

NATIONAL CORE CURRICULUM FOR BASIC EDUCATION FOR ADULTS 2017

Literacy training phase and introductory phase



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Basic Education Decree (852/1998), sections 10, 11 and 14, Pupil and Student Welfare Act (1287/2013), section 13 (as amended by 791/2014 and 1501/2016) and section 24 (as amended by 791/2014) and Government Decree (422/2012), section 13

This regulation repeals regulations 19/011/2015 and 3/011/2016 issued by the Finnish National Agency for Education.

NATIONAL CORE CURRICULUM FOR BASIC EDUCATION FOR ADULTS 2017

The Finnish National Agency for Education has decided on the National core curriculum for basic education for adults 2017, as described in the appendix. The regulations repealed by this decision as well as any curriculum for basic education for adults based on those regulations shall remain in force until a new curriculum based on this regulation is adopted.

Education providers shall draw up and approve a curriculum in compliance with this national core curriculum.

Curricula drawn up in compliance with this regulation shall be adopted for all students from 1 January 2018.

Director General Olli-Pekka Heinonen

Director Jorma Kauppinen

APPENDIX National core curriculum for basic education for adults 2017

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1 THE SIGNIFICANCE AND PREPARATION OF A LOCAL CURRICULUM

1.1 The national core curriculum and local curriculum

Basic education for adults is intended for all those completing their basic education after the compulsory school age. It is comprised of two phases: the introductory phase and the final phase. The introductory phase may also include a literacy training phase (or part of it) if the student is illiterate or has inadequate literacy skills. The provision of basic education for adults is heavily based on the personalisation of studies, accomplished through the individual curriculum described in chapter 5.2. Students can have their prior learning recognised in basic education for adults.

The purpose of the steering system in basic education for adults is to secure the equality and quality of education and to provide a supportive environment for studies. The normative components of the steering system comprise the Basic Education Act and the Basic Education Decree, the Government Decree on the National Objectives for Education Referred to in the Basic Education Act and on the Distribution of Lesson Hours (hereinafter, the distribution of lesson hours decree), the national core curriculum as well as the local curriculum and the annual plan for its implementation.

The national core curriculum for basic education for adults is based on the Basic Education Act and Basic Education Decree¹ as well as the Government Decree defining the objectives and distribution of lesson hours². The national core curriculum is a national regulation issued by the Finnish National Agency for Education, which provides the foundation for local curricula.³ Its purpose is to support and steer the provision of teaching and to promote a uniform basic education for adults in all Finnish general upper secondary schools for adults, folk high schools and other educational institutions providing basic education for adults. This foundational document describes basic education for adults in its entirety, from the introductory phase to the final phase.

Basic education for adults is an educational entity. The objectives and content of its components are interrelated, creating the foundation for teaching and the school culture. The national core curriculum contains provisions on tasks and

1 Basic Education Act (628/1998), Basic Education Decree (852/1998, as amended by Government Decree 423/2012)

2 Government Decree on the National Objectives for Education Referred to in the Basic Education Act and on the Distribution of Lesson Hours (422/2012, as amended by Government Decree 135/2017)

3 Basic Education Act, section 14, subsection 2

objectives as well as text that sheds further light on and helps understand them. This foundational document also contains references to the legislation that forms the basis for the core curriculum.

Basic education for adults is part of adult education. Therefore, the concept of 'student' is used instead of 'pupil'. As provided in the Basic Education Act, students have the right to receive teaching, study guidance and support for learning and studies, as described in the core curriculum.⁴

The local curriculum is an important element of the steering system in basic education for adults. It plays a key role in expressing and implementing the national objectives and content of teaching as well as the objectives and tasks that are felt to be of particular importance locally.

The local curriculum provides a common foundation and direction for daily studies. It is a strategic and pedagogic tool that helps guide the operations of education providers and the work of educational institutions. The curriculum links basic education for adults to other municipal activities promoting the learning and well-being of students who attend adult education. The national core curriculum steers education providers to develop their educational institutions as growth environments and learning environments that students experience as being relevant and encouraging so that the objectives set for education can be achieved to the highest possible degree. The national core curriculum for basic education for adults links the operations of educational institutions to other actions aiming to promote the learning and well-being of the same target group.

1.2 The principles for preparing the local curriculum

The education provider is responsible for drawing up the local curriculum and for assessing and developing its implementation.⁵ The curriculum contains provisions on organising and carrying out teaching and learning assessment, study guidance, support and student welfare, co-operation and teaching for special conditions. The local curriculum adds a local emphasis and supplement to the provisions of the national core curriculum regarding the objectives, operational guidelines, core content and other elements related to the provision of teaching in basic education for adults. The education provider draws up the curriculum, taking into account local conditions, special features and opportunities, the needs of students as well as the institution's self-assessment and the results of its development work.

4 Basic Education Act, section 30, subsection 1

5 Basic Education Act, section 15, subsection 1

The local curriculum promotes the continuous development of the quality of education, strengthens the continuum of education and creates a solid foundation for transitioning to upper secondary education. Since basic education for adults is most commonly organised in upper secondary schools for adults and in folk high schools, which also offer other education and teaching, the uniformity or mutual compatibility of the institution's objectives and practices on the whole must also be taken into account when preparing the curriculum. This principle also applies to any larger networks of education providers.

The education provider may acquire teaching for the literacy training phase from the municipality, joint municipal authority, private provider of basic education or providers of vocational education and training.⁶ In these cases, the education provider is responsible for ensuring that the teaching is in line with the national core curriculum. If the provider decides to acquire this element of adult basic education from another source, the provider must describe the acquisition process in its own core curriculum and include in it the literacy training curriculum in the form offered by the other provider.

The education provider approves the curriculum for basic education for adults separately for Finnish-language and Swedish-language education and for education given in another language, if required.⁷ A local curriculum can be common to all the educational institutions of a single education provider or it can include both common components and components that are common to several institutions and/or specific to a single institution. Education providers can also agree on mutual co-operation and on common regional curriculum policies.

The curriculum for basic education for adults must offer a realistic and motivating educational path for participating students. Special attention must be focused on the study conditions of students with weak levels of competence or whose studies in comprehensive school are notably inadequate or lacking entirely. The preparation of the curriculum for basic education for adults means participating in the development of the local educational offer by building a relevant educational continuum and ensuring that students can flexibly transition to further education or working life. Preparation for the local curriculum involves local or regional co-operation with other parties working with the same groups of students. These parties include other educational institutions, employment and economic development offices, providers of education and cultural services, as well as municipal health and social services authorities in the case of student welfare and co-operation between the home and educational institution when dealing with students under the age of 18.⁸

6 Basic Education Act, section 46, as amended by Act 1507/2016

7 Basic Education Act, section 15, subsection 1

8 Basic Education Act, section 15, subsection 2

The education provider's other plans and decisions regarding education and any sustainable development or cultural education programme must be taken into account when preparing the local curriculum. The provisions in the Non-Discrimination Act on a plan for the promotion of equality must also be taken into account⁹.

The education provider draws up an annual plan based on the core curriculum. As provided in the Basic Education Act, students have the right to receive basic education in accordance with the core curriculum.¹⁰ In keeping with this, anyone working with students must follow the curriculum approved by the education provider as well as any other norms guiding work.

Education providers must secure adequate participation opportunities for the educational administration staff and see to the multiprofessional co-operation between different groups in the preparation and implementation of the core curriculum and the annual plan. Students must also be given the opportunity to participate in the preparation of the core curriculum.¹¹ The participation opportunities of different staff groups and students must be ensured during the preparation of the curriculum irrespective of whether the curriculum is prepared for an individual educational institution, as a joint curriculum for several institutions or as a regional curriculum. If required, the caregivers of students under the age of 18 may participate in the curriculum work and in planning the educational institution's activities, especially regarding the development of the school culture and co-operation between the school and the home.

If the education provider offers the opportunity to complete studies in a penal institution according to this national core curriculum, a decision to this end must be made in the curriculum. Regarding teaching organised in a penal institution, the distribution of lesson hours may differ from that specified in the distribution of lesson hours decree.¹²

9 Non-Discrimination Act (1325/2014), section 6

10 Basic Education Act, section 30, subsection 1

11 Basic Education Act, section 47 a

12 Government Decree on the National Objectives for Education Referred to in the Basic Education Act and on the Distribution of Lesson Hours, section 7, subsection 3

1.3 The assessment and development of the local curriculum

The Basic Education Act obligates education providers to assess the education they provide and its impact as well as to participate in the external assessment of their operations. According to the legislation, the main objective of assessment is to develop education and improve the conditions for learning.¹³ Assessment includes monitoring, regularly assessing and developing the implementation of the local curriculum and annual plan.

The implementation of the core curriculum for basic education for adults is mainly assessed on the basis of self-assessments carried out by the education provider and educational institutions. Co-operation with other parties promotes open and constructive self-assessment. The results of national assessments and development projects can be used in this process. The national quality criteria for basic education¹⁴ support self-assessment and the development work based on it. The education provider decides on the use of quality criteria.

If nationwide changes are made to the national core curriculum, corresponding changes must always be made to the local curriculum and carried out in practice. Education providers can also review their curriculum and improve its quality and functioning from the perspective of local needs, using self-assessment and their own development work as the basis.

1.4 The preparation of the local curriculum and the key solutions guiding teaching

The local curriculum, the annual plan containing further specifications to it as well as any other plans are drawn up as determined by the education provider, in compliance with the previously described objectives and principles. The education provider may delegate the responsibility for making decisions included in the curriculum to educational institutions and decide on the preparation of an institution-specific curriculum.

This subchapter specifies the curriculum-related decisions that can be made locally as well as the matters to be described in the curriculum that are not discussed in the other chapters. In addition to these topics, each main chapter of this national core curriculum contains more detailed specifications of the decisions and descriptions that must be included under each corresponding chapter in the curriculum.

¹³ Basic Education Act, section 21, subsection 1 and 2

¹⁴ Quality criteria in basic education, Ministry of Education and Culture 2012

The education provider decides on the solutions and operating methods that have to do with curriculum preparation, monitoring and assessment:

- special features regarding the conditions for teaching and the local operating environment and how these are taken into account in curriculum preparation
- the method for preparing the local curriculum (institution-specific, jointly by several institutions, municipality-specific, regional or other)
- languages of teaching for which the curriculum is prepared
- ways in which the other curricula of the same educational institution should be taken into account when preparing the curriculum for basic education for adults
- the structure of the curriculum and the form of publication
- ways in which the staff and students participate in preparing and developing the curriculum
- any other parties taking part in the preparation and implementation of the curriculum
- ways to ensure co-operation with the municipal social and health care authorities when working on sections regarding student welfare and co-operation between the school and the home in the case of students under the age of 18
- ways to incorporate co-operation that promotes integration into the curriculum and its preparation process
- methods for monitoring the implementation of the curriculum and for assessing and developing the curriculum

The education provider determines and describes the solutions related to the organisation of teaching:

- the education offer in the introductory phase to basic education and any literacy training phase included in it, as well as in the final phase
- if the education provider decides to acquire literacy training from another provider of adult basic education or vocational education and training, the education provider must describe the acquisition process in its own core curriculum and include in it the literacy training curriculum in the form offered by the other provider
- compulsory subjects and their syllabuses, course names and codes
- optional subjects and their syllabuses, course names and codes
- the education provider's language programme in basic education for adults
- supplementary curriculum plans and programmes to which the local curriculum is committed (such as sustainable development, equality, information strategy, cultural education)
- any other considerations and solutions of local importance

Matters guiding local decision-making regarding education provided in penal institutions are described in chapter 6.

The plan for necessary measures to promote equality required by the Non-Discrimination Act¹⁵ can be incorporated into the curriculum. The plan can also be prepared separately.

The gender equality plan specified in the Act on Equality between Women and Men¹⁶ can be incorporated into the curriculum. The plan can also be prepared separately. As a rule, the gender equality plan is drawn up annually, but it can also be drawn up for a two- or three-year period.

15 Non-Discrimination Act (1325/2014), section 6

16 Act on Equality between Women and Men (609/1986) and the amendment to it (1329/2014), section 5 a

2 THE STARTING POINT FOR THE PROVISION OF EDUCATION

2.1 The target groups of basic education for adults

Basic education for adults is intended for those who are over the compulsory school age but have not completed the basic education syllabus or need to complete their basic education degree or raise their grades. The target groups comprises students with different backgrounds of studies and level of skills.

The target groups of basic education for adults include:

- young people who have arrived in Finland towards the end of their basic education and who have not had the chance to complete their basic education certificate or whose level of skills after basic education is weak.
- those with an immigrant background, aged 17 to 25 years old, who, due to their age, can not attend education offered to pupils and students of compulsory school age but who need a basic education certificate and study skills in order to progress to upper secondary studies
- other adults with an immigrant background who, due to a weak basic education, require introductory-phase basic education, such as literacy and mathematics skills, or who need to complete a certificate in order to attend further studies
- prisoners who lack a basic education certificate or the study skills required to continue with upper secondary studies
- adult Roma whose basic education is limited or who do not have a basic education certificate
- other adults who have dropped out of comprehensive school while still of the compulsory school age
- adults who study at least one subject as a subject student and/or who want to raise their grades from basic education.

2.2 Obligations guiding the provision of education

According to the Finnish Constitution, everyone has the right to free basic education.¹⁷ Municipalities decide how to provide basic education to those not of compulsory school age.¹⁸ The Basic Education Act contains provisions on the applicable parts of the legislation that must be complied with when providing basic education for adults as well as on the benefits that students are entitled

17 The Constitution of Finland (731/1999), section 16, subsection 1

18 Basic Education Act, section 5, subsection 1

to.¹⁹ The word “pupil” is used in the following descriptions if the text is a quote from legislation.

Basic education is governed by a national core curriculum in accordance with the Basic Education Act. Education is provided according to the pupil’s age and capabilities in order to promote healthy growth and development in the pupil.²⁰ Pupils are entitled to teaching according to the curriculum, guidance counselling and sufficient support in learning and going to school as the need arises.²¹ Pupils participating in education are entitled to a safe learning environment.²² The Pupil and Student Welfare Act²³ contains provisions on welfare during studies.

Provisions on the promotion of equality are issued in the Non-Discrimination Act²⁴ and provisions on the promotion of equality between women and men in the Act on Equality between Women and Men²⁵.

In addition, provisions on the qualification of teaching staff, health and safety at work, the use of personal data, publicity and the protection of privacy as well as copyright are also taken into account in the provision of teaching.

The provisions of international conventions on human rights complement those of the Finnish Constitution and Basic Education Act. The Universal Declaration of Human Rights (United Nations) offers a historic and ethical basic interpretation of the significance of human rights.²⁶ Finland is committed to several international conventions on human rights. Some of the key conventions include the United Nations Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights (ICESCR), the European Convention on Human Rights, and the Convention on the Rights of Persons with Disabilities.²⁷ The United Nations Declaration on the Rights of Indigenous People²⁸ is also taken into account in order to secure the rights of the Sami.

19 Basic Education Act, section 46

20 Basic Education Act, section 3, subsection 1 and 2

21 Basic Education Act, section 30, subsection 1

22 Basic Education Act, section 29

23 Pupil and Student Welfare Act (1287/2013, as amended by Act 1501/2016)

24 Non-Discrimination Act (1325/2014)

25 Act on Equality between Women and Men (609/1986) and the amendment to it (1329/2014)

26 The Universal Declaration of Human Rights 1948

27 The United Nations Convention on the Rights of the Child (Finnish Treaty Series 59-60/1991), the International Covenant on Economic, Social and Cultural Rights (Finnish Treaty Series 6/1976), the European Convention on Human Rights (Finnish Treaty Series 85-86/1998), the Convention on the Rights of Persons with Disabilities (2006)

28 The United Nations Declaration on the Rights of Indigenous People (2007)

2.3 Scope and structure of education

In basic education for adults, students can:

- complete the basic education syllabus
- complete the introductory phase to basic education for adults or parts of it
- complete the literacy training phase that belongs to the introductory phase or parts of it
- complete basic education subjects or parts of such subjects in course form
- raise their grades in the basic education certificate.

Basic education for adults is based on the premise that adult students build their competence on prior skills and knowledge, life experience and any parallel studies. Therefore, studies should include optional elements and alternatives that enable studies in different life situations.

The students' individual learning routes are devised flexibly and individually, taking into account prior education and any work experience that may substitute for studies. Previously completed studies that correspond to the objectives and core content of the curriculum as well as learning acquired elsewhere must be recognised. The initial competence level of each student must be determined. The education provider and student jointly draw up a personal study plan for the student, as described in chapter 5.2.

Students have the right to include in their personal study plan studies offered by other education providers, as determined by the education provider.

According to the Government Decree (422/2012, amended by the Decree 135/2017), the different phases of basic education for adults comprise compulsory and optional courses in different subjects and subject groups.

The minimum number of courses specified in the Decree indicates the number of compulsory and optional courses that the education provider must provide, as a minimum, in the different phases.

In the introductory phase, the provider must offer at least 34 compulsory courses and 10 optional courses. Students choose a minimum of 38 courses if completing introductory-phase studies. For the literacy training included in the introductory phase, the minimum number of courses that the educational institution must provide is 23 for compulsory courses and 6 for optional courses. Of these courses, students choose at least 27 if completing the literacy training phase. The number of courses completed is determined by the student's personal study plan.

Studies in the introductory phase to basic education for adults, and in any literacy training phase included in it, are selected flexibly to ensure that the students obtain the skills and knowledge required to transfer to the final phase of basic education for adults. The personal study plan can also be drawn up so that the student completes courses from different phases in parallel. If it is more beneficial for the student to first complete the literacy training and/or introductory phase, the student can later be guided to choose other suitable education.

The syllabus for basic education for adults includes a minimum of 46 courses in the final phase. Regarding basic education for adults provided in a penal institution, the minimum number of final-phase courses specified in the syllabus is 30,²⁹ but the education provider may use its discretion to determine the minimum scope that is most beneficial to the student. In the final phase, the provider must offer at least 39 compulsory courses and 10 optional courses. Students choose a minimum of 46 courses to complete the final phase.

The overall syllabus encompassing the literacy training phase and the introductory and final phases has a maximum scope of four years. Full-time studies must be completed in five years.

The scope of courses offered in basic education for adults is 28 hours.³⁰ Courses can be offered partly or entirely as distance teaching. In contact teaching, each lesson must last at least 40 minutes.³¹

2.4 Basic values

The uniqueness of students and the right to good teaching

Adult students have the right to self-development as students, individuals and members of society from their own starting points. Studies must provide information and ideas that promote the continuous development of the students' identity, philosophy of life, world view and understanding of human beings. They also provide students with material and opportunities to explore common values along with the competence to evaluate their realisation. The students become better equipped to function as active citizens and autonomous adult members of their study community, family and wider immediate circle.

Every student has the right to good, goal-oriented teaching. The studies must be relevant to the students' and the education provider's objectives. The recognition of prior learning and individual study solutions help build a good

29 Basic Education Decree, section 8, subsection 1, as amended by the Government Decree 136/2017

30 Basic Education Decree, section 8, subsection 1, as amended by the Government Decree 136/2017

31 Basic Education Decree, section 8, subsection 2

learning pathway for adult students. An encouraging, appreciative atmosphere in addition to study and assessment methods that take the situation in life of adult learners into consideration build a solid foundation for a good, interactive and safe learning environment. Basic education provides the skills and knowledge required for further education and supports a positive attitude to lifelong learning and self-development. Exclusion from studies means that cultural rights cannot be exercised.

The exploration of values becomes increasingly important in a world where the students' sets of values are influenced by multi-platform communication, global information networks, social media and peer relations. Discussions on values help students identify and name their own and other people's values and ideals and also analyse them critically.

Humanity, education, equality and democracy

Basic education for adults supports the growth of a humane outlook in students, characterised by striving for truth, goodness and beauty as well as justice and peace. In this growth process, tensions between the goal and reality are unavoidable. Education provides the ability to handle such tensions ethically and compassionately and the courage to defend what is good. Education enables the ability of individuals and communities to make decisions based on ethical thinking, information-based consideration and putting oneself in another person's position. Ethical and aesthetic perspectives serve as a foundation for deciding what is valuable in life. An educated person seeks the good and strives to do the right thing. They know how to evaluate the reliability of information available from different sources and use this information critically. Education also includes the aspiration towards self-regulation and responsibility for one's own development and well-being.

Basic education for adults maintains and strengthens respect for life and human rights and encourages their defence. It promotes well-being, democracy and active engagement in the civil society. A broad principle of equality between all individuals guides the development of basic education for adults. Basic education for adults contributes to the promotion of financial, social, regional and gender equality. Teaching is not tied to any specific religion, philosophy or political party. Teaching may not be used as a channel for commercial influence.

Cultural diversity as a richness

Basic education for adults draws on Finland's diverse cultural heritage. It has come about and continues to be formed through the interaction between different cultures. Teaching enhances the integration of students into Finnish society and strengthens their cultural identity and its creation. Teaching boosts creativity

and the respect for cultural diversity, promotes interaction between and within cultures, creating a foundation for culturally sustainable development.

Basic education for adults brings together people from different linguistic and cultural backgrounds, giving them the opportunity to get acquainted with various customs, community practices, world views and ideas. Students learn to consider things from the perspective of other people's life situations and conditions. Studies completed together with people from different linguistic, cultural, religious and philosophical backgrounds help build true interaction and good co-operation. Studies strengthen the students' ability to function in a culturally diverse society, without forgetting their own cultural heritage. Basic education for adults helps students identify the values and principles that different cultures share in their aim to build a good life. It builds a foundation for a global citizenship that respects human rights and encourages students to promote positive changes in a world of complex interdependencies.

The necessity of a sustainable lifestyle

Basic education for adults promotes a sustainable lifestyle and an ecosocial education in all its activities and teaching. A sustainable lifestyle has an ecological, financial, social and cultural dimension. Ecosocial education is guided by the idea of creating a lifestyle and culture that fosters the inviolability of human dignity and the diversity and renewability of ecosystems while building a competence base for a circular economy based on the sustainable use of natural resources. More specifically, ecosocial education makes students more aware of the gravity of climate change and guides them towards sustainable actions.

People are responsible for taking technology in a direction that best ensures a sustainable future for humans and nature. During their education, students identify the necessity of sustainable development, discuss conflicts in consumption habits and production methods as well as jointly and persistently seek and carry out solutions for modifying our lifestyle. Students learn how to identify social structures and solutions affecting development and how to influence these. Basic education opens up new perspectives on global responsibility encompassing different generations.

2.5 Conception of learning

The national core curriculum for basic education for adults is drawn up on the basis of the notion that students are active agents and participants in their own studies. They plan their studies, set targets and evaluate their own work. In the process, they develop their ability to choose effective study methods. During their studies, students get better at setting targets for themselves, choosing effective study methods and linking prior and new learning. The versatile use of

thinking skills and the use of language, the body and the senses are all essential to learning. In addition to learning new skills and accumulating knowledge, students learn to reflect on their learning, experiences and emotions.

Since learning takes place interactively with other students, teachers and adults as well as with different communities and learning environments, it is essential that students want to interact and develop their collaboration and co-learning skills. Co-learning promotes the students' creative and critical thinking and problem solving. It gives them the chance to engage in constructive, open discussion, to explain and justify their own views and to evaluate them critically. It also helps them understand different perspectives. Language skills are a key resource in the learning process: students get support from their linguistic sensitivity and skills in all their learning. Depending on their life situation, adult students may also be performing many other roles in which they can accumulate and practise the skills and knowledge included in their studies. Students are also guided towards evaluating the consequences of their actions and their impacts on other people and the environment.

Prior skills, knowledge and learning experiences of adult students have a bearing on the learning situation and on how students see themselves as learners. The ability and the will to evaluate and, if necessary, modify their own expectations, notions and habitual practices build a foundation for successful learning. Encouraging and realistic guidance and feedback received during the learning process strengthen the students' positive self-image, self-assurance, belief in their competence and confidence in their own abilities and opportunities. Positive emotional experiences, relevant study content, purposeful and joyful studies as well as activities that create something new promote learning and encourage students to develop their own competence in the long term. The students' own learning experiences affect their attitude to studies, the way they set objectives and the way they choose study methods.

Goal-oriented, lifelong learning builds on the development of one's skills in learning to learn. Students are taught to identify their own method of learning and use this insight to promote their learning. Learning is reflected as changes in thought patterns and operating methods, including the development of study techniques, new skills and knowledge and a better control of one's life. Learning is an integral part of the student's growth as a human being and the construction of a good life in the community. In basic education for adults, teaching in different subjects aims to develop the students' skills in learning to learn.

2.6 Locally decided matters

Discussions of values form the basis of curriculum preparation and common teaching activities. The method of conducting discussions of values is locally determined. This also means deciding on the methods for staff and students, and co-operation partners, if so required, to participate in these discussions.

In the curriculum, the education provider determines and describes:

- any local perspectives and emphases complementing the value basis and conception of learning specified in the national core curriculum for basic education for adults (otherwise, the text of the national core curriculum can be used as such to describe these issues)
- the monitoring and assessment methods regarding the implementation of the value basis and the conception of learning.

Any institution-specific additions are recorded in the institution-specific curriculum and/or annual plan, as determined by the education provider.

3 THE TASK AND GENERAL OBJECTIVES OF BASIC EDUCATION FOR ADULTS

3.1 The task of basic education for adults

Basic education for adults is part of the general education system, the adult education system and the integration training system for adult immigrants. Basic education provides the opportunity to learn basic skills and broaden their scope as well to obtain the competence and qualifications required for upper secondary education. Identifying one's strengths and learning to make future plans form a key component of basic education for adults. Basic education helps promote the students' positive identity as human beings and learners.

The social task of basic education for adults is to promote gender equality, equal treatment and fairness. Basic education accumulates human and social capital. Human capital comprises competence that promotes individual and social well-being. Social capital is created through relationships, interaction and trust between people. Basic education aims to prevent inequality and marginalisation. It promotes the social integration of students and the integration of adults with an immigrant background by providing them with adequate linguistic and social skills. In basic education for adults, special attention must be focused on employer connections, working-life skills and the development of skills that support employment. Basic education promotes gender equality. It offers equal encouragement to all students, irrespective of their gender, in all subjects, and increases the knowledge and understanding of gender diversity.

The cultural task of basic education for adults is to promote diverse cultural competence and to support students in building and preserving their own cultural identity and cultural assets. Basic education increases the understanding of cultural diversity and helps perceive the past, present and future of cultures as continuums that everyone can act and participate in.

Social changes and topical issues are taken into account flexibly in basic education for adults. Global education contributes to the promotion of fair and sustainable development in line with the development objectives set by the UN.

3.2 National objectives for teaching

Provisions on the national objectives for teaching and education are issued in the Basic Education Act and, in greater detail, in the Government Decree³². These objectives serve as guidelines for the preparation of all sections of the national core curriculum. They also guide the preparation of local curricula and the activities performed in educational institutions.

Growth towards humanity and membership of society

Section 2 of the Government Decree defines the general objective of basic education. According to it, basic education supports growth towards humanity and ethically responsible membership of society. Teaching and education also support the students' growth into well-balanced individuals with healthy self-esteem. According to the decree, teaching promotes understanding and familiarity with the traditions of different cultures as well as ideological, philosophical and religious traditions, such as Christian traditions, and Western humanities. Emphasis is placed on respect for life, other people and nature as well as on the inviolability of human dignity, respect for human rights, and the democratic values of Finnish society, such as equality and equal treatment. Education also encompasses co-operation and responsibility, the promotion of health and well-being, the adoption of good habits and manners and the promotion of sustainable development.

Required skills and knowledge

According to section 3 of the decree, the key objective of teaching is to build a foundation that will help students obtain a broad education and world view. This calls for skills and knowledge in different fields as well as competence that intersects and combines knowledge from different disciplines. The importance of skills is emphasised. According to the decree, teaching must be based on scientific knowledge.

The promotion of culture and education, equality and lifelong learning

Section 4 of the decree lays down provisions on the objectives and principles for organising education and pupil and student welfare services. All operations must strengthen equality and equal treatment in education, develop the skills of learning to learn and improve the prerequisites for lifelong learning. The emphasis focuses on the use of interactive learning environments and the use of informal and non-formal learning as resources in teaching. The importance of a

32 Basic Education Act (628/1998), section 2 and Government Decree (422/2012), sections 2–4

school culture that promotes growth and learning as well as the role of pupil and student welfare is emphasised.

Special objectives in basic education for adults

Basic education for adults specifically aims to offer students the opportunity to acquire the skills and knowledge imparted in basic education, to develop their skills in learning to learn and improve their ability to continue with upper-secondary studies, taking into account the students' competence, life experience, conditions, age and linguistic and cultural background.³³

The objectives defined in the Government Decree (422/2012) encourage education to be examined as a comprehensive system that builds the required general education and foundation for lifelong learning. In addition to imparting discipline-specific competence, the objective is to build cross-curricular competence. Therefore, the national core curriculum defines the objectives and content for common subjects as well as the objectives for transversal competence combining several subjects and for interdisciplinary learning modules.

3.3 Aiming at transversal competence

The increased need for transversal competence arises from the changes taking place around us. In order to succeed in their studies and work and to grow into responsible citizens, students need competence that crosses and combines different subjects and skill sets. Transversal competence encompasses skills, knowledge, values, attitudes and will. It also means knowing how to employ skills and knowledge appropriately in different situations. The way in which students employ their skills and knowledge is influenced by their values and attitudes and their will to act.

Values, the conception of learning and the school culture create the foundation for the development of learning. Each subject contributes to the development of competence through its content and methods. The development of learning is affected by the content that the learners work with and especially by the methods adopted and the interaction between the learner and the environment. Feedback to students as well as guidance and support for learning have an impact particularly on attitudes, motivation and the will to act.

The following paragraphs describe seven wide-ranging competence areas and the reasons for their key role. The areas interrelate in many ways. Their common objective mirrors the task of basic education in aiming to support the development of all students as both individuals and members of society as well

33 Government Decree (422/2012), section 5

as to promote the kind of competence needed in a democratic society and for a sustainable lifestyle. Students are encouraged to identify their special qualities, strengths and development opportunities as well as to value themselves.

The objectives of transversal competence are taken into account when determining the objectives of different subjects and defining the key content areas. The linkages between the objectives of subjects and transversal competence are pointed out in the subject descriptions.

Thinking and learning to learn (T1)

Competence in thinking and learning to learn forms the foundation for the development of other competence and for lifelong learning. The way in which students see themselves as learners and the way in which they interact with their environment are of great importance to thinking and learning. Students accumulate new skills and knowledge and relate them to their prior learning. In the case of adult students, life experience and attitudes also affect thinking and learning. Sometimes unlearning is also needed. The students' ability to make observations and seek, evaluate, edit, produce and share information and ideas is crucial. Students are steered towards observing that information can be constructed in many ways, such as through conscious deduction or intuitively, based on one's own experience. An investigative and creative approach, collaborative activities and the opportunity to focus and concentrate promote the development of thinking and learning to learn.

Students are encouraged to employ information both independently and in interaction with others. The information obtained is used for problem solving, argumentation, deduction, the drawing of conclusions and innovation. Students must have the opportunity to critically analyse the topics discussed, approaching them from various perspectives. In order to find innovative solutions, students must learn to recognise alternatives and combine viewpoints open-mindedly as well as to go beyond generally accepted notions and frameworks for interpretation. Functional methods, including drama, physical activity, experimentation and gamification promote the joy of learning and boost creative thinking and insight. The capacity for ethical and systematic thinking has room to develop when teaching deals with the interdependencies and mutual relations of things and identifies wholes. Students are encouraged to seek interactive situations and run errands also outside the learning environment as this enables them to learn new things and use the language needed in such situations.

Adult students are encouraged to believe in themselves and their viewpoints, while also being open to new solutions. They are prompted to look at things in new ways, to seek information and to examine their thinking from new perspectives. Space is given for their questions. They are encouraged to seek answers and to listen to others' views as well as to analyse their own internal knowledge. Students are urged to build new knowledge and understanding.

Encouragement is also needed to encounter and deal with unclear and conflicting information. As members of a learning community, students receive support and encouragement for their ideas, which helps strengthen their agency.

All students are supported in identifying their own way of learning and in developing their learning strategies. The students' skills in learning to learn improve if students are encouraged to set objectives for themselves, plan their work, assess their progress and employ technical and other tools in their studies. Students receive support for building a solid knowledge basis and sustained motivation for further studies and lifelong learning.

Cultural competence and interaction (T2)

Students live in a diverse world and learning environment in terms of culture, language, religion and worldview. A culturally sustainable lifestyle and the ability to function in a diverse environment call for cultural skills based on respect for human rights as well as appreciative interaction skills and the ability to express oneself and one's views.

Basic education for adults strengthens the students' ability to identify and appreciate cultural meanings in their environment and to build their own cultural identity and a positive relationship with their environment. Students learn to understand and appreciate their environment and its cultural heritage as well as their own social cultural, ethical and linguistic roots. They are encouraged to examine the significance of their own background and their role in the generational chain. Through guidance, students learn to consider the diversity of cultures, languages and worldviews as a generally positive resource. Students receive support in identifying the part that cultures, religions and philosophies play in society and everyday life and also to consider the phenomena and activities that are unacceptable because they work against human rights. In the school community and in co-operation carried out outside school, students learn to observe, compare and evaluate immaterial structures at play in different cultures, such as hierarchies, role models and power. Students are encouraged to engage and participate in Finnish society and global communities. They are prompted to treat other people with respect and to follow accepted standards of behaviour. Students are provided with opportunities to experience and interpret art and to become acquainted with cultural heritage and cultural environments.

Studying offers many different opportunities to practise expressing one's opinions constructively and acting ethically. Schoolwork systematically promotes the understanding and defence of human rights as well as the belief in human rights belonging to everyone.

In the school community, students experience firsthand the importance of interaction to their own development. They expand their social skills, learn to express themselves in different ways and to perform in different situations.

Teaching supports the students' growth into versatile, competent language users in the language of instruction and also supports the use of their own mother tongue. Students are encouraged to interact and express themselves even if their language skills are elementary. It is also important for students to learn to identify and make versatile use of images, mathematical symbols and other symbols. Students are encouraged to use their imagination, resourcefulness and sense of humour as a support for learning. They are also taught to act in support of aesthetics and to enjoy different forms of it.

Managing daily life (T3)

This competence area encompasses skills that promote physical, mental and social well-being, navigating in increasingly technological environments as well as the management of personal finance and consumption. In basic education for adults, students also learn about social services and their use.

Students are encouraged to take care of themselves and others as well as to practise skills that are important in daily life, both by learning from others and by sharing their own knowledge. Time management is an important part of the management of daily life and self-regulation. Students learn to identify and understand different factors that promote or undermine well-being and health. They also learn about the importance of safety. Students who have dropped out of basic education are at risk of being marginalised and therefore need support in daily life management and self-regulation.

Students are encouraged to act responsibly and with safety factors in mind in the study community as well as to anticipate and take appropriate action in dangerous situations. They are taught to identify key safety-related factors, to protect their privacy and defend their personal boundaries.

Students attending basic education for adults have many roles. One of the objectives of basic education for adults is to support students in parenthood and to teach them useful skills for solving conflicts related to, for example, family life and integration. The well-being of students can be promoted by helping them understand their own integration process and that of others and use this insight to examine their own situation.

Students need basic information about technology and its development as well as its impact on different fields of life and the environment. Teaching deals with technological diversity and the operating principles of technology. Where possible, students get to practise using technical equipment and systems needed in various everyday situations. Students are encouraged to examine ethical questions related to technology and to consider responsible and sensible ways of using technology in their own lives and in society. They are also encouraged to make versatile use of the opportunities and advantages offered by technology also in their leisure time and self-motivated studies.

Adult students are taught to develop their consumer skills and their abilities to plan and manage their finances. Students receive guidance for the critical examination of advertising and for understanding their rights and responsibilities as consumers. Students are instructed to strive to choices and procedures that promote a sustainable lifestyle.

Multiliteracy (T4)

Multiliteracy means the competence to interpret, produce and evaluate different text types, which help students understand diverse cultural modes of communication and build their own identity. Multiliteracy is based on a comprehensive notion of text. In this context, 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. 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, which develop through education. Students must be able to practise their skills in both traditional learning environments and in multimedia learning environments that make diverse use of technology.

Multiliteracy skills are developed in all subjects, progressing from everyday language use to mastery of the subject-specific language and forms of presentation. The development of competence requires a rich textual environment and a pedagogic approach that draws on it, as well as co-operation between school subjects and co-operation with other participants. Teaching provides the opportunity to enjoy various texts. In learning situations, students use, interpret and produce different types of texts individually and with others. Learning resources consist of texts that exhibit various forms of expression, and students are supported in understanding their cultural contexts. Students examine authentic texts that are relevant to them, texts relating to their leisure time as well as interpretations of the world arising from these. This enables students to employ their strengths, study content that is of interest to them and use all this for the purposes of participation and influencing.

ICT competence (T5)

Information and communication technology (ICT) competence is an integral part of general education and daily-life management skills. It is in itself an important civic skill as well as an important element of multiliteracy. ICT competence is

a target and tool of learning. In basic education for adults, all students get the opportunity to develop their ICT competence, based on their initial skills level. ICT is used systematically in different phases of studies, in different subjects and in interdisciplinary learning modules.

ICT competence is developed in four main areas: 1) Students deepen their understanding of the usage and operating principles and key concepts of information and communication technology as well as their practical ICT skills in the production of their own work. 2) Students learn to use information and communication technology responsibly, safely and ergonomically. 3) Students learn more about using information and communication technology to manage information, and they are encouraged to use ICT for investigative and creative work. 4) Students are supported in the appropriate use of ICT for interactive and networking purposes. In each of these areas, it is important to take into account the students' skills level, arouse the students' interest and boost their activity as well as provide them with opportunities to exercise their creativity and find the study methods and paths best suited to them. Information and communication technology offers tools for making one's thoughts and ideas visible in different ways. This also helps develop thinking and learning skills.

Students also gain further insight into different ICT applications and uses, the evolving role of ICT in daily life and human interaction as well as the role of ICT as a tool of influence. The possible uses of ICT in studies, work and society are discussed. Students learn to evaluate the impact of ICT from the perspective of sustainable development and to act as responsible consumers. They are given the opportunity to use ICT for international interaction. Students learn to perceive the significance, opportunities and risks of ICT in their own daily life and in the global environment.

Working life competence and entrepreneurship (L6)

Working life, professions and the nature of work are changing, especially due to technological development and the globalisation of the economy. It has become more difficult to anticipate the demands of work. In their basic education, students must obtain general skills that promote their further education and employment. Working life competence is also a key element of the integration process. Students are helped to obtain a realistic, up-to-date picture of working life and their own opportunities in it. It is important for students to understand the importance of work in their own lives and their responsibilities as members of their community and society. Teaching also aims to help students grasp the significance of entrepreneurship and entrepreneurial operations as well as the opportunities that entrepreneurship offers for their own employment. Studies are organised so that students gain familiarity with working life, learn about the entrepreneurial approach and understand the significance of skills acquired through studies or in their leisure time to their own career.

Students learn to work both independently and with others to reach a common goal. In functional learning situations, students practise their planning of work-processes, time management and problem-solving skills and learn to devise new hypotheses and alternatives. Students learn to interact with others and accumulate basic work-related language skills through this.

Students are encouraged to get acquainted with Finnish business and industrial sectors, companies and entrepreneurs as well as with volunteer work, especially in the proximity of their own living environment. During basic education, students get the opportunity to gain work experience and experience of collaboration with parties outside the school environment. Self-employment skills and entrepreneurship, risk assessment and controlled risk-taking all become familiar to students through various projects. Students receive support for networking.

During their studies, students practise working-life skills that help them transfer to and succeed in working life. In addition to working-life and job-seeking skills, students obtain information and guidance to support their further plans, including information about the match between their prior education and work experience and the Finnish labour market and the kind of vocational or general education that they need. Students are helped to identify their professional interests and to make justified decisions regarding both basic and further education, taking into account their own situation, critically examining traditional gender roles and other models of behaviour as well as understanding the impact of these.

Participation, involvement and building a sustainable future (L7)

Participation in societal matters is a prerequisite for a functioning democracy. Basic education for adults strengthens the involvement of all students. Students are encouraged to engage in active citizenship. As a part of the studies, participation and influencing skills and the commitment to joint decisions are practised.

The students' right to take the initiative and participate in decision-making is respected. Where possible, students take part in planning their own studies, their common schoolwork and their learning environment. This gives them practical experience of the importance of agreements, rules and trust. Studies promote the students' ability to participate in decision-making and to act responsibly in their own lives and more widely in the study community and society.

Students are encouraged to follow social debate and examine solutions to topical problems from the perspectives of equality, fair and just treatment and a sustainable lifestyle. By participating in activities both within and outside their educational institution, students learn to express their views constructively. They obtain information and experiences of different options and channels for

participating in and influencing civil society. Students learn to assess the impact of media and the significance of mediated communication as well as to put these to effective use in an ethically sustainable way. Students learn to collaborate and get the chance to practise negotiating, mediating and resolving conflicts. In basic education for adults, students are encouraged to exercise their democratic rights and freedoms as responsible and active citizens and local residents.

During their basic education, students discuss the connections between the past, present and future as well as various outlooks for the future. They receive guidance on understanding the significance of their choices, lifestyles and actions for themselves as well as for their local communities, society and nature. The importance of environmental protection becomes clear both through the natural sciences and personal experiences in nature. Students learn to evaluate their own operating methods and structures and those of their community and society. They also learn to adapt these methods and structures to promote a sustainable future.

3.4 Locally decided matters

When preparing the local curriculum, discussions are conducted to determine what the task of basic education and the national objectives for teaching and education defined in the Government Decree mean from the local perspective. Discussions also focus on the requirements that the national objectives as well as the transversal competence and subject-specific objectives derived from them set on the organisation and management of teaching and on schoolwork.

In the curriculum, the education provider determines and describes:

- any local perspectives that supplement the task of basic education for adults and describe its practical implementation (otherwise, the text of the national core curriculum can be used as such for the task description; the task can also be made more concrete and implemented with the help of complementary plans and programmes, such as the sustainable development programme or cultural education programme)
- any local emphases regarding the transversal competence defined in the national core curriculum and the form that such emphases may take (otherwise, the text of the national core curriculum can be used as such to describe transversal competence)
- the measures and arrangements adopted to ensure that the objectives of transversal competence are achieved in teaching and to monitor their achievement.

4 SCHOOL CULTURE FOR LEARNING TO LEARN AND SOCIAL INTEGRATION

4.1 The significance and development of the school culture

The school culture encompasses all of the community's practices, behavioural models, values, principles and criteria that the quality of work is based on. The school culture is manifested at the individual, group and community levels. The school culture expresses the institution's operating approach that emerges through historical and cultural development.

In basic education for adults, the school culture consists of:

- the interpretation of work-directing norms and the objectives of operations
- management and leadership as well as the organisation, planning, implementation and assessment of work
- the community's competence and its development
- pedagogy and professionalism
- interaction and atmosphere, daily practices and learning environments.

The school culture is formed by conscious and unconscious factors. It affects those who fall within its scope whether or not they recognise its significance and impact. For example, the institution's models for interaction and language use as well as its gender roles are transmitted to the students. The members of the study community adopt and maintain the school culture's values and attitudes, partly unconsciously. Adult students also have their own, pre-existing attitudes and cultural practices, some of which contribute to the sought-after school culture while others conflict with its objectives. To develop the school culture, it is important to examine the different meanings of the culture as well as identify and correct any undesirable impacts of it to be in line with the objectives.

The school culture is most clearly manifested in the community's practices. It can be developed and changed, as required. Development calls for a culture of open and interactive discussion that builds trust and engages all members of the community. The school culture is also assessed jointly with the institution's staff and students to provide direction for the institution. The school culture instils a sense of community in both the work community and students. Basic education for adults emphasises a culture of collaboration.

4.2 The principles for developing the school culture

In basic education for adults, the principles for developing the school culture support institutions in directing and developing their operations. They obligate the education provider to create the necessary conditions for the principles.

A learning and encouraging community at the core of the school culture

An educational institution that provides basic education for adults is an equal learning community that encourages all its members to learn and supports their learning. Dialogue is the prerequisite for development and a fundamental tool in a learning community. Discussions about objectives, the regular assessment of one's own work and an unrushed atmosphere promote learning. Learning also benefits from information and knowledge obtained from co-operation partners, development work, research and assessment. Pedagogic leadership is of particular importance. It focuses especially on securing good conditions for learning.

A learning community is an environment for learning together and from one another. In basic education for adults, the teachers and supervisors need special skills to encourage and motivate students to meet the challenges arising from learning, their prior background in studies and study-related experiences as well as the language of study. All students are encouraged to identify their strengths and resources. Guidance in learning to learn plays an important role in basic education for adults. A learning community understands the importance of physical activity for learning. It appreciates the ability to fully focus on one's work, perseverance in studies and the ability to complete assignments.

Flexibility that takes individuals into account

The diversity of students' backgrounds and life situations calls for flexible structures and study arrangements as well as personal study guidance in basic education. Basic education for adults may form a continuum to students' prior studies in basic education for those of compulsory school age, to studies completed elsewhere or to studies in the Finnish language. Many students with an immigrant background have also completed studies in their home country.

Details that must be taken into account in the provision of education and during studies include the background and starting point of students, such as their mother tongue and culture, religion or worldview, reasons for immigration and time spent in the country, prior school attendance, proficiency in the language of instruction and familiarity with the Finnish study culture. The students' own targets for learning are taken into consideration and the personal study plans are based on the kinds of studies that each student needs.

Cultural diversity and language awareness

The school is part of a culturally adapting, diverse society where the local and global come together. Different identities, languages, worldviews and religions exist in parallel and interact with each other. A learning community makes conscious use of its own cultural heritage as well as the linguistic and cultural diversity in its surroundings. It provides visibility to the different minorities living in Finland. In basic education for adults, internationalisation at home offers a versatile resource. A learning community draws on the country's cultural heritage and cultural environments and adopts an open and positive attitude to diversity. It gives layered identities room for growth. It develops understanding, empathy and responsible actions between individuals and groups. Teaching supports the growth of students into active and well-balanced members of both the Finnish and their own linguistic and cultural community.

Multilingualism is one expression of cultural diversity. It is found in every community and community member. A learning community discusses different attitudes to languages and linguistic communities and understands the fundamental role of language in learning, interaction, collaboration, the development of identity and the integration into society. The parallel use of different languages in the educational institution's daily activities is considered natural and all languages are respected. Each subject also employs its own language, terminology and textual practices. The languages and symbol systems of different disciplines open new perspectives on the same phenomenon. Teaching progresses from everyday language to that of conceptual thought. In a language-aware community, every employee, especially the teacher, serves as a linguistic model and also teaches the language of their prospective subject. Teaching is designed and carried out in collaboration by the teachers so that the students can also receive linguistic support in all subjects.

Well-being and safety

Everyone in the community has the right to a safe study and work environment. The community's structures and practices are built to support the mental, social and physical well-being and everyday safety of the community and all its members. The prevention of risks and dangerous situations is part of this safety. The safety and accessibility of facilities, learning environments, teaching tools and teaching situations is ensured systematically.

Good social relations, respect and appreciation, open interaction and a pleasant environment contribute to peaceful working conditions. Being heard and seen creates safety. The community does not accept bullying, violence, sexual harassment, discrimination or racism, and active measures are taken to prevent these. Improper behaviour is tackled. Students have the right to receive guidance

as well as early and adequate support. The educational institution co-operates with other parties to ensure the well-being of students.

Inclusion and democratic activities

The community encourages the active participation of students and develops structures and procedures that promote participation and influencing. The experience of belonging to a community and being heard and valued in it increases the significance of studies. Students must be treated as the subject of their own learning and integration into Finland and society.

Students are encouraged to get involved in the planning of studies and in any activity and hobby groups offered at the educational institution. The student association is one channel for student participation. It is complemented by other activities organised by the institution, such as tutoring, volunteer work and various forms of sustainable development activities. Co-operation with different administrative branches, cultural institutions, organisations, companies and other parties offers a broader view of operating in society and civil society. Connections with educational institutions in different countries improve the skills to function in an increasingly global environment.

Non-discrimination and equality

A learning community promotes non-discrimination and equality. Members of the community are met and treated as equals irrespective of any personal characteristics. Equal treatment means that individual needs must be taken into account and fundamental rights and opportunities for participation must be secured for all.

A learning environment promotes gender equality through its values and practices. Teaching adopts a gender-aware approach. The community encourages students to identify their own potential and to approach different subjects, make choices and commit to studies disregarding gender-related stereotypes. Respect for human diversity can be made visible through the development and selection of learning environments, work methods and learning materials.

Responsibility for the environment and the promotion of a sustainable future

A learning environment takes the ecological, economic, social and cultural perspectives of sustainable development into account in all its activities. It serves as an example of a responsible approach to the environment and cultivates hope of a good future by creating a competence base for an ecosocial education. The community helps its members to understand the interconnectedness of the past,

present and future. The educational institution is a community in which students can develop their ability to evaluate the sustainability of their own lifestyle and modify it, if necessary. The students gain experiences of collaboration in building a good future. They participate in the planning and implementation of a sustainable everyday life. The learning community encourages students to openly greet diversity all around them and to work for a fairer and more sustainable future.

4.3 Learning environments and work methods

Learning environments

Learning environments are defined as the facilities, locations, communities and procedures where teaching, studies and learning take place. They also include the tools, services and materials used in studies. Learning environments must support the growth of individuals and of the community, learning and interaction³⁴ as well as strengthen daily-life skills. They encourage interaction and engagement and promote collaborative knowledge construction and a positive atmosphere of study.

When developing learning environments, the objective is to create environments that are pedagogically versatile and match the students' needs. Learning environments must support the competence based on previous experiences of students and help students find effective ways to complement and develop their competence as well as help modify their conceptions and operating models, if required. Learning environments can be used to offer flexible individual and collaborative studies, creative solutions and examinations and analyses from different perspectives.

When developing learning environments, attention must be focused on the skills and knowledge that adult students have accumulated at work, in family life and in their leisure time. Information and communication technology is an integral element of versatile learning environments. It strengthens the students' involvement and collaborative skills as well as improves their abilities to follow personal study paths.

In Finnish-language learning, the target-language environment as a whole supports the development of language proficiency. The adult students' experiences of using language in various daily situations—social networks, hobbies, business and errands—are used in studies. Students are encouraged to use various learning environments—including digital and interactive environments—outside the school to further strengthen their language skills.

34 Government Decree (422/2012), section 4

When developing, planning, implementing and using facility solutions, attention must be focused on the adaptability of facilities and furnishing, the ergonomic, aesthetic and acoustic conditions, accessibility, lighting, indoor air quality, comfort, orderliness and cleanliness. The facilities, equipment, materials and library services should be made accessible to students so that they also support independent study. In addition to the indoor and outdoor school facilities, nature and built environments can also be used in teaching. Libraries, exercise, art and nature centres, museums and many other co-operative parties offer versatile learning environments.

Goal-oriented co-operation with employers, organisations and professionals from various fields helps students network. Operating in culturally diverse learning environments supports the students' own cultural identity and boosts their engagement, integration into Finnish society and employment opportunities.

The learning environments must be safe and healthy to promote the students' physical and mental health and well-being. Responsible activities and peaceful working conditions as well as a friendly and unhurried atmosphere support learning and safety. Students also practise safe and responsible ways of working in digital learning environments. The conditions are designed so that activities can be carried out in line with the objectives of sustainable development.

Students are instructed to use their own ICT devices in support of learning.

Work methods

The work methods are selected on the basis of the objectives set for instruction and learning as well as on the students' needs, abilities and interests. Variations in the methods used support and steer the learning of the whole group and each individual learner. Versatile methods of work and assessment give students the opportunity to display their competence in different ways. Teaching aims to correct any gender-biased or stereotypical attitudes and practices also through the choice of work methods.

The use of prior competence and a practical approach are key features of adult education. Learning to use new work and study methods is an important element of the studies, and students are encouraged to try out new study methods. Illustrative, experimental and experiential methods linked to practical life are used in teaching. The employment of methods that are typical to individual subjects promotes the formation of structured information structures and the adoption of skills. Artistic expression, creative exercises and own work are integrated flexibly with teaching.

In differentiation, attention is focused on the scope and depth of studies, the rhythm and progress of work and various styles of learning. Differentiation is based on the students' needs and their opportunity to design their own studies,

choose various methods of work and, if required, progress individually. Students are helped to find the methods best suited to them. Differentiation is a way of supporting the students' self-esteem and motivation. Differentiation can help prevent the need for support.

In basic education for adults, teaching is language-aware. Key skills include reading, understanding, interpreting and producing various texts. Language-aware methods call for co-operation between teachers and a shared understanding of the significance of language to learning. Instruction in the Finnish language and other subjects can be partly organised as co-teaching, which strengthens the students' multiliteracy and development of language skills. In this case, it is important to ensure that the objectives and key content of both subjects or courses are achieved. Suitable methods include the students' independent work, distance assignments and project work.

The work methods are chosen on the basis that they:

- arouse the students' interest in learning and taking responsibility for their own learning and that they increase the students' belief in themselves as learners
- make use of the life experiences of adults and focus on competence that is useful to the students and brings them joy
- support the students' collaborative learning that takes place in mutual interaction, promote social flexibility and the ability to engage in constructive co-operation as well as take responsibility for themselves and others
- encourage students to engage in diverse interactive situations using the language of instruction and other languages as well as enrich their vocabulary and forms of expression
- develop the skills needed to obtain, produce and apply information as well as assess the reliability of information
- help students notice and assess their own learning, activate them to work goal-orientedly as well as develop and diversify the students' learning strategies and ability to apply these strategies in new situations
- enable the acquisition of skills and knowledge necessary for further education and working life
- prepare students to participate, influence matters and be active citizens.

4.4 The integrative approach and interdisciplinary learning modules

In basic education for adults, the integrative approach is an important part of the operating culture that promotes learning to learn and integration into society. The goal is to help students understand the relationships and interdependencies between the topics studied. The integrative approach encourages students to combine their skills and knowledge from different disciplines and organise them into relevant systems in interaction with others. The examination of such systems along with investigative work periods that combine different disciplines teach students to apply their knowledge and produce experiences of participating in collaborative knowledge construction. This helps students grasp the significance of their studies to their own lives and to their community, society and people in general. The students also get material for expanding and structuring their worldview.

The integrative approach requires a pedagogic structuring of the content and methods of teaching so that real-world phenomena and themes are examined as wholes in different subjects and especially across subject boundaries.

The integrative approach can be implemented:

- by studying the same theme in two or more subjects in parallel
- by teaching topics related to the same theme in succession
- by employing co-teaching
- by organising functional activities, such as thematic days and weeks, different types of events, campaigns, study visits and school trips
- by planning and carrying out interdisciplinary learning modules in co-operation with different subjects, which may include some of these integrative methods.

The design of interdisciplinary learning modules is based on the principles that guide the development of the school culture in basic education for adults. The learning modules give expression to the institution's operations as a learning and encouraging community. They promote students' integration into society and the integration of students with an immigrant background as well as strengthen the development of transversal competence.

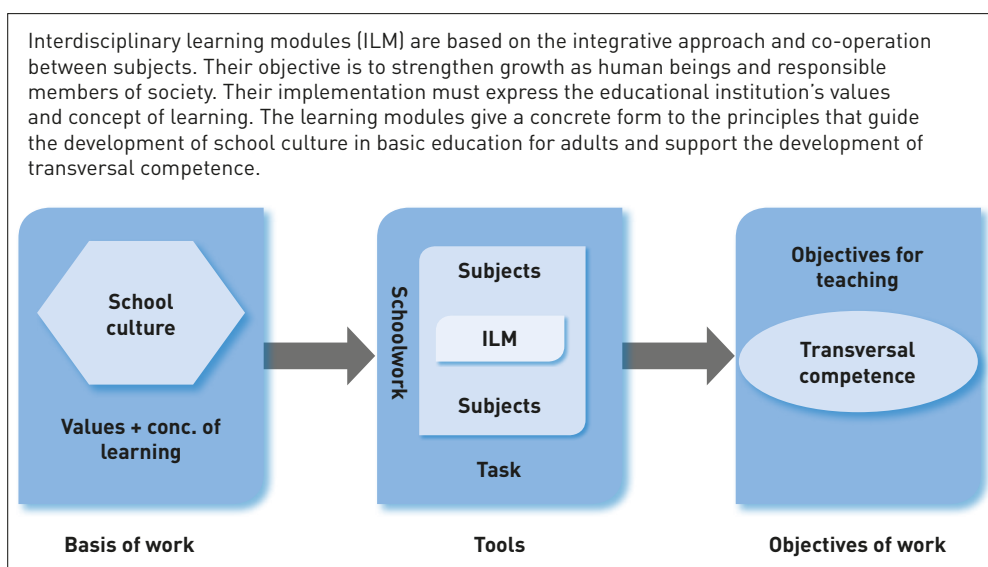
The planning and implementation of interdisciplinary learning modules takes local conditions and opportunities into account. The modules provide a good opportunity for co-operation between the school and the rest of society. The local and topical nature of the matters discussed and their social significance add to the motivation of teachers, students and co-operation partners outside the school. The learning modules are designed to have an adequate duration so that students have time

to go deeper into the content of the modules and to work in a goal-oriented, versatile and persistent manner. The themes of the modules and the methods of implementation are determined locally. The recommendation is to offer at least one interdisciplinary learning module a year in basic education for adults.

Interdisciplinary learning modules require co-operation between subjects and putting the school's other activities to use when implementing the modules. The content of the learning modules is chosen in line with the principles of the school culture, identifying themes that are suitable for co-operation between the subjects and teachers. The perspectives, concepts and methods typical of the different subjects are employed in teaching. The assessment of learning in the modules is included in the assessment of the individual subjects.

It is essential to involve the students in the planning process, since the objective of the learning modules is to functionally deal with matters that belong to and expand the students' field of experiences. From the students' perspective, the objective of interdisciplinary learning modules is to:

- strengthen the students' involvement and provide opportunities to take part in planning the objectives, content and work methods of studies
- bring up questions that students find to be significant and create opportunities for promoting matters and solving problems jointly
- provide opportunities for combining learning outside the school with studies
- further strengthen daily-life management skills and give room for intellectual curiosity, experiences and creativity as well as offer a variety of situations for interaction and language use
- develop agency in line with a sustainable lifestyle
- encourage students to act in ways that build the community and society.



4.5 Locally decided matters

Discussions regarding the school culture are an integral part of the curriculum work and the development of activities. The education provider decides locally how the students and other parties participate in developing the school culture.-

The education provider sees to the following institution-specific descriptions and decisions:

- the methods used to secure that students and staff can participate in evaluating and developing the school culture
- the local emphases in the development of the school culture
- the local emphases guiding the selection and development of the learning environments and methods of work
- the measures adopted to help foreign-language students gain proficiency in the language of instruction as part of a language-aware school culture.

If interdisciplinary learning modules are incorporated into the education, the curriculum must specify the themes and implementation of the modules as well as the key co-operation partners outside the school, separately for each module, and the methods adopted for monitoring, evaluating and developing learning modules. Decisions must also be made on the way in which the co-operation and work distribution necessary for the design and implementation of interdisciplinary learning modules will be organised and on the measures adopted to ensure that as many subjects as possible participate in designing and implementing the learning modules. Decisions on the procedure to follow in order to implement a new, important interdisciplinary learning module in the middle of the academic year can also be included in the curriculum.

Local emphases regarding the school culture or its development are recorded in the institution-specific curriculum and/or annual plan, as determined by the education provider. Co-operation commitments with parties outside the school regarding the implementation of interdisciplinary learning modules may also be incorporated into the curriculum.

5 GUIDANCE, SUPPORT FOR LEARNING AND STUDIES, PUPIL AND STUDENT WELFARE AND THE USE OF DISCIPLINARY MEASURES

5.1 Guidance

Objectives for guidance

The objective of guidance is to support students so that they have equal opportunities to complete their studies. Comprehensive student guidance is a duty shared by the whole educational institution. The objective is to improve the students' learning abilities and skills in learning to learn as well as enhance their understanding of the consequences of their own choices and actions. The students' life-planning and life-management skills develop in the process. Guidance supports the students' ability to realistically evaluate their own abilities and opportunities at different stages of studies. Guidance also increases well-being and helps prevent the interruption of studies.

The objective of guidance is to strengthen and support students so that they can make independent decisions and choices about their careers education and employment. Guidance helps students acquire the key skills and knowledge related to initiating studies, completing studies and applying for further education. Students also obtain a comprehensive picture of educational opportunities, professions and working life to help them plan their future. Students must be encouraged to use various guidance, counselling and information services. The goal is to familiarise students with the main information sources related to further education and career choices, ensuring that they know how to search for information and use the sources as support when applying for further education.

Guidance must support students from linguistic and cultural minorities or with an immigrant background. During guidance, students also draw up a concrete plan for further studies and/or a career plan that takes into account their long-term objectives. In the case of immigrants going through the integration process, the measures that support employment and the post-basic education plan are included in the integration process from the time the student applies for education to any post-guidance.

Provision of guidance

Guidance is based on the individual needs and objectives of students, and its content varies accordingly. Successful guidance respects the maturity of adult students. Special efforts must be made to identify and recognise prior studies and competence gained outside formal education. Inadequate basic skills and knowledge can interfere with the life management skills of adult students and affect their self-esteem. For this reason, the counsellor must focus on the individual situation of each student to boost and maintain their study motivation.

The studies can also be designed so that the student completes courses from different phases in parallel. If it is more beneficial for the student to first complete the literacy training and/or introductory phase, the student can later be guided to choose other suitable education.

Attention is focused on the students' overall situation during guidance. In addition to studies, the student and counsellor discuss life management and aspects related to the students' life situation and health, if relevant. During the early stages of studies, the main task is to boost the students' motivation and help them get orientated towards their studies and their role as learners. Versatile, long-term guidance and support are required to ensure study orientation and a continued study process.

Guidance is provided individually, in small groups and in larger groups. In personal guidance, students must be able to discuss questions related to their studies, education and career choices, the future and their life situation. Basic education for adults also includes separate guidance courses that strengthen the students' working-life skills and knowledge and the achievement of other objectives set for guidance. The students' personal study plans may also include courses offered by other institutions as well as periods acquainting them with working life.

5.2 Personal study plan

In basic education for adults, a personal study plan must be drawn up for all students.³⁵ It provides guidelines for the development of the students' skills and knowledge throughout their studies. The objectives of studies and the estimated duration of studies are determined jointly with the student and included in the plan. The personal study plan must be based on the student's abilities, the recognition of prior learning and the objectives of studies. The student's history of studies and life situation, especially previously completed studies and learning

³⁵ Basic Education Act (628/1998), section 46, as amended by Act 1507/2016

experiences, must be taken into account when drawing up the personal study plan.

According to section 46 of the Basic Education Act, previously completed studies that correspond to the objectives and core content of the curriculum as well as learning acquired elsewhere must be recognised in basic education for adults. The initial competence level of each student must be determined. The education provider and student jointly draw up a personal study plan for the student, specifying:

- any prior education in Finland and/or elsewhere, especially previously completed basic education studies and any work or other experience that may substitute for studies
- Finnish/Swedish language skills and other language skills as well as facility for language studies
- courses and/or syllabi that can be recognised
- starting point in basic education for adults (literacy training phase, other introductory phase or final phase)
- courses to be completed
- any study and/or introductory periods completed in other educational institutions and/or periods of work experience
- estimated duration of studies
- study conditions, methods of completing studies and any special teaching arrangements
- study skills and any need for support
- further education and career plan.

When preparing the personal study plan, any prior study plan drawn up for the student and its achievement must be taken into account. The guidance counsellor and teachers are jointly responsible for preparing the personal study plan on the education provider's end. The plan may also include periods of study completed in other educational institutions, such as a vocational institution.

If the student transfers to education organised by another education provider in compliance with the Basic Education Act, Act on General Upper Secondary Education, Vocational Education and Training Act or Vocational Adult Education Act, the previous education provider must submit, notwithstanding secrecy provisions, without undue delay all the relevant information regarding the student's personal study plan and completed studies to the new education provider.³⁶

Multiprofessional co-operation can be employed, as required, in planning and monitoring the plan. Depending on the student's background, various authorities

36 Basic Education Act (628/1998), section 46, as amended by Act 1507/2016

may also be handling their matters in addition to the educational institution's representatives. Co-operation may take the form of, for example, support provided for the integration process of immigrants that varies depending on the needs and special group. It may involve co-operation with Roma organisations, support provided for studies jointly with social workers or prison staff as well as co-operation with other parties and support networks.

When preparing the personal study plan, any integration plan drawn up for the student by an employment and economic development office or municipality or any sentence plan prepared in a penal institution must be taken into account. The integration plan prepared on the basis of an initial assessment is a personal plan for immigrants. 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.

Studies included in basic education for adults can be completed in the student's own educational institution, other institutions or elsewhere. Active and goal-oriented activities call for continuous practice in study and information-seeking skills. The objectives for these skills are defined in the study plan, in addition to the objectives for subject-specific skills and knowledge.

The study plan and compliance with it are monitored and assessed jointly with the student and with any other parties seeing to the students' matters. If the student's situation changes, the plan must be updated correspondingly. Students must be informed about ways of receiving support from those involved in guidance and about their duties in guidance.

A student who has been absent from teaching without a valid reason can be qualified as having dropped out if it is evident that the student will not complete their studies in accordance with the personal study plan.³⁷

5.3 Support for learning and studies

As provided in the Basic Education Act, teaching must be provided in accordance with the students' age and skills.³⁸ This is also the starting point in basic education for adults that caters to students of different ages and from various life situations. Teaching and support are organised by taking into account the different initial stage, strengths and development needs of each student and student group. Support for learning and studies means offering collaborative solutions and solutions related to the learning environment as well as answering the individual needs of students. All students must be given the opportunity to

37 Basic Education Act (628/1998), section 46, as amended by Act 1507/2016

38 Basic Education Act (628/1998), section 3, subsection 2

learn successfully, develop as learners and grow and educate themselves as human beings from their own starting points. The purpose of such support is to prevent problems from becoming deeper and more complex and to avoid long-term impacts.

The need for support may arise from, for example, a linguistic, mathematical, motoric or attention disorder. Students may also need support due to problems related to mental health, adjustment to society, traumatic experiences or their life situation.

Differentiated teaching is the primary means to take into account differences between students. The abilities and needs of all students must be taken into account in activities. These include different starting points for learning, the linguistic and cultural backgrounds of students and the level of proficiency in the language of education. Students are helped to grasp the objectives and significance of teaching. They are provided with guidance and support that promote success. The school culture is developed to promote mutual co-operation and peer learning between the staff and students as well as between students.

Special attention must be focused on the prevention and early identification of obstacles to learning and learning difficulties. The identification of a need for support is based on the observations made by the student, teachers and other staff. Students can also be referred to parties outside the institution to determine their need for support. The procedures, teaching arrangements and learning environments in use as well as their suitability for the student must be examined. This information is used as the basis for determining whether the elements can be modified to create pedagogic solutions better suited to the student. The results of any previous assessments are used to assess and plan support measures. Previous support received by the student is also taken into account.

Students are helped identify their own resources, learning-related strengths and development needs. Special attention must be focused on their learning abilities, the development of learning-to-learn skills and their capacity to assume responsibility for planning their studies, setting objectives, completing the studies and assessing their results. The teacher evaluates and gives encouraging feedback on the students' progress, in addition to making plans regarding teaching, learning environments and any necessary support measures.

Forms of support include differentiated instruction, varied emphasis depending on the student's needs, versatile guidance counselling and pupil and student welfare. Students are referred to other support providers, where possible. The use of learning strategies characteristic of different subjects and the adoption of versatile work methods promote learning. The required individual support measures and support in different subjects are recorded in the student's personal study plan. Methods that help students demonstrate their competence in the best possible way should be employed in activities and assessment.

As provided in the Basic Education Act, special teaching arrangements can also be used in teaching³⁹.

5.4 Pupil and student welfare

The provisions of the Pupil and Student Welfare Act⁴⁰ apply to students who aim to complete the whole syllabus in accordance with the national core curriculum for basic education for adults (degree students). The education provider must draw up an institution-specific pupil and student welfare plan as specified in the Act. Where applicable, the provision and implementation of pupil and student welfare follow the principles indicated in the national core curriculum for basic education for pupils of compulsory education age (Regulation 104/011/2014).

The purpose of pupil and student welfare is to ensure all students equal opportunities for learning and well-being as well as to ensure the well-being of the educational institution and its community and the health and safety of the learning environment. The objective is to prevent problems from arising and to provide any support required as early as possible. Pupil and student welfare services are provided collectively and individually.

Students attending basic education for adults are entitled to free access to the pupil and student welfare services that must be provided as part of the education. Overall, these services comprise the pupil and student welfare services specified in the curriculum approved by the education provider as well as school psychologist and social worker services and school and student health care services.

Collective pupil and student welfare services are a key element of the school culture in basic education for adults and the primary way to implement pupil and student welfare. Collective pupil and student welfare is preventive by nature and aims to strengthen the atmosphere of caring and safety in the community. Procedures that promote participation and measures taken to prevent marginalisation and exclusion are part of collective pupil and student welfare.

Individual pupil and student welfare promotes the overall health, well being and learning of the student. In basic education for adults, individual pupil and student welfare can support the student in questions related to emotions, self-awareness and different life situations. Pupil and student welfare services also include boosting study skills, study abilities, study motivation and life management skills.

Individual pupil and student welfare is carried out in co-operation with and with the permission of the student. The student's independent position regarding

39 Basic Education Act, section 18

40 Pupil and Student Welfare Act (1287/2013)

questions related to pupil and student welfare is taken into account. The student, and, in the case of students under the age of 18, the person with custody of the student, receives information about students' rights, methods used in pupil and student welfare and information processing in individual pupil and student welfare. The students' different starting points and abilities as well as their individual resources and needs are taken into account both in devising pupil and student welfare support and in the educational institution's daily activities. Interactive situations in pupil and student welfare show respect for the students and build trust.

Pupil and student welfare is organised in multiprofessional co-operation involving the educational administration and social and health care administration, the goal being to provide a functional and uniform system. All employees working in the educational institution and with pupil and student welfare services are responsible for pupil and student welfare. The educational institution's staff carries the main responsibility for well-being in the study community. Pupil and student welfare is carried out in co-operation with the students and, if required, the person who has custody of the child and other co-operation parties. The provisions on information disclosure and secrecy are complied with in pupil and student welfare.

5.5 The use of disciplinary measures

Students participating in education are entitled to a safe learning environment, where peaceful conditions and accessibility are ensured. The educational institution can influence peacefulness in many ways, some of the most important ones including the development of the school culture, co-operation and joint responsibility and care. The prerequisites for peaceful conditions can be secured by developing pedagogical solutions and strengthening the atmosphere of trust and caring.

As a disciplinary measure, the student can be issued with a written warning or the student can be expelled for a maximum of one year.⁴¹

In accordance with the Basic Education Act, in connection with the curriculum the education provider must draw up a plan and guidelines on the use of disciplinary measures and related procedures.⁴² The objective of the plan is to ensure the legitimacy and uniformity of the methods adopted and the equal treatment of students. The plan also supports the implementation of the school's rules and regulations.

41 Basic Education Act, section 46, as amended by Act 1507/2016

42 Basic Education Act, section 29, as amended by Act 1267/2013

The education provider must ensure that all schools under its authority have drawn up a plan regarding the employment of disciplinary measures. Such a plan can be drawn up as part of the curriculum or as a separate entity. The plan can be shared in its entirety by several institutions or it can be drawn up so that the structure and key operating policies are common to all and the remaining details are specified for each educational institution.

It must be kept in mind that the only measures that can be adopted for disciplinary purposes and to secure peaceful conditions are those specified in legislation and that the use of disciplinary measures must comply with the general legal protection principles followed in administration. The use of measures must be based on relevant, generally acceptable and objective grounds. Identical sanctions must be imposed for identical offences, irrespective of the person committing the offence. However, repeated acts may be taken into account as an aggravating factor. Disciplinary sanctions must be proportional to the act in question. Disciplinary measures may not be used in a way that disrespects or insults students.

5.6 Locally decided matters

When deciding on practices regarding guidance, support for learning and studies, pupil and student welfare and the use of disciplinary measures, efforts must be made to ensure that the solutions support the achievement of the educational objectives as well as the school culture for learning to learn and social integration. Institution-specific solutions, the distribution of work and responsibilities as well as other practical measures are specified in the institution-specific curricula and/or annual plan as determined by the education provider.

Guidance

The education provider determines and describes the following matters:

- the objectives and implementation of guidance
- the people involved in guidance, their duties and their mutual distribution of work
- the practices for preparing, monitoring and assessing the personal study plan
- co-operation parties as well as the objectives of co-operation and practical arrangements in guidance-related matters with other educational institutions, authorities and other co-operation parties
- communication about guidance.

Support for learning and studies

The education provider determines and describes the following matters:

- the practical arrangement of teaching and support measures for students in need of support
- The mutual co-operation, responsibilities and work distribution of staff members regarding the assessment of the need for support, the planning and provision of support and the practical arrangements
- the methods for informing students about the availability of support.

Preparation of the institution-specific pupil and student welfare plan

In terms of pupil and student welfare, the local curriculum must be drawn up in co-operation with the municipal authorities in charge of social welfare and health care. The local curriculum describes how the objectives and methods of pupil and student welfare specified in the national core curriculum will be put into practice. It specifies:

- the link between the curriculum and the well-being plan for children and young people, which includes a section on pupil and student welfare, as required by the Pupil and Student Welfare Act
- the policies for preparing an institution-specific pupil and student welfare plan in accordance with the Pupil and Student Welfare Act.

The education provider must ensure that an institution-specific pupil and student welfare plan is drawn up for the implementation, assessment and development of pupil and student welfare.

The plan must be prepared collaboratively by the institution's staff, social welfare and health care authorities and students. The institution-specific pupil and student welfare plan contains the items specified in the Pupil and Student Welfare Act and the national core curriculum for basic education for pupils of compulsory education age. In basic education for adults, the special features of the student group, such as age, life situation and linguistic and cultural background, must be taken into account.

The use of disciplinary measures

The education provider is responsible for preparing a plan regarding disciplinary measures.⁴³ The plan may be part of the local curriculum or a separate plan, in which case it must be mentioned in the curriculum.

The plan determines and describes:

- the measures adopted in cases of offence, cheating and disturbance, which specify and complement legislation, the areas of responsibility, the distribution of work and the hearing and recording procedures
- how compliance with the general legal protection principles in administration is ensured when using disciplinary measures
- how the staff is briefed in the use of disciplinary measures and how their competence is ensured in this respect
- how different parties are informed about the plan, rules and regulations and the statutory disciplinary measures
- the procedures used to monitor the plan for the purpose of assessing its implementation and effectiveness.

43 Basic Education Act, section 46

6 CO-OPERATION AND WAYS TO PROVIDE EDUCATION

6.1 Co-operation

In educational administration and in educational institutions providing basic education for adults, co-operation is carried out to secure the uniformity, integrity and quality of basic education for adults, to increase the openness of operations, to support students' learning and to build successful study paths. Co-operation is also required to secure the diversity of learning environments and the well-being of the school community as well as to plan, assess and develop the institution's operations. Co-operation is systematic, and its implementation is assessed jointly with co-operation partners.

Co-operation is also carried out with other education providers, such as providers of vocational education and training, especially regarding the literacy training phase and the inclusion of vocational studies in the student's personal study plan. Co-operation is particularly important during the transitional phases in the students' study paths.

Participation of students

Schoolwork is organised so that students gain experiences of co-operation, participation and democratic activities in their own teaching group, the educational institution and its surroundings as well as various networks.

As members of their school community, students are responsible for their study environment and can influence the school's operations. Educational institutions create functional structures that promote the students' active participation at school and in society. Students can participate in the preparation of the curriculum in the locally determined manner. Students can participate in the development and assessment of the institution's operations, for example through the student association. The student association's task is to promote the collaboration of students and their chances to influence matters.

Co-operation with other parties

The provider of basic education for adults co-operates on educational matters with other parties in its own area of operations. The objective of co-operation is to support the students' integration into society and Finland and to ensure their exclusion is prevented. Co-operation ensures comprehensive support for students, which emphasises the importance of a multiprofessional approach.

In basic education for adults, the educational institution co-operates with different administrative branches and other parties based on a case-by-case evaluation. Active co-operation with the labour authorities is essential, especially to support the employment of students with an immigrant background and to help steer them towards education. The education provider would benefit from co-operating with third-sector participants, especially with immigrant and Roma organisations and with non-governmental organisations.

The educational institution engages in co-operation with working life, which enables students to get acquainted with working life and boosts their employment opportunities. Mutual co-operation between educational institutions is required especially when students transfer from one educational institution and form of institution to another. Different educational institutions can also engage in mutual co-operation to diversify their educational offer and to strengthen the competence of their staff.

With regard to teaching offered in penal institutions, co-operation involves the Criminal Sanctions Agency, Criminal Sanctions Regions or the penal institution, as described in chapter 6.3.

6.2 Teaching based on remote access

In basic education for adults, teaching can also be offered via remote access to create versatile learning opportunities in all subjects and thematic areas. The entire syllabus for basic education for adults can be offered as distance learning. Distance teaching promotes the students' equal opportunities to attend diverse and high-quality teaching irrespective of the number of students, the location of the educational institution or the student's life situation.

The use of remote access enables teaching to be both differentiated and integrated. Teaching can answer the students' individual needs by offering teaching that supports the development of special talent, by enhancing the support for learning and study offered by the educational institution or by providing teaching—for example, during employment or childcare or in other special conditions. With the help of remote access, teaching and studies can take place in many different ways in a variety of learning environments. Learning can be supported by employing the competence of different teachers, teaching technology and the expertise of the educational institution's co-operation partners, working life and any international networks in accordance with the students' needs and the objectives of teaching.

6.3 Teaching provided in penal institutions

Teaching provided in penal institutions means teaching for prisoners, which is mainly offered in prisons but may also be organised outside them, depending on the local agreement made with the authorities from the Criminal Sanctions Agency. The provisions and regulations on basic education apply, where applicable, to basic education for adults that is provided in a penal institution. The basic education offered to prisoners must correspond to the basic education of other adults. In terms of scope, the syllabus followed in teaching provided in penal institutions may differ from the 46 courses of general basic education for adults, but it must always include at least 30 courses.⁴⁴ Teaching provided in penal institutions is governed not only by the norms for basic education but also by the provisions of the imprisonment act and imprisonment decree as well as international recommendations for teaching provided in penal institutions. Non-discrimination, equal opportunities and the principle of normality followed in the Criminal Sanctions Agency are emphasised in teaching. Teaching provided in penal institutions can support the objectives of the imprisonment act⁴⁵, that is, to improve the prisoners' life-management skills and steer them towards a crime-free life.

Prisoners who have not completed the basic education syllabus are offered the opportunity to complete it, where possible. Prisoner students must receive guidance with their studies, and their study progress must be monitored. The study progress can be boosted by recognising skills, knowledge and study modules that the student has acquired and completed in different types of education, training and activities prior to the imprisonment⁴⁶ and through co-operation involving educational institutions, prison staff and the student.

The following must be taken into account when planning and providing the courses on offer:

- the average time spent in prison is a few months and student turnover is high, so the teaching on offer must be versatile and it must be possible to begin studies flexibly at different times
- compared to the rest of the population, prisoners have a weaker background in education as well as more learning difficulties and problems related to substance abuse and mental health, meaning that they need different types of support for studies
- some prisoners belong to special groups (such as young people under the age of 21, female inmates, Roma inmates and foreign-language inmates), who often need differentiated teaching implemented through teaching arrangements and methods.

44 Basic Education Decree, section 8, subsection 1, as amended by the Government Decree 136/2017

45 imprisonment act (767/2005), chapter 8, section 1

46 Basic Education Act, section 18

Instead of group-based teaching, students can be given the opportunity for independent study, which can be supported through the use of remote access, among other things. The safety guidelines of the Criminal Sanctions Agency must be observed in this case.

Studies often form a part of the rehabilitation process of prisoners. Especially the introductory phase to basic education for adults, which can be integrated into other prison activities, support daily-life management skills and provide prisoner students with information and experiences about their own learning skills. Basic education studies can also be integrated into preparatory education for vocational studies.

Young prisoners and prisoners with the weakest educational background perceive themselves as weak learners more commonly than others. Therefore, experiences of success may encourage them to take up previously interrupted basic education studies and make plans for future studies. Basic education for adults can be used to increase the prisoners' interest in and ability to apply for upper secondary education, thereby supporting the principle of lifelong learning. In the case of a prison transfer, the continued studies of the prisoner can be supported through flexible teaching arrangements and co-operation between the educational institution and prison staff.

The certificate for basic education for adults may not indicate that the studies have been completed in prison.⁴⁷

6.4 Locally decided matters

Co-operation

The education provider discusses recurring co-operation practices with the relevant parties. The decisions can be recorded in the local curriculum. The education provider ensures that the students have the opportunity to take part in planning co-operation practices and choosing co-operation partners.

Teaching based on remote access

In the local curriculum, the education provider describes how distance teaching is taken into account, especially when defining the school culture, learning environments, work methods, guidance and co-operation as well as in subject-specific chapters.

⁴⁷ Imprisonment act (767/2005), chapter 8, section 8

Teaching provided in penal institutions

If the educational institution offers teaching in a prison or other correctional facility, the relevant arrangements must be described either in the local curriculum for basic education for adults or in a separate curriculum for prison education. The education provider discusses the provision of teaching for prisoners with the authorities from the Criminal Sanctions Agency.

The education provider determines and describes:

- the educational institution that provides basic education for adults as prison education
- the arrangements for providing prison education outside the prison walls
- how prison education supports the objectives defined in the Imprisonment Act⁴⁸, that is to improve prisoners' life management skills and steer them towards a crime-free life
- how prisoners are supported in their subsequent studies after the prison education stage and who are involved in this.

48 Imprisonment Act (767/2005), chapter 8, section 1

7 ASSESSMENT OF LEARNING

7.1 The tasks of assessment and an assessment culture that supports learning

According to the Basic Education Act, the objective of assessment is to guide and encourage studies and develop self-assessment skills. Learning and schoolwork must be assessed in diverse ways. These objectives also serve as the basis for developing the assessment culture in basic education for adults.

The educational institution plays a significant role in how students come to picture themselves as learners and human beings. The feedback from teachers is particularly important. Assessment and the provision of feedback are pedagogic methods with which teachers can guide and support students' learning. It is important to develop an assessment culture in basic education for adults, the main features of which 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 schoolwork and when considering further education and career options
- the provision of support for the integration process.

The teachers ensure that students gain experiences of success and receive encouraging feedback that guides studies from the very beginning. Failures or incorrect solutions are part of the learning process and are employed in teaching in a manner that promotes learning and respects students. Students are also encouraged to carry out peer assessment and to give constructive feedback both to one another and to their teachers in different learning situations. The students' self-assessment skills and abilities are developed gradually.

Students have the right to receive information about the principles of self-assessment and their application in student assessment. Students receive information about their study progress sufficiently often. Discussions between the student and teachers promote mutual trust and provide information about the objectives of learning and the student's situation.

Assessment also serves as a tool for the teacher's self-assessment and reflection on their own work. Teachers can use the information collected through assessment to align their activities and teaching according to the student's needs.

7.2 General principles of assessment

Encouraging feedback as a means to guide learning

Assessment mainly takes the form of diverse feedback provided in daily work over the entire school year. This requires the teacher to make observations related to the learning process and to interact with students. Peer assessment and self-assessment that develop the students' agency are also important. The teacher must plan and create situations of joint reflection where the participants give and receive motivating feedback that promotes learning.

Feedback that promotes learning is qualitative and descriptive by nature and involves the analysis and solving of learning-related problems. It takes into consideration different ways of learning and working. Feedback is one way to guide students to identify their progress and analyse the different stages of their learning as well as to find different ways to achieve their objectives. Feedback helps students gradually guide their own learning, set themselves objectives and employ learning strategies that contribute to their success. This kind of formative assessment and guiding feedback help students organise the topics studied into skills and knowledge systems and develop the students' metacognitive and working skills.

Students, or in case of students under the age of 18, the person who has custody of them, must be informed about their study progress and work sufficiently often.⁴⁹ The teacher's feedback related to the students' learning process must be such that it helps students discern and understand:

- what they are supposed to learn
- what they have already learned
- how they can further their own learning and improve their results.

Assessment based on objectives and criteria

The assessment of learning and work as well as the provision of feedback to students must always be based on the objectives set in the national core curriculum and specified in the local curriculum. The students and their performance are not compared with one another, and assessment does not

49 Basic Education Decree, section 10, subsection 1

target the student's person, temperament or other personal characteristics. Teachers ensure that the students are familiar with the objectives and assessment criteria. The analysis of objectives and the examination of one's own learning with respect to the objectives are important to the development of the students' self-assessment skills.

The targets of assessment in the introductory phase and any literacy training phase included in it, as well as the criteria for the final assessment in basic education for adults have been drawn up to support the teachers' work and to harmonise assessment. The criteria for the final assessment are not objectives for the students but define the level of good skills, that is, the level required for a grade of 8.

Versatile assessment practices and attention paid to the students abilities

Assessment practices and the provision of feedback must be planned and implemented in accordance with the students' abilities. When providing feedback, attention should be focused on the students' success and the progress of their learning in relation to their prior competence.

Diverse methods are used in assessment. The teacher collects information about the students' progress in different areas of learning and in different learning situations. In this respect, attention must be focused on the different ways in which students learn and work and on ensuring that students can demonstrate their progress and competence unhindered. Students must be able to demonstrate their competence in ways that suit them.

During assessment and demonstration, it is important to ensure that the students understand the assignment and have enough time to complete it. The option of using information and communication technology should also be ensured. Learning difficulties must be taken into account when planning and carrying out assessment and demonstration.

When assessing immigrant and foreign-language students, the students' linguistic background, familiarity with the Finnish study culture and their developing Finnish-language skills must be taken into consideration. The focus is on assessing the students' progress. Assessment makes use of versatile, flexible assessment methods that are adapted to individual students so that the students can demonstrate their competence in the subjects regardless of any problems with the Finnish language.

The development of self-assessment abilities

In basic education for adults, the students' abilities to carry out self-assessment 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. Students are also guided, as a group, to observe their learning and progress as well as the factors influencing it. It is 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.

7.3 The areas assessed

Assessment focuses on the students' learning and work. For the assessment to be reliable, all areas must be observed and documented from various perspectives. Behaviour is not assessed in basic education for adults.

The assessment of learning

The assessment of learning focuses on the progress of studies and the level of competence acquired. It also includes the provision of feedback on these areas. Progress is assessed in relation to the student's previous competence and the objectives set. It is important to carefully monitor the students' progress throughout basic education to ensure that teaching, guidance and support provide them with the skills required to continue with their studies.

The level of competence means the competence that students demonstrate in different ways, assessed in relation to the students' objectives and their performance. In order to assess the level of competence, students' results or performance are examined as comprehensively as possible. In the final phase, the level of skills and knowledge is assessed based on the national subject-specific criteria defined for the final assessment of basic education for adults. Competence is seen as a cumulative process that increases throughout basic education.

Students are guided both individually and as a group to examine their progress and the results of their work in relation to the objectives that were discussed jointly at the outset of work.

The assessment of work

Assessment and feedback contribute to the development of students' working skills. Feedback is provided on both independent and collaborative work. The

key objectives set for work include the ability to plan, regulate and assess one's work, the ability to act responsibly and do one's best as well as the ability to interact constructively.

Working skills are practised in different subjects, interdisciplinary learning modules and other school activities. The teacher guides the students to plan their work and use working methods that promote learning both as individuals and as group members. Afterwards, students analyse the outcome of their plans and assess the results of their work as well as the factors influencing these.

The assessment of work is part of the assessment carried out in subjects. It is based on the objectives for work included in the objectives defined for different subjects and interdisciplinary learning modules.

7.4 Study progress

The studies in basic education for adults are grade-independent. The students complete the introductory phase and literacy training phase, if included, in accordance with their personal study plan, completing the courses one by one. When the students have successfully completed all the studies included in their study plan for a subject or have otherwise achieved the target competence level, they can flexibly move on to studying the final-phase courses in these subjects.

To ensure the progress of studies, the teaching and assessment practices are designed to offer students adequate and diverse opportunities to demonstrate their competence. The students' overall progress must be examined well in advance. Students have the right to receive guidance and other necessary support if they have fallen behind in studies or are at risk of doing so due to illness, learning difficulties, absence caused by a difficult life situation or any other reason.

7.5 Recognition of competence acquired elsewhere

The students' initial level must be assessed in order to draw up a relevant personal study plan. If required, the assessment can be done in co-operation with other authorities, such as those responsible for integration and/or employment and economic affairs or parties assigned by these. The students' level of skills and knowledge in different subjects is also assessed. Prior competence is recognised and counted towards the student's studies, where equivalent to the courses in the curriculum. If credits are transferred from another Finnish educational institution, no changes are made to the grade awarded there. The minimum number of courses defined for different phases in the distribution of lesson hours decree does not oblige the students to complete all the courses but sets the level that must be achieved in each phase of studies.

The studies must be personalised for each student within each phase. Even if a student is considered to need, for example, introductory-phase teaching, the student does not necessarily have to complete all the studies included in the phase. In this case, the studies are personalised within the phase by recognising competence that the student may have acquired elsewhere.

7.6 The demonstration of competence in a separate basic education examination

Competence corresponding to the syllabus for basic education for adults can also be determined and assessed through a separate basic education examination, in accordance with the Basic Education Act (section 38) and Basic Education Decree (section 23). The examination can be organised by a party with the right to provide basic education. Participants are expected to demonstrate that their skills and knowledge correspond to those specified for the subject in the basic education syllabus. Chapters 7.7 and 7.8 contain regulations on the certificates awarded for competence ascertained in the separate basic education examination.

7.7 Assessment and certificates in the introductory phase

Assessment is a process that continues throughout education. The objective is to provide each student personal and encouraging feedback. Assessment helps support students, especially with the skills in which they need help most urgently. Assessment must be continuous. Students are also 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. Self-assessment is an essential part of the Finnish study and work culture.

Versatile methods should be employed in assessment so that students can demonstrate their competence in the best possible way. Assessment feedback is given in writing and verbally so that the student understands the feedback received. Feedback should make students aware of their learning, help them direct their studies towards the essential and develop their own work, study and self-assessment skills. Positive feedback and encouragement support learning.

Courses completed in the introductory phase and any literacy training phase in basic education for adults are assessed on a scale of pass or fail. An exception to this is health education, for which students receive a numerical grade, if they complete the subject in the introductory phase.

The certificates used in the introductory phase to basic education for adults include:

1. certificate of completion of the introductory phase to basic education for adults, which is awarded to a student who has completed all the introductory-phase studies included in the personal study plan
2. certificate of courses completed in the introductory phase to basic education for adults, which is awarded to a student on request or if required and which includes the introductory-phase studies that the student has completed so far
3. certificate of termination of studies, which is awarded to a student who leaves the educational institution before completing the studies.

The certificates for the introductory phase should include:

- the name of the certificate
- the name of the education provider and the educational institution
- the authorisation to provide basic education for adults
- the student's name and date of birth
- the courses that the student has completed in each subject in the introductory phase and/or literacy training phase of basic education for adults and the assessment (pass or fail)
- the date on which the certificate was awarded and the principal's signature
- a mention that the certificate complies with the regulation OPH-1280-2017 issued by the Finnish National Agency for Education.

The student's personal study plan must be appended to and mentioned in the introductory-phase certificates. Other reports may also be appended to the certificates, but no mention of these are included in the certificates.

7.8 Locally decided matters

The curriculum specifies the courses, by individual subjects or subject groups, which must be completed successfully before moving on to further studies in the subject or subject group. The curriculum also specifies any measures and requirements preventing students from moving on. Students must be given the opportunity to demonstrate that they have acquired the necessary skills and knowledge to progress with their studies.

The curriculum must contain detailed descriptions of the principles according to which independent courses are completed.

The curriculum specifies how students can raise their grades that are higher than a fail. The education provider decides on the layout of the certificates.

8 THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

8.1 Guidance in introductory-phase teaching and the task of the introductory phase

During the transition to the introductory phase to basic education for adults and in the guidance provided to students, co-operation is carried out between the providers of teaching and/or education and any relevant administrative branches. Students attending basic education for adults come from various linguistic and cultural groups. The students' own networks are important co-operation partners in the transition phase. During the introductory phase, students must also be actively supported to adopt the role of learner.

All target groups (see chapter 2.1) must be provided with adequate information about the possibility of completing basic education for adults. Different target groups have different needs for guidance. In the case of young people who have arrived in Finland towards the final phase of basic education, guidance is provided in co-operation with basic education for pupils of compulsory education age, in the case of illiterate adults, guidance is provided in co-operation with the authorities from labour administration and in the case of prisoners, guidance is provided in co-operation with penal institutions. In the case of adult Roma in need of basic education, guidance is provided in co-operation with the Roma community and local Roma work groups.

The task of the introductory phase to basic education for adults is to ensure that the students acquire the basic skills and knowledge and the essential study and information-seeking skills they need to attend studies in the final phase of basic education for adults or in other education. During the introductory phase, special attention is focused on the students' skills in the language of instruction and their ability to function in daily life and Finnish society. The key task of the introductory phase is to offer students the opportunity to complement their general education. The social task of this phase of education is to prevent exclusion.

8.2 Locally decided matters

In the curriculum, the education provider determines and describes:

- how and with whom the students are helped to get started with the introductory phase studies (necessary co-operation, work distribution and responsibilities)

- the task of the introductory phase (the description of the national core curriculum can be used as such)
- the objectives of transversal competence in the introductory phase (the descriptions in the national core curriculum can be used as such) and any local emphases as well as the approach to developing the students' transversal competence in this phase
- the courses on offer in the introductory phase to basic education
 - the compulsory subjects and their syllabuses, course names and codes
 - the optional subjects and their syllabuses, course names and codes
 - any other subjects and themes
- the objectives of each subject, the key content of individual courses and the practices for assessing students' learning in the introductory phase
- any special features of subject-specific learning environments and work methods as well as guidance and support in the introductory phase
- the acquisition process if the provider of basic education for adults acquires literacy-training-phase instruction from another provider of teaching or education.

8.3 The subjects in the literacy training phase

This national core curriculum specifies the task and objectives of different subjects as well as the key content areas of each course with regard to the objectives. It also specifies the objectives for subject-specific perspectives regarding learning environments and work methods, guidance, differentiation and support and the assessment of learning.

Abbreviations are used in the subject descriptions. The objectives are indicated as O1, O2 and so on. The courses of subjects are numbered and referred to in the tables of objectives. Transversal competencies are indicated as T1, T2, etc., and referred to in the tables of subjects.

- T1 Thinking and learning to learn
- T2 Cultural competence and interaction
- T3 Managing daily life
- T4 Multiliteracy
- T5 ICT competence
- T6 Working life competence and entrepreneurship
- T7 Participation, involvement and building a sustainable future

8.3.1 Mother tongue and literature

The goal of the subject

In the literacy training phase, teaching in mother tongue and literature builds the foundation for literacy and helps develop the skills in learning to learn and interaction. Starting from the individual conditions of each student, teaching promotes the students' ability to express themselves and interact with others, improves their linguistic awareness and develops their basic skills in listening, speaking, reading and writing. Teaching aims to arouse the students' interest in language, expression, reading and writing. The main objective is to achieve literacy and a level of language skills that enables the student to move on to the introductory phase to basic education for adults. The students' evolving literacy must also be supported in all subjects throughout the introductory phase and final phase.

THE OBJECTIVES FOR THE TEACHING OF MOTHER TONGUE AND LITERATURE IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Acting in interactive situations		
O1 to help the student understand words, short clauses, questions and requests related to personal matters and needs	Läi1-Läi3	T2, T3
L2 to guide the student in following and taking part in simple conversation	Läi1-Läi15	T1, T2, T7
O3 to help students give basic information about themselves, their circle of family, friends and acquaintances and their lives	Läi1-Läi3, Läi12	T2, T3
O4 to help the student ask questions in daily interactive situations	Läi1-Läi15	T1, T2, T3
O5 to guide the student in pronouncing words intelligibly	Läi1-Läi15	T2, T3
O6 to train the student to communicate about their needs and encourage them to use language in various daily interactive situations	Läi1-Läi15	T1, T2, T7
O7 to help students develop their language skills as well as their interaction and co-operation skills by offering them opportunities to participate in various group communication situations	Läi1-Läi15	T1, T2, T7
O8 to support students in strengthening their courage in expression and guiding them in expressing themselves comprehensively, also using drama	Läi1-Läi15	T1, T2, T7
Reading and interpreting texts		
O9 to guide the student in identifying letters and producing the corresponding sounds and in connecting sounds to make syllables and words	Läi1-Läi8	T1, T3
O10 to guide the student in dividing a familiar word into syllables and sounds and in using this as a tool to read a new word	Läi3-Läi15	T1, T3
O11 to guide the student in reading words, clauses and short texts	Läi3-Läi15	T1, T3
O12 to guide the student in finding a specific piece of information from a simple text that can be read again, if necessary	Läi7-Läi15	T1, T6

O13 to guide the student in understanding what a picture represents and what it refers to in reality	Läi2-Läi15	T1, T4
O14 to help the student understand the concepts of a letter, sound, syllable, word, clause and text	Läi2-Läi15	T1, T2, T4
O15 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	Läi1-Läi15	T1, T4, T5
O16 to encourage the student to develop an interest in texts by creating positive reading experiences	Läi1-Läi15	T2, T4, T5
Text production		
O17 to guide the student in observing the Finnish sound system and identifying differences between sounds in the Finnish language	Läi1-Läi15	T1, T2
O18 to guide the student in identifying and writing lower-case letters and capitals	Läi1-Läi8	T1, T3
O19 to guide the student in understanding the principle of sound-letter correlation	Läi1-Läi8	T1, T3
O20 to encourage students to talk about themselves and their circle of family, friends and acquaintances and about their opinions as well as to describe their experiences using speech, writing and images	Läi1-Läi15	T4, T5, T7
O21 to guide the student in producing words, phrases and short messages about their immediate needs both verbally and in writing	Läi1-Läi15	T2, T4, T5
O22 to guide the student in giving their personal data verbally and in writing	Läi1-Läi3, Läi12	T3, T6
O23 to help the student practise writing by hand and using a keyboard and gradually guide the student in understanding the basics of spelling as well as the conventions for the written language	Läi1-Läi15	T1, T4, T5
O24 to guide the student in developing their study skills and learning-to-learn skills	Läi1-Läi15	T1
Understanding language, literature and culture		
O25 to strengthen students' language awareness by guiding them to observe written and spoken language	Läi1-Läi15	T2, T4, T7
O26 to inspire students to listen to and read simplified texts and encourage them to use libraries	Läi8-Läi15	T2, T3, T4
O27 to support students in appreciating their own language and culture and cultural diversity	Läi1-Läi15	T2, T4, T7

Mother tongue and literature courses in the literacy training phase of basic education for adults

All the courses in mother tongue and literature deal with different content areas and situations of language use from various perspectives. Some content areas are emphasised in different ways in different courses, and they can be returned to in different phases of study, reviewing, deepening and broadening the topics.

Läi1 Foundations for studying literacy

Core content areas related to the objectives:

This course focuses on study and learning-to-learn skills, the methods adopted in the educational community and lessons as well as the use of study tools and how to take care of them. Students are introduced to the sound-letter correlation and learn to voice and write the letters of the Finnish alphabet systematically, one sound and letter at a time. They also practise producing short and long vowels and writing lower-case letters and capitals. Students learn to hold the pen appropriately and to write from left to right. Students are introduced, in the form of phonological models, to the most common logos, signs and words that they come across in their learning environments and daily lives. They learn to greet others and introduce themselves.

Läi2 From sound and letter to syllable

Core content areas related to the objectives:

In this course, students continue to study technical literacy by practising the sound-letter correlation and by combining sounds into syllables and into short, understandable words. Reading comprehension and picture interpretation skills are practised by linking the words learned to the corresponding pictures. Authentic texts are used to learn Finnish-language letters and words. Students continue to practise producing short and long vowels. They are introduced to the shapes of capital letters and lower-case letters and their place on the lines. In writing skills, the focus is on lower-case letters and the writing conventions for proper nouns. Students also learn to provide basic information about themselves and their family and practise using personal pronouns.

Läi3 From syllable to word

Core content areas related to the objectives:

Students practise reading and writing syllables, short words and clauses formed from them. They also practise the difference between single and double consonants. Students learn dining-related vocabulary. They also practise polite phrases used in interactive situations: how to exchange news, ask for something and thank others.

Läi4 Practising words

Core content areas related to the objectives:

Students continue to practise reading and understanding words and short clauses as well as writing. They practise reading and writing new words by adding letters and syllables to previously learned syllables/words, depending on their individual skills level. Students continue to practise identifying and producing short and long vowels and single and double consonants. They learn the days of the week and times of day as well as to ask and tell the time.

Läi5 Adding syllables

Core content areas related to the objectives:

In this course, the focus is on making reading and comprehension more fluent and improving writing skills. In addition to syllables and short words, students practise reading and writing multi-syllable words. They practise producing and understanding some of the most common verbs in daily contexts. Students also practise shopping-related language use and interrogative clauses.

Läi6 From words to clauses

Core content areas related to the objectives:

This course introduces students to the concept of clauses and the use of capital letters, the full stop, the question mark and the exclamation mark. In addition to single words, they practise to mechanically and comprehendingly read and write short and simple clauses. Students learn to identify and produce other common verbs used in daily contexts. They also learn travel-related vocabulary and how to use different means of transport.

Läi7 From clauses to text

Core content areas related to the objectives:

In addition to words and clauses, this course deals with comprehension when reading short and simple texts. Students also learn to write descriptions of pictures using a few clauses or sentences. The course introduces students to the annual cycle and descriptions of weather. Students practise some of the most common adjectives in the context of daily life.

Läi8 Making reading and writing skills more fluent

Core content areas related to the objectives:

Students learn the names of body parts and practise describing how they feel. They continue to read short and simple texts and to write short texts. They practise textual skills by learning to find specific information in the text. During the course, students also learn about visiting the doctor and using the possessive structure.

Läi9 Shopping

Core content areas related to the objectives:

Students learn vocabulary related to dress, clothes and running errands and behaviour in stores. They practise reading and writing at different textual levels. They also continue to practise the use of the possessive structure.

Läi10 Living

Core content areas related to the objectives:

Students learn to find answers to simple questions from the text. They get acquainted with vocabulary related to the home and living and practise using spatial expressions. Students practise reading and writing at different textual levels. They learn to communicate about situations related to the maintenance of their home.

Läi11 Activities at home

Core content areas related to the objectives:

The course introduces students to vocabulary related to household work and cooking. Students practise reading and writing at different textual levels. They acquaint themselves to recipes and learn to talk about household work.

Läi12 Providing personal data and completing forms

Core content areas related to the objectives:

Students practise answering questions related to their personal data. They learn to find and read out their own data from documents and to write them in official forms. Students also practise signing papers.

Läi13 Visiting health services

Core content areas related to the objectives:

Students learn to present themselves, ask and answer questions and describe their state of health in the context of making appointments, visiting the doctor or going to the pharmacy. They practise reading and understanding the instructions for use of pharmaceuticals.

Läi14 Communication for daycare, school and work

Core content areas related to the objectives:

Students learn to exchange news, answer questions, look for information and provide descriptions in situations related to the daycare and school environment. They get acquainted with professional terminology and learn to describe their own education and professional background.

Läi15 Leisure time

Core content areas related to the objectives:

Students are introduced to different forms of leisure activities, such as libraries, sports and exercise, art and hobbies related to manual skills. They learn about language use in these situations.

The objectives related to learning environments and work methods in mother tongue and literature in the literacy training phase of basic education for adults

Speaking and listening are related interaction skills. They provide the first contacts with the surrounding society whose texts and writing students begin to learn. Speaking and listening create the foundation for learning to read and write, which builds on linguistic material learned in verbal form. The topics for speaking and listening arise from the thematic core vocabulary. Teaching emphasises experiential and functional learning.

The learning processes for reading and writing are closely related and are taught at the same time. Different methods and approaches are adopted to teach reading, but the foundation is based on understanding the sound-letter correlation and the ability to combine letters and sounds into syllables, syllables into words and words into clauses. All reading exercises aim to achieve reading comprehension. Letter shapes are learned through a large number of motoric and kinesthetic exercises. Methods that can be used when learning to write include writing on top of letter models, copying letter models, syllable and word dictation as well as insertion dictation. Students also practise keyboard skills using, for example, a computer or smartphone. Auditory conceptualisation strengthens the sound-letter correlation and supports correct spelling. It also develops sound awareness and the ability to differentiate between sounds and words. Students practise speaking, listening, reading and writing with the study group and on their own. Students are encouraged to demonstrate their competence using all the means of expression they have. Teaching employs multimodal texts, such as images, videos and comic strips as well as any teaching programmes available.

Guidance, differentiation and support in mother tongue and literature in the literacy training phase of basic education for adults

The objective is to support the development of students' language and interaction skills as well as to improve the fluency of reading and writing. Linguistic difficulties in the fields of speech, reading and writing should be identified as early as possible, keeping in mind that real learning difficulties cannot be determined until students have gained adequate proficiency in the Finnish language, usually after several years of study. The teacher provides models for reading and understanding words, clauses and texts and for different forms of writing. Students are encouraged to use media in different ways and as a support for learning. Linguistically skilled students are guided towards more challenging assignments, materials and textual environments. The texts and methods are selected in a way that ensures equality and non-discrimination among students.

The assessment of student learning in mother tongue and literature in the literacy training phase of basic education for adults

The assessment of learning provides guidance and encouragement to students. With the help of joint discussions and the provision and receipt of feedback the teacher guides the learning and progress of the whole study group as well as individual students. The main task of assessment is to support and promote the development of the students' language skills and literacy in all target areas. The teacher aims to obtain an overall picture of each student's progress in language skills and literacy. Assessment-based feedback offers students information about the strengths of their language skills and their progress as a language learner. They also receive diverse feedback on how they understand and use language, express themselves, take part in conversation and produce and interpret texts. High-quality, encouraging feedback is provided in all fields of competence. It helps the students become aware of their success and progress and motivates them to direct their work accordingly. Assessment also provides useful information for the planning of teaching and helps identify any needs for support regarding the students' progress in language skills and literacy.

The key areas for assessment and feedback in terms of the learning process:

- progress in expressing oneself and in interaction skills
- accumulation of vocabulary and concepts
- progress in reading skills and reading comprehension
- progress in text production, especially the development in writing by hand and in keyboard skills
- progress in understanding language and culture, especially making observations about the meaning of words and everyday language-use situations.

8.3.2 Mathematics

The goal of the subject

In the literacy training phase, teaching in mathematics aims to provide students with basic numerical skills that are essential in daily life management, communication and the progress of studies. Teaching also aims to provide students with positive, diverse experiences of mathematics. In language-aware mathematics teaching, the focus is on clarity, the precise expression and explanation of mathematical concepts using everyday language and on ensuring that students understand the topics taught.

THE OBJECTIVES FOR THE TEACHING OF MATHEMATICS IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Meaning, values and attitudes		
O1 to support the student's enthusiasm and interest in mathematics and the development of a positive self-image and confidence	Lma1-Lma3	T1, T3, T5
Working skills		
O2 to train the student in making observations of numerical information in everyday situations	Lma1-Lma3	T3, T4
O3 to encourage students to present their solutions and conclusions with drawings, verbally and in writing	Lma1-Lma3	T1, T4
O4 to guide students in developing their deduction and problem-solving skills	Lma1-Lma3	T1, T4, T6
Conceptual and discipline-specific objectives		
O5 to guide the student in interpreting and using numerical information found in daily life	Lma1-Lma3	T1, T3, T4
O6 to introduce the student to the concept of number and decimal system	Lma1	T1, T4
O7 to introduce the student to addition and subtraction and to the basic of multiplication and division	Lma1-Lma3	T1, T4
O8 to guide the student in expressing amount and order using numbers	Lma1	T1, T3, T4
O9 to guide the student in identifying decimals and fractions in everyday situations	Lma3	T1, T3, T4
O10 to guide the student in understanding concepts related to the use of money from the perspective of their own economy	Lma2	T1, T3, T4
O11 to introduce the student to the key units of measurement and their abbreviations and to the use of instruments of measurement	Lma2	T1, T3, T4

Mathematics courses in the literacy training phase of basic education for adults

Lma1 The world of numbers

Core content areas related to the objectives:

Students learn numerals, digits, basic mathematical symbols, practise writing these and using them in everyday situations—for example, in phone numbers, addresses and schedules They learn about the concept of number and the principles of the decimal system. Students learn ordinals. They also practise addition and subtraction.

Lma2 Numbers in everyday situations

Core content areas related to the objectives:

Students are introduced to the concept of time and practise, for example, expressing and understanding times of day, dates and opening hours. They learn

the most commonly used units of measurement and their abbreviations. These include, for example, distance, volume, time and mass. Students practise using a ruler and other instruments of measurement. They practise comparing amounts and properties using numbers and units of measurement. Students estimate distances, volumes and masses.

Lma3 Mathematical operations in everyday situations

Core content areas related to the objectives:

Students practise addition and subtraction, also in concrete, familiar contexts, and get acquainted with the principles of multiplication and division. They practise using numbers in monetary contexts—for example, using prices, invoices, receipts and price comparisons. They are introduced to technical tools, such as the calculator, smartphone applications, ATM and online banking.

The objectives related to the learning environments and work methods in mathematics in the literacy training phase of basic education for adults

Teaching is based on the idea of using topics familiar to the students from everyday situations. Mathematics is taught in a learning environment where concretisation and tools play a key role and where emphasis is focused on the use of the senses. Students are introduced to the use of study and measuring tools, including rulers, metre-rules and scales. Diverse methods are employed in teaching. Students learn to work in groups and independently. Information and communication technology can be used as a tool in teaching and learning.

Guidance, differentiation and support in mathematics in the literacy training phase of basic education for adults

Adequate time must be reserved for the learning of basic mathematical skills. The students' mathematical skills and their development are monitored continuously. Students have access to support that provides them with the opportunity to develop their skills in a way that strengthens their positive attitude and feeling of capability. Each student is provided with adequate opportunities to practise their skills, gain insight and understand the topics. Skilled students are supported by offering them alternative forms of work and by enriching the content discussed.

The assessment of student learning in mathematics in the literacy training phase of basic education for adults

The main task of assessment is to support and promote the development of the students' basic mathematical skills. In the assessment of learning, attention is focused on the provision of encouraging feedback. Students are encouraged to practise their developing skills.

They must be given the opportunity to demonstrate their progress in different ways. In assessment, it is important to observe the use of numbers and basic

mathematical symbols and the correctness of results but also the method and fluency of the student's work.

When providing verbal assessments or grades, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives.

The key areas for assessment and feedback in terms of the learning process:

- identification of numerals and digits and comprehension of the concept of number
- proficiency in basic mathematical operations
- progress in the use of numerical information in everyday situations
- progress in mathematical thinking and expression.

8.3.3 Social studies and cultural competence

The goal of the subject

The task of education in social studies and cultural competence is to support the growth of students into responsible and active citizens. 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. The subject introduces students to the history of Finland and its connections to European and international events, builds a knowledge base about social activity and the citizens' options to influence matters as well as encourages students to become resourceful social agents.

Teaching in the subject encourages students to participate and work actively and constructively in different situations and communities. Students are encouraged to listen to others, express their opinions and justify their views. Students learn about the basics of managing their finances and of responsible consumption. Good language skills and a good command of concepts as well as their development are an essential part of studies in the subject.

THE OBJECTIVES FOR THE TEACHING OF SOCIAL STUDIES AND CULTURAL COMPETENCE IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Adoption of skills and knowledge required in society and understanding of society		
O1 to guide the student in finding an interest in Finnish society	Lyk1, Lyk2	T2, T3
O2 to introduce the student to the basic features of Finnish history and social system	Lyk2	T1, T4, T7
O3 to build the student's vocabulary and concepts related to history and society	Lyk1, Lyk2	T1, T4, T7
O4 to guide the student in developing their study skills and learning-to-learn skills	Lyk1, Lyk2	T1
O5 to train the student in expressing their opinion	Lyk2	T2, T6, T7
O6 to introduce the student to the status of family, children and young people, the principle of non-discrimination and equality in Finland	Lyk2	T2, T7
O7 to guide the student in perceiving themselves as an individual and member of society	Lyk1, Lyk2	T2, T3, T7
The use and application of knowledge about society		
O8 to guide the student in using the main systems provided by local and government authorities	Lyk1	T3, T5, T7
O9 to guide the student in using private services	Lyk1	T3, T5, T7
O10 to encourage the student to participate in third-sector activities	Lyk1	T3, T7
Cultural competence, cultural identity and interaction		
O11 to introduce the student to conventions, values, norms and attitudes related to Finnish culture	Lyk1, Lyk2	T2, T7
O12 to guide students in identifying the characteristics of their own culture and in examining differences between their culture and Finnish culture	Lyk1, Lyk2	T2
O13 to guide the student to adopt an open attitude to culturally different viewpoints	Lyk1, Lyk2	T1, T2
O14 to support the student to act constructively as a member of a culturally diverse community and fight racism against all ethnic groups.	Lyk1, Lyk2	T2, T7

Social studies and cultural competence courses in the literacy training phase of basic education for adults

Lyk1 Daily life and services offered by society

Core content areas related to the objectives:

Students are introduced to the workings of society from the perspective of individuals and families. They learn about the basic services provided by society and other public services, such as health services, the Social Insurance Institution (Kela), social services, employment and economic development

offices, daycare, education services for children, young people and adults, the police as well as libraries, sports and exercise services and services for young people. Students are also introduced to private services, banks and mobile services. They examine invoices and practise taking care of their finances. They learn about third-sectors participants, such as organisations and associations in different fields. Students build their vocabulary related to daily life and services provided by society and work on their reading, reading comprehension and writing skills. They learn to use basic services. The course also includes relevant tours and visits.

Lyk2 Democratic society

Core content areas related to the objectives:

This course explains and illustrates customs, values, norms and attitudes related to Finnish culture. Students learn about the main events in Finnish history and about the country's social system, including the state bodies and local government. They examine common decision-making and concepts related to democratic activities, such as human rights, children's rights, equality and non-discrimination. They build their vocabulary and stock of concepts related to history and social awareness. Students also work on their reading, reading comprehension and writing skills. They practise expressing their own opinions.

The objectives related to the learning environments and work methods in social studies and cultural competence in the literacy training phase of basic education for adults

Interactive, experiential and functional methods are essential in view of the objectives set for the subject. They are useful when practising collaboration and participation. Information and communication technology is used to illustrate concepts, examples and phenomena

Guidance, differentiation and support in social studies and cultural competence in the literacy training phase of basic education for adults

In terms of the objectives and nature of the subject, it is essential to guide students to consider themselves members and agents of society, who have rights and obligations, as well as to support their growth into collaborative members of various communities. Students are supported especially in obtaining information about society and the economy, which is important to their life and future. Students are encouraged to participate and engage in discussions. The conceptual nature of the subject is taken into account by explaining the key concepts used in it and making them more concrete.

The assessment of student learning in social studies and cultural competence in the literacy training phase of basic education for adults

The feedback provided in the subject helps guide and encourage the students to work actively and constructively in their own study group, educational institution

and their circle of family, friends and acquaintances as well as to apply the skills and knowledge they learn in practice. The progress of work is guided with the help of constructive feedback and questions. The purpose is to make students aware of their learning, help them direct their studies towards the essential and develop their own work, study and self-assessment skills. Assessment is based on observations about the students' work and on discussions.

The key areas for assessment and feedback in terms of the learning process include:

- the grasp of the basic features of Finnish society and Finnish history
- the identification of the special features of Finnish culture
- proficiency in the vocabulary and concepts of social studies.

8.3.4 Environment and nature studies

The goal of the subject

Environment and nature studies is an integrated group of subjects, including biology, geography, physics and chemistry, which comprises the perspective of sustainable development. The key objective of teaching them is to make students acquainted with their immediate surroundings, its nature and built environment as well as various natural phenomena. Learning starts from the idea of a diverse living environment and builds a foundation for a broader understanding of the surrounding world.

Students are seen as part of the environment in which they live. Respect for nature and a dignified life in keeping with human rights form the starting point for teaching and learning. Teaching helps students build a relationship with nature, develop a worldview and gain the ability to make daily choices. Students are encouraged to link their experiences and knowledge with environment and nature studies. The development of good language skills and a good command of concepts is an essential part of studies in the subject.

THE OBJECTIVES FOR THE TEACHING OF ENVIRONMENT AND NATURE STUDIES IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Attitudes and values		
O1 to support students' growth into active and responsible citizens committed to a sustainable lifestyle	Lyl1	T3, T7
O2 to guide students to appreciate their regional identity and the diversity of nature, human activity and cultures	Lyl1	T3, T7
Competence and comprehension		
O3 to guide students to recognise the surrounding nature and built environment	Lyl1	T1, T4
O4 to support students obtain a structured view of the world map	Lyl1	T1, T4, T5
O5 to help students understand the impact of their choices on life and nature	Lyl1	T1, T7
O6 to encourage students to consider the significance of the sustainable use of natural resources	Lyl1	T1, T7
Skills		
O7 to build the students' vocabulary and stock of concepts related to environment and nature studies	Lyl1	T1, T4
O8 to encourage students to read and use simple maps	Lyl1	T1, T4
O9 to guide students in working safely at home, taking into account fire and electrical safety	Lyl1	T3
O10 to steer students to sort and recycle waste	Lyl1	T3, T7
O11 to guide students in developing their study skills and learning-to-learn skills	Lyl1	T1

Environment and nature studies course in the literacy training phase of basic education for adults

Lyl1 Basics in environment and nature studies

Core content areas related to the objectives:

Students become acquainted with their surroundings and with Finnish nature and its main species as well as the built environment. They build their vocabulary and grasp of concepts related to environment and nature studies. Maps are used to construct a view of the world and a regional framework: Finland as part of Europe and the world as well as the geographical position of Finland in the world. Students are introduced to the sustainable use of natural resources, waste sorting and recycling, the promotion of safety at home as well as fire and electrical safety. They practise reading, writing and interaction skills.

The objectives related to the learning environments and work methods in environment and nature studies in the literacy training phase of basic education for adults

When selecting learning environments and methods of work, attention must be focused on their functionality as well as on their experiential and memorable nature. Learning environments can encompass facilities in the educational institution, the study group, the surrounding nature and built environment, various types of communities and interactive situations as well as environments featuring information and communication technology. Co-operation with museums, companies, NGOs, nature and science centres is also locally used. The students' participation and interaction is of key importance.

Guidance, differentiation and support in environment and nature studies in the literacy training phase of basic education for adults

The students' prior skills and knowledge are taken into account when selecting teaching and working methods. Students are guided and supported in developing their grasp of language and concepts. The key concepts are illustrated and made more concrete. Working as a community supports collaborative learning and the use of different types of strengths. Support and guidance, the selection of work methods and experiences of success support and strengthen the students' picture of their own learning.

The assessment of student learning in environment and nature studies in the literacy training phase of basic education for adults

Feedback is provided on the command of concepts and knowledge related to environment and nature studies. The progress of work is guided with the help of constructive feedback and questions. Assessment is based on observations about the students' work and on discussions.

The key areas for assessment and feedback in terms of the learning process include:

- familiarity with Finnish nature and the built environment
- use of maps
- familiarity with the principles of sustainable development
- command of the vocabulary and concepts related to environment and nature studies.

8.3.5 Guidance counselling and working-life skills

The goal of the subject

The objective is to support students so that they have equal opportunities to complete their studies and to improve the students' learning abilities, learning-to-learn skills and understanding about the consequences of their choices and activities. The students' life-planning and life-management skills develop in the process. Attention is focused on the students' overall situation during guidance. In addition to studies, the student and counsellor discuss life management and aspects related to the students' life situation and health, if relevant. Guidance emphasises the role of support for students' motivation and studies. Inadequate basic skills and knowledge can interfere with the life management skills of students and affect their self-esteem. To maintain the students' motivation, their starting level in both language and knowledge must be taken into account in teaching and guidance. Consideration must also be given to the students' history of studies. As a subject, guidance counselling and working-life skills supports the students' ability to realistically evaluate their own abilities and opportunities at different stages of studies. The subject also increases well-being, prevents the interruption of studies and promotes students' engagement and social equality. A personal study plan is drawn up for each student at the beginning of studies. The study programme, plan for further studies and career plan complement the personal study plan. The study plan and its achievement are monitored jointly with the student.

In the literacy training phase, the objective of guidance counselling and working-life skills is to teach students the language related to the education system and professions as well as introduce them to studies and Finnish working life. The development of reading and writing skills is an essential part of studies. Jointly with other subjects, guidance counselling and working-life skills helps students train their study skills and clarifies the significance of the subjects taught for coping in Finnish society, further studies and working life. By developing their study and working-life skills, students gain the skills and knowledge to move on with their studies.

The purpose of guidance counselling and working-life skills is to support and develop the students' abilities to deal with changing life situations, career choices and transition phases in studies. The subject offers students information and opportunities to acquaint themselves with different education alternatives and professions. Professional competence and related areas of development are handled in guidance discussions and evaluated in connection with the period of work experience. The evaluation of competence focuses on the students' skills, knowledge and qualifications.

Students are encouraged to make use of various information, guidance and counselling services. Guidance supports the students' agency and initiative as concerns decision-making regarding their education and career choices.

THE OBJECTIVES FOR GUIDANCE COUNSELLING AND WORKING-LIFE SKILLS IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Inclusion and active operations		
O1 to help students form an overall picture of the learning environment and its operating methods as well as to develop their abilities to function in the environment and in various groups	Lot1, Lot2	T2, T3, T7
O2 to support students engage in independent activities and take responsibility for their studies and choices	Lot1, Lot2	T1, T3, T7
Development of learning abilities		
O3 to encourage and guide students in developing their study skills and learning-to-learn skills	Lot1, Lot2	T1
O4 to boost students' interest in identifying and using their skills and strengths and to develop their ability to identify areas of learning	Lot1, Lot2	T1
O5 to prevent learning difficulties and the interruption of studies	Lot1, Lot2	T1, T3
Self-knowledge		
O6 to guide students in identifying the factors that affect their own choices and in adapting their own activities to match their abilities, opportunities and interests.	Lot1, Lot2	T3
Setting of objectives		
O7 to guide students in setting themselves objectives for the short and long term, making related plans and assessing their achievement	Lot1, Lot2	T1, T3
Learning geared towards working life		
O8 to help students understand the significance of work to their own life and society	Lot2	T6, T7
O9 to guide students in considering professions suitable to themselves	Lot2	T4, T5, T6
O10 to introduce different education alternatives and working life	Lot2	T6
O11 to promote students' ability to identify the importance of the subjects taught in view of their future studies and the competence needed for employment	Lot2	T1, T6
O12 to help students act in simple work-related interaction situations	Lot2	T2
Information about education and working life in career planning		
O13 to introduce students to the vocabulary and concepts related to education and working life	Lot1, Lot2	T1, T4, T6
O14 to give students an outline of the Finnish education system and its opportunities	Lot1	T4, T5
O15 to introduce students to information, guidance and counselling services	Lot2	T4, T5, T6

Guidