. If the integration plan is drawn up by the municipality, the training provider checks the validity of the integration plan with the municipality or the Employment and Economic Development Office. The educational institution must archive documents for five years in order to prove that studies have been approved as part of the integration plan.

Some of the students in literacy training in liberal adult education are integration customers of an Employment and Economic Development Office, in which case it might be possible for them to receive unemployment benefit during their studies. The Act on the Promotion of Immigrant Integration and the Unemployment Security Act regulate the prerequisites under which a self-motivated learner who is an integration customer of an Employment and Economic Development Office is entitled to unemployment benefit. Among other things, the immigrant's need for training must have been determined by an Employment and Economic Development Office and self-motivated studying must support the immigrant's integration and employment. Studying must be agreed on in the integration plan drawn up at the Employment and Economic Development Office before the beginning of the studies. Continued entitlement to unemployment benefit requires that the immigrant proceeds in the studies as defined in the Act on Public Employment and Business Service. If there is a wish to direct the student to other studies in the middle of the training, this must be agreed on in advance with the Employment and Economic Development Office. Furthermore, the transfer to new studies may influence child day care arrangements, for instance.

From the point of view of student guidance, versatile co-operation is important throughout the studies and at the final stage. An immigrant student may have various learning problems or traumas caused by difficult experiences, in which case co-operation with special needs teachers and different health care service providers is necessary. The management of one's finances in a new, unfamiliar

culture is also challenging, so co-operation with municipal social services and the Social Insurance Institution of Finland (Kela) is needed.

When the objective is to support immigrants' comprehensive integration, efforts are made to direct and encourage students to active participation in the city/municipality where they study. Co-operation with the voluntary sector and different associations provides immigrants with opportunities to find friends and meaningful activities. By directing and encouraging students to act in the voluntary sector, they are offered opportunities to experience success and build their self-confidence.

Co-operation with working life makes it possible for immigrants to become more familiar with Finnish working and business life. Workplace visits and potential internships support immigrants' integration and help them find their place in Finnish society.

As literacy learners come from various linguistic and cultural groups, their own networks and support groups as well as other parties may operate as partners in supporting the learner and literacy learning also in their own mother tongue. Co-operation with the third sector is taken into account in the provision of training.

Co-operation among educational institutions is also very important. When the representatives of the educational institutions know one another's supply of education and immigrant training opportunities, the student can be directed to another educational institution if it is considered to be the best option from the student's point of view. Co-operation among educational institutions can also be developed so that students are provided with opportunities to learn more about another educational institution through a visit or an introductory period or to take courses at another educational institution.

Towards the end of the training, co-operation with other educational institutions, working life, employment and economic development administration, social services, and the third sector is emphasised when the immigrant student, together with a representative of the educational institution and partners, makes plans for the future.

3.6 Scope and duration of the training

Personalisation and flexible educational paths support students' varying training needs and opportunities to attend training. The training is divided into modules and the student can choose to complete the entire training or parts thereof, depending on their needs and studying opportunities. The plan is recorded in the personal study plan, which is updated as necessary. For instance, students who advance quickly in their studies can be directed to studies that are appropriate for them or to working life in the middle of the training, too.

4 INITIAL COMPETENCE LEVEL ASSESSMENT IN LITERACY TRAINING

At the beginning of the training, the student's initial competence level is assessed. On the basis of this assessment, the student is directed to a suitable teaching group. The initial competence level assessment looks into the student's oral skills in Finnish, literacy with the Roman alphabet, and mathematical skills. If an initial assessment has been conducted for the student by labour administration or the municipality, the information yielded by this assessment should be used as a basis for the initial competence level assessment.

When assessing the ability to read, the accuracy, speed and intelligibility of the student's technical literacy are tested. Observations are also made, as far as possible, about reading comprehension and practical reading skills. The ability to write is tested with dictation and copying of text in a manner that also reveals the student's fine motor skills. To get a sufficiently comprehensive view of the student's literacy, an interview is conducted to look into the student's reading habits and the written interaction situations the student is used to acting in in everyday life. Another goal is obtain information about the student's mother tongue literacy.

In addition, the initial competence level assessment looks, as far as possible, into the student's learning abilities and skills, willingness to learn, motivation, ability to absorb and retain information, educational background in the home country/ elsewhere and in Finland, employment history, and other competence. When necessary, interpretation is used in the initial competence level assessment.

The students' competence profiles may vary. Their oral language skills and literacy skills may have developed at a different pace. When conducting the initial competence level assessment, the student's skills must be reviewed extensively and in relation to the student's earlier educational background, residence in the country, and other factors.

In the assessment, information is collected not only to find a suitable teaching group but also to identify the student's need for personalised guidance and to plan support. At the same time, information is provided about future training or different training options and about how studies will proceed and how long they will probably take.

5 ORGANISATION OF TRAINING

5.1 Conception of learning

The curriculum guidelines for literacy training in liberal adult education are based on a socio-constructivist conception of learning and educational pedagogy. Learning is considered a socio-cultural phenomenon that is inseparable from its social, historical, and cultural context. For an adult literacy training student, it is important to be able to associate the topics studied with existing competence and practical everyday situations and needs. The teacher must take the students' individual differences into account. The teacher should recognise the students' learning strategies and know how to associate the topics studied with the students' existing knowledge and everyday situations.

A learning-enhancing, approving social environment, in which adult learners and teachers encounter one another, creates a safe learning situation. Teaching provides a sufficient number of challenges but tries to avoid frustrating failures. The teacher provides support and guidance and sees the students' life experience and tacit knowledge as an asset. The teacher recognises students' strengths and supports the development of the students' awareness of their competence and themselves as a learner. The learning environment creates conditions for learning together and from one another.

A literacy training student studies Finnish or Swedish and literacy to integrate into the new country, to cope as well as possible in the new culture and to find employment in Finland. Language and literacy learning are not separated from other teaching as distinct entities; instead, all teaching seeks to apply an integrative approach. Consequently, language-aware teaching (see Section 5.3 of this document) is emphasised in all studying and, correspondingly, teaching of Finnish or Swedish takes adult learners' linguistic needs and areas of interest into account. Language learning focuses on topics that are associated with an adult's everyday life and, as a result, are important for the student for achieving everyday citizenship.

When organising literacy training for immigrants, it must be taken into account that the students' backgrounds may vary a great deal both culturally and with regard to prior studies. Some already have some educational background while for others, school-like studying may be a totally unfamiliar phenomenon. Furthermore, students' prior, sometimes difficult, experiences before coming to Finland as well as various learning problems may affect their learning abilities. On the other hand, some students may learn the fundamentals of literacy very quickly.

Due to the different starting points, needs, and resources of literacy training students, teaching differentiation plays a more significant role in planning and providing teaching. By differentiating teaching and assignments, each student can be offered the right amount of challenges and experiences of success. In teaching, attention is paid to the utilisation and development of the student's own strengths and the provision of support to the student in more challenging topics. The scope and depth of studies and the pace at which they proceed are differentiated on the basis of the students' needs.

5.2 Operating culture

The operating culture of the educational institution consists of the values, conventions, operating models, and norms that have developed in the institution over the years. The operating culture creates behavioural models that guide operations. In the text-oriented society of Finland, non-literacy limits an individual's means of managing her/his own life. In this kind of culture, a person learning to read may feel insecure about their learning ability and study skills. It is the teacher's task to create a safe learning environment in which each student has the opportunity to study according to their own abilities.

Teachers, other trainers and the entire personnel of the educational institution create the institution's operating culture, which must be respectful towards all personnel and students and approve individual characteristics. The student must feel accepted. In addition, the students are provided with diverse opportunities to bring forward their life experience and various skills and competence.

A student may feel insecure when having to learn new things as an adult in an unfamiliar culture. It is the teacher's task to create a group atmosphere in which students are guided to listen to and support one another, in which they are equally respected, and in which they are encouraged to express their own ideas, gain insights and try out new things. In a group with an approving and respectful atmosphere, there is no need for students to fear making mistakes or trying out new things; instead, they learn to trust themselves and their skills. In a group like this, students also learn to give and receive peer feedback and the teacher's role as a source of information is not overemphasised.

Written language is based on spoken language. As a result, studying is not limited to learning to read and write and lesson activities: learning also takes place outside the classroom. An educational institution culture that supports co-operation, a sense of community, dialogue, and listening to others gives students the opportunity to learn Finnish or Swedish language and culture in diverse ways. Language awareness and the development of students' multiliteracy skills are principles that guide the development of the operating culture and help the immigrants to run everyday errands and integrate into society.

5.3 Learning environments and methods of work

Training that adheres to the curriculum guidelines for literacy training in liberal adult education especially emphasises the utilisation of versatile learning environments. Practicality and functionality are the key principles in language training. Literacy is based on oral language skills. In literacy training, the development of oral language skills is supported with diverse exercises and by associating studying with everyday situations. At first, written exercises are done together. However, from the very beginning, students are encouraged to adopt independent language studying and learning outside classroom teaching.

Language awareness plays a key role in all teaching and learning. Teaching language skills and literacy separately does not serve the purpose; instead, language learning must be integrated with other content. In connection with language learning, students learn more about their immediate surroundings, everyday, life and society. A language-aware approach requires co-operation among all teachers and other trainers. The concepts of different disciplines are mainly unfamiliar to students. Consequently, learning Finnish or Swedish is not limited to language lessons only but all studying involves the aspect of language learning.

Active citizenship in today's information society also requires the mastery of ICT skills. Teaching facilities are equipped with sufficient, up-to-date, and pedagogically appropriate teaching technology, for familiarising students with both different teaching programmes as well as programmes and services needed for managing daily life.

Learning environments and methods of work must also develop the student's multiliteracy. Multiliteracy helps students understand cultural diversity and people's different views and backgrounds and provides them with the ability to understand and evaluate different texts. Multiliteracy helps students understand cause and effect relationships in their surroundings and supports the development of independent thinking.

Language is learnt in interactive situations. Oral skills are practised among students and in practical situations. In addition to teachers/trainers, all the other personnel support the development of the student's Finnish or Swedish skills by participating in authentic interactive situations in offices, cafeterias or folk high school boarding facilities, for instance.

As a learning environment, classrooms offer an opportunity to not only learn language skills but also practise classroom study skills. It may be that many students have little experience of studying and, as a result, they have not been able to practise their study skills. For this reason, students also practise and strengthen the skills related to looking after one's own wellbeing and the

studying-related practical routines, such as working according to an agreed schedule, taking care of one's own and shared materials and equipment, and giving others peace to study. This creates the preconditions for the success of potential further studies. Versatile studying teaches students to listen to one another, to participate in a discussion as well as to work both independently and in pairs and groups. Teaching applies an experiential approach and uses multimedia elements, drama techniques, and different activation exercises.

The learning environment is not limited to the classroom: the versatile utilisation of other premises of the educational institution and the local environment and community as a learning environment offers practical learning opportunities related to everyday situations. For instance, students may go to a shop to compare prices and products when learning to read and practising numerical skills. Joint visits to agencies that are important for students and to other places give students the self-confidence necessary for running errands and searching for jobs. Students are also provided with information about hobbies and associations in their immediate surroundings, offering activities that enhance inclusion. The objective is to learn language in natural contexts and encourage students to use their language skills and find learning opportunities in different everyday situations.

Literacy training can be organised as, for instance, one term of full-time studies that emphasise integrative and differentiated teaching and activities. Teaching is linked with comprehensive support for integration and learning that is meaningful for life management.

However, full-time studies is not a suitable option for all those who need literacy training. Training can be provided in different liberal adult education institutions also as evening and weekend classes, making it easier for stay-at-home parents or those in employment to attend training. This kind of arrangement is also suitable for older people or others for whom full-time studies are too intensive or otherwise unsuitable.

6 STUDENT SUPPORT AND GUIDANCE

Student support and guidance are based on an immigrant-oriented approach. The content of literacy training covers not only the teaching of literacy but also studies that support the student's comprehensive integration and the development of everyday citizenship skills. The training provider is responsible for considering each student's different needs and preconditions for learning as well as their different studying opportunities. Inadequate basic skills and knowledge can interfere with the life management skills and self-esteem of adult students. For this reason, boosting and maintaining study motivation is an important part of support and guidance. Each student has prior competence and recognising, highlighting, and respecting this competence strengthens the students' confidence in their learning abilities and opportunities to learn new things.

6.1 Guidance and support

Student support and guidance is a process that begins with encountering the student at the application stage, continues throughout the studies, and ends with the specification of the plans for the future in the final stages of the studies. Student guidance is provided at three stages: **immigrant-oriented guidance** when the student applies for the training, **guidance during the studies,** and **guidance for the future** towards the end of the studies.

Immigrant-oriented guidance at the application and starting stage looks into the student's competence, training needs, preconditions for studying, study motivation, and areas of interest through interviews and tests as well as with the aid of orientation period observations and tests. The goal is to ensure that the applicant is directed to training that is best suited to them. If the assessment of the initial competence level indicates that the training in question is not the most appropriate option for the student, the student must be directed to more suitable training in co-operation with the Employment and Economic Development Office or the municipality. If necessary, an interpreter is used in the interview to ensure mutual understanding.

The goal of **guidance during the studies** is to support the student in personal growth in the student's own surroundings and in a society where written communication plays a significant role. The aim is to increase the student's understanding of the significance of literacy and language skills for smooth everyday life, acting in society, studying, and finding employment. During the training, students are supported in participating in hobbies and other similar activities. Participation contributes to the immigrant's integration, opportunities to find employment, and the building of everyday citizenship.

Guidance during the studies pays particular attention to supporting the development of the student's learning abilities and study skills. This is especially important as the person coming to literacy training may have little prior experience of studying. The students are guided and supported in taking responsibility for their studying, planning the studies, setting targets, and conducting a self-assessment of the progress of their studies. Respecting the maturity of the adult learner is a prerequisite for successful support and guidance. The arrangement of guidance and support must utilise different operating methods that promote the smoothness of co-operation and highlight the student's own resources and competence. In discussions, the aim is to make the student's strengths, competence, and areas of interest visible and to jointly come up with opportunities to utilise them in the student's life situation at that moment.

Support is provided as both individual and group guidance. The teaching group is supported in its development into a positive and interactive learning environment in which the student can also get peer support from other students. Students are also helped in identifying their own resources, learning-related strengths, and development needs.

The student is provided with comprehensive support and guidance throughout the studies. The goal is to encourage each student personally so that they have opportunities to complete their studies. The studies must be appropriately challenging so that the student can experience success. On the other hand, challenges that are too demanding may decrease study motivation and weaken the confidence in their development opportunities.

It is essential for life management and the strengthening of the student's self-esteem that the student acquires adequate basic skills and knowledge for managing her/his daily life. However, students' life situations in a new culture may pose challenges to studying. For this reason, a counsellor may need to focus on the students' life situations at a more comprehensive level to boost and maintain their study motivation, in order to offer various forms of support to the student, if necessary.

Guidance during the studies also supports the student's learning abilities and the development of learning skills. In personal guidance, the students are more capable of making decisions regarding their future and professional development and understanding the consequences of their choices and actions. The student's overall situation is taken into account in guidance by discussing everyday life and matters related to it, among other things.

Towards the end of the studies, guidance focuses increasingly on **guidance for the future** in co-operation with an Employment and Economic Development Office or another guidance provider. At this stage, guidance concentrates especially on drawing up a plan for the future with the student. During the studies, plans for the future have been discussed when contemplating different

professions and education and training opportunities, for instance. When the studies are ending, guidance should have resulted in each student having concrete plans for the future that specify short-term objectives and describe training and/or employment goals. If the student is not applying for education or training or entering working life, due to age or other reasons, the personal study plan should describe how they will promote their integration and growth into a citizen in the future. The plan may contain, for instance, descriptions of different activities or hobbies that the student plans to participate in.

6.2 Personal study plan

A personal study plan is drawn up for each student who attends the training. The plan must be based on information about the student's abilities, yielded by the assessment of the initial competence level, and the student's own targets. When preparing the personal study plan, any integration plan drawn up for the student by an Employment and Economic Development Office or a municipality must be taken into account. The integration plan prepared on the basis of an initial assessment is a personal plan for an immigrant. It specifies the measures adopted and services provided to help the immigrant obtain adequate language skills in Finnish or Swedish and other skills and knowledge needed in working life as well as to provide more opportunities to participate in social activities on an equal footing.

The preparation of a personal study plan is a multi-stage process. It starts in the early stages of studying and specifies a student's personal targets for learning and the scope of the training. The personal study plan is drawn up by the teacher together with the student. Both parties must approve the plan. The aim of the personal study plan is to build the most suitable form and rhythm of studying for each student already when they apply for training. Multiprofessional co-operation can be employed, as required, in planning and monitoring the plan. Interpretation can be used, if necessary.

In the personal study plan, the aim is to bring forward the student's strengths, support needs, and areas of interest. Another goal is to make the competence the student has acquired previously visible and support the student in competence development. In the future, the recognition of prior competence may contribute to finding employment or a suitable field of education. An activity-based, flexible training model offers good opportunities to personalise studies.

The following information is recorded in the personal study plan:

- background factors and their significance for studies, including prior education and training, work experience, and details, if any, about the student's professional skills

- description of Finnish or Swedish language skills and literacy
- description of numerical skills
- description of ICT skills
- description of learning abilities
- the student's training, employment, and other plans
- personalisation of training objectives and content
- description of the student's need for support and guidance and the arrangement of necessary support and guidance

The realisation of the personal study plan is evaluated and monitored regularly throughout the studies to see how the studies are proceeding and how the plans have been realised. The realisation of the plan is evaluated and monitored together with the student and, if necessary, the plan is updated: for instance, support for studying may be increased if the student has learning difficulties or, on the other hand, the student may be directed to the next training if the student has the required abilities.

Evaluation discussions handle questions that are significant for performance in studies and the provision of training. The training provider and the acquirer of the training or another authority may exchange information about other aspects of the student's life situation only with the student's consent.

7 LITERACY TRAINING OBJECTIVES AND KEY CONTENT AREAS

Different types of liberal adult education institutions provide different target groups with literacy training courses of varying duration and scope. The objectives and key content areas defined in this curriculum guidelines must be specified in more detail in the local curriculum by taking into account the duration and scope of the training as well as the participants' initial competence level and learning abilities.

7.1 Multiliteracy objectives and key content areas

Objectives	Key content areas
Acting in interactive situations	
T1 to help the student understand short expressions related to everyday life and follow simple conversations	Students practise short words, clauses, questions and simple requests related to personal matters and needs. They practise simple conversations. They practise greeting others and introducing themselves as well as giving basic information about themselves, their circle of family, friends and acquaintances, and their lives. They practise listening to and distinguishing speech sounds from each other. They learn about the duration of speech sounds and the prerequisites of intelligible pronunciation. They learn and practise using simple phrases needed in daily interactive situations, ask questions and take part in simple conversations (e.g., polite phrases, asking for something, thanking, exchanging news, running errands and travelling). They practise telling simple stories by taking part in drama or improvisation exercises.
T2 to train the student to communicate about their needs and encourage them to use language in various daily interactive situations	
T3 to guide the student in pronouncing words intelligibly	
T4 to support students in strengthening their courage of expression and guiding them in expressing themselves comprehensively in different presentations and interactive situations	

Objectives	Key content areas
Reading and interpreting texts	
T5 to guide the student in developing sound and syllable awareness and in understanding the principle of letter-sound correspondences T6 to guide the student in reading words, clauses, and short texts T7 to help the student in reading comprehension/interpreting texts as their technical literacy develops T8 to guide the student in understanding visual/multimodal texts T9 to encourage the student in learning literacy skills and in practising to understand clauses/texts as well as helping the student observe their own reading T10 to encourage the student to develop an interest in texts and stories by creating positive reading and watching experiences	Students practise distinguishing, recognising and producing sounds and letters, and understanding their correspondences. They learn about syllables and practise joining sounds to form syllables and words as well as dividing familiar words into syllables and sounds. They practise using this as a tool to read a new word. They learn to understand and use the concepts of letter, sound, syllable, word, clause, and text. They learn to know the most common logos, symbols, signs, and words. They practise finding a specific piece of information from a simple text that can be read again, if necessary. They make observations about, for instance, the objects and phenomena to which images used in teaching refer in reality. They practise technical literacy techniques, text comprehension strategies, and interpretation skills (short narrative, instructional and argumentative texts). They practise reading comprehension skills and their development. They also learn to interpret tables and visual texts. They read and watch multimodal texts with content that interests them, such as advertisements and films.
Writing and producing texts	
T11 to guide the student in developing sound awareness and in understanding the principle of letter-sound correspondences T12 to guide and encourage the student in producing words, phrases, and short messages about their immediate needs both verbally and in writing T13 to help the student practise writing T14 to guide the student in gradually understanding the basics of spelling as well as the conventions for the written language	Students make observations about the sound system and learn to identify differences between sounds in the language being learnt. They practise understanding the correspondences between sounds and letters. They practise identifying lower-case and capital letters and producing them with different writing utensils. They practise holding the pen appropriately and writing from left to right. They learn about giving their personal data verbally and filling this data in various forms. They also practise signing papers. They practise the oral production of messages needed in everyday life, when running errands, for instance. They practise writing informative messages for different contexts. They learn about writing things down in a calendar, for instance, to make it easier to remember them. They practise writing by hand, with a keyboard, and with smart devices. They learn more about the basics of spelling, such as the use of capital letters and punctuation at the end of a sentence.

Objectives	Key content areas
Numerical skills	
T15 to support the student's enthusiasm and interest in mathematics and the development of a positive self-image and confidence	Teaching uses surrounding phenomena and related numerical information. Numerical skills are approached through concrete phenomena that are related to the students' everyday life. Exercises are differentiated so that students at many different levels can experience success. As far as possible, teaching uses all the languages that students know.
T16 to train the student in making observations of numerical information in everyday situations and in using numbers in basic mathematical operations	Students practise writing numerals, digits, and basic mathematical symbols and learn about using them in everyday situations, such as in phone numbers, addresses, and timetables. They learn about the concept of number and the principles of the decimal system. They also practise addition and subtraction. They learn about the basic principles of multiplication and division.
T17 to guide the student in expressing amount and order using numbers and to introduce the student to the key units of measurement and their abbreviations and to the use of instruments of measurement	Students learn about ordinals. They practise the use of the most common units of measurement and their abbreviations. These include, for example, distance, volume, time, and mass. They practise comparing amounts and properties using numbers and units of measurement. They estimate distances, volumes, and masses. They practise using the ruler and other instruments of measurement.
T18 to guide the student in understanding concepts related to time and the use of money	Students are introduced to the concept of time and practise, for example, expressing and understanding times of day, dates, and opening hours. They practise using numbers in monetary contexts, such as using prices, invoices, receipts, and price comparisons. They practise identifying decimals and fractions in everyday situations. They are introduced to technical tools, such as the calculator, smartphone applications, ATM, and online banking.

7.2 Objectives and key content areas related to society skills and cultural competence

Society skills and cultural competence are general information and skills that help people to work actively and constructively in different situations and communities. Students are guided to act in a pluralistic society that is sympathetic to diversity and respects human rights and equality, in compliance with democratic values and principles.

Society skills include familiarity with basic society structures and services. Society skills encompass sections related to public services, business life, and civil society. Students learn about the basics of managing their finances and responsible consumption. Cultural competence includes learning content elements that develop and deepen cultural identity and cultural interaction. Students are encouraged to listen to others, express their opinions, and justify their views. Students learn about Finnish history and its Nordic, European, and international connections. The learning content takes into account the practical needs that a student has in different life situations and emphasises acting in everyday situations in society, expanding towards society skills. In teaching, special attention may be paid to special regional characteristics to increase competence related to local issues. Good language skills and a good command of concepts as well as the development of reading and writing skills are an essential part of studies in the subject.

The development of society skills and cultural competence makes it easier for the students to act in Finnish society and culture and supports the students' growth into people who act responsibly and with initiative. Society skills are closely associated with the concept of active citizenship. Knowing and understanding the surrounding society enhances people's inclusion and increases their opportunities to influence their own lives and matters involving themselves.

The sections teaching society skills and cultural competence are organised through partnerships with educational institutions, local organisations and communities, municipalities, and companies, for instance. The aim is to organise study modules so that they make it possible to feel a sense of inclusion in one's own local community and, more broadly, Finnish society through dialogue and joint activities. Joint activities also enable the learning of language in different language-use situations.

Objectives	Key content areas
T1 to increase familiarity with the local environment and community and to identify special local characteristics	Interaction with the local environment and community is supported. A sense of inclusion is made possible through co-operation with other parties.
T2 to introduce the student to the basic features of Finnish history and the social system and to support and encourage the student to work actively in their own local community, in Finnish society and, more broadly, in civil society	Students learn about the main events in Finnish history and about the country's social system, including the state bodies and local government. They learn about Finnish democracy and the workings of the state, municipalities, and local communities. They examine common decision-making and concepts related to democratic activities, such as human rights, children's rights, equality, and non-discrimination. They learn in practice about ways to work in different groups and organisations, as part of civil society. They build their vocabulary and stock of concepts related to history and society skills.
T3 to guide the student in using services available in society	Students are introduced to the workings of society from the perspective of individuals and families. They learn about public and private services, such as health services, the Social Insurance Institution of Finland (Kela), social services, Employment and Economic Development Offices, early childhood education, education services for children, young people and adults, the police, libraries, culture, sports and exercise services, services for young people as well as bank and mobile services. Students learn about the third sector. They build their vocabulary related to daily life and services provided by society. The course also includes relevant tours and visits. Students learn about Finnish safety culture and about preparing themselves for various everyday risks. Factors that influence health and wellbeing are discussed.
T4 to introduce the student to customs, values, norms, and attitudes related to Finnish culture and to make them aware of their own set of values	This course explains and illustrates customs, values, norms, and attitudes related to Finnish culture. Aspects related to personal integrity are discussed. Students are supported in becoming aware of their own values and of things that are important to them and on which they want to exercise influence. They participate in interaction that makes Finnish culture, customs, values, norms, and attitudes familiar to them.
T5 to support the student to act constructively as a member of a culturally diverse community and to guide the student in adopting an open attitude to culturally different viewpoints	Students are encouraged to listen to others, express their opinions, and justify their views. They practise adopting an active role in different interactive situations.
T6 to make the student familiar with Finnish working life and its practices	Students learn to understand employment-related factors and the rules of working life. They learn about customs associated with Finnish work culture and vocabulary related to working life.

7.3 Studying and self-assessment skills

Study skills include, for instance, the ability to use different cognitive strategies in learning and information about the nature of various learning tasks and about oneself as a learner. Studying also requires good time management, a systematic approach to studies, the ability to concentrate, and the ability to assess one's own learning. Nowadays, the ICT skills associated with problem-solving can also be perceived as study skills. These skills include the ability to use digital technology, the means of communication and networks to acquire and evaluate information, communicate, and solve practical problems.

It is also important for the student to learn how to act during lessons, in an educational community or in another learning environment. Other studying skills include taking care of and using one's own and shared study tools, submitting absence notifications (if any), and doing homework regularly.

Students are encouraged to carry out self-assessment so that they form a realistic picture of their own competence and so that they can gradually take more responsibility for their learning. The students' self-assessment skills are developed through joint discussions about learning and study progress. An analytical examination of their own learning and study progress helps students act in an increasingly self-directed manner. The teacher helps the students understand the objectives of studies and find the best methods for achieving the objectives. Self-assessment is an essential part of Finnish study and work culture.

Students are also guided, as a group, to observe their learning and progress as well as the factors influencing it. It is also important for the teacher to develop the students' peer-assessment skills as part of group work. This helps the students learn to give and receive constructive feedback.

Objectives	Key content areas
T1 to help the student act in the learning environment	Students practise how to act during lessons, in an educational community or in another learning environment. They build their ability to take care of and use their own and shared study tools. They learn about practices associated with absence notifications (if any). They practise doing their homework regularly. They learn to understand time management, a systematic approach to studies, and the ability to concentrate.
T2 to guide the student in identifying, assessing, and developing their study skills	Students practise self-assessment to form a realistic picture of their own competence. They discuss the objectives of studies and practise the best methods for achieving these objectives. They discuss learning and study progress. They learn about self-direction and the adoption of responsibility of their own learning. They practise, as a group, observing their learning and progress as well as the factors influencing it. They practise peer-assessment skills as part of group work. They build their ability to give and receive constructive feedback.
T3 to guide the development of the student's problem-solving skills	Students practise using digital technology, the means of communication and networks to acquire and evaluate information, communicate, and solve practical problems. They learn about turning to the parties that offer support and guidance services in the educational institution and in society. Their ability to seek the necessary services is also developed.

8 ASSESSMENT OF LEARNING AND CERTIFICATES

The assessment of the student's learning must be continuous, versatile, and encouraging. The goal of the assessment is to support the student's realistic picture of their own learning and to help the student see which areas still need practice. The feedback received during studying has a major impact on the students' perception of themselves as learners. Consequently, it is particularly important that assessment takes place in an encouraging and positive atmosphere.

8.1 Assessment of learning and provision of feedback during training

The assessment of learning is a process that continues throughout education. Especially the learning of self-assessment skills requires a lot of repetition and systematic and continuous practice before students are able to use these skills in controlling their studying. Self-assessment skills play a key role in target setting and life management. The student's learning is assessed jointly by their teachers.

With continuous and carefully planned assessment, the teacher supports the student's realistic picture of study progress and skills improvement. Assessment during training is personal and the skills of each student are assessed in relation to the objectives set for them. The objectives are discussed with the students already in the early stages of the training. The student must be helped in seeing and becoming aware of various factors that influence learning and its pace.

Diverse methods should be employed in assessment so that students can demonstrate their competence in the best possible way. Making all kinds of progress visible is important for maintaining the learner's study motivation. At the beginning of the training, assessment may be teacher-led but the goal is to develop students' self- and peer-assessment skills continuously so that the teacher's role in assessment decreases as the training proceeds. It is a good practice for the teacher to provide students with feedback both verbally and in writing so that students understand the content of the assessment and have an opportunity to ask questions about it. Discussions between the teacher and the students build mutual trust and consolidate the students' perception that the educational path and associated assessment are personal. It is also useful for the teacher to ask students to provide feedback on the teacher's work and, on the basis of this feedback, reflect on the functionality and meaningfulness of teaching methods, for instance.

Guiding feedback provided by teachers is very significant for the assessment of learning. The key assessment features are:

- an encouraging and motivating atmosphere
- a dialogic and interactive approach that promotes students' participation
- the provision of support that helps students understand their own learning process and measures that make the students' progress visible throughout the learning process
- fair and ethical assessment
- diverse assessment
- the utilisation of information gained through assessment when planning teaching and other activities.

The assessment of learning supports learning when:

- assessment methods and content are in line with the teaching
- the teacher uses feedback to guide students in combining new things being learnt with prior learning
- students can demonstrate their competence in a versatile manner and according to their language skills
- students receive immediate, relevant, guiding, and encouraging feedback and feel that assessment helps their learning

All teachers who teach a student are committed to assessment and the provision of feedback.

8.2 Assessment of learning at the end of the training and certificates awarded

At the end of the training, the student's competence is assessed in relation to the objectives set for the training. The student is awarded a certificate of participation. The following information is recorded on the certificate:

- the student's name and date of birth
- the name of the education provider/the educational institution
- the name and duration of the training completed by the student and the study modules included
- the description of the training attended by the student
- the student's weekly/monthly number of training hours or the total number of training hours
- the date on which the certificate was awarded and the signature of the party who awarded it

- the fact that the training has been provided in accordance with this curriculum guideline for literacy training in liberal adult education, issued by the Finnish National Agency for Education (Finnish National Agency for Education 1/011/2017).

The student's competence at the end of the training is assessed at least in the following areas of language skills according to Appendix 1:

- acting in interactive situations
- reading and interpreting texts
- writing and producing texts
- numerical skills

If the student has reached at least the proficiency level A1.1 in some areas of language skills during the training, this language proficiency level, according to the scale describing language proficiency levels (Appendix 2), is also recorded in the certificate in connection with these areas. The certificate may also include written assessment feedback on the development of the student's skills. In addition, the educational institution must also provide a plan for the future, including a recommendation for the student's further studies or another service.

APPENDIX 1. ASSESSMENT TABLE FOR THE CERTIFICATE

ACTING IN INTERACTIVE SITUATIONS

__ Recognises and understands some Finnish words, questions, and phrases in speech.
__ Knows how to pronounce words intelligibly.
__ Knows how to produce some Finnish words.
__ Knows some words needed in everyday interaction.
__ Knows a fair number of words describing him-/herself and his/her circle of family, friends, and acquaintances.
__ Knows how to answer the most common questions and use the most common phrases.
__ Knows a lot of words needed in running everyday errands.
__ Is capable of following simple dialogue.
__ Is capable of participating in simple dialogue.
__ Knows a wide variety of words and phrases associated with several topics.

The student reached the following proficiency level, as defined in the table describing language proficiency levels: _____

READING AND INTERPRETING TEXTS

__ Recognises symbols that are important for smooth everyday life.
__ Knows the Roman alphabet.
__ Recognises a few familiar words.
__ Knows how to mechanically read syllables or short words.
__ Knows how to read and understand words.
__ Knows how to read and understand clauses or short texts.

The student reached the following proficiency level, as defined in the table describing language proficiency levels: _____

WRITING AND PRODUCING TEXTS

__ Knows how to write capital and lower-case letters.
__ Understands letter-sound correspondences and knows how to write syllables.
__ Knows how to write words.
__ Knows how to write short clauses.
__ Knows how to write short messages, e.g. absence notifications.
__ Knows how to use a computer to send short messages.

The student reached the following proficiency level, as defined in the table describing language proficiency levels: _____

NUMERICAL SKILLS

__ Recognises numerical symbols that are important for everyday life.
__ Knows numerals and understands their meaning.
__ Knows how to say numerical expressions that are important for him/her, such as his/her address, personal identity code, and telephone number.
__ Knows how to express amount and order using numbers.
__ Recognises and knows times of day and knows how to use the most common instruments of measurement.
__ Knows the basics of addition and subtraction.

If the student has reached at least the proficiency level A1.1 in some areas of language skills during the training, this language proficiency level, according to the scale describing language proficiency levels, is also recorded in the certificate in connection with these areas.

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The aim of this curriculum guidelines for literacy training in liberal adult education is to support education providers in setting objectives for literacy training, in selecting content and in assessing student learning. The guidelines also describes the starting points for the provision of education, the assessment of students' initial competence level, the organisation of education as well as the support and guidance offered to students. The guidelines has been prepared in collaboration with liberal adult education organisations and invited experts. The Finnish National Agency for Education recommends that education providers prepare their curriculum based on this guidelines. The curriculum guidelines is effective from 1 January 2018. This guidelines can also be used in other similar literacy training if there is no national core curriculum for the training in question. An assessment table for the certificate is appended to the guidelines.

Finnish National Agency for Education
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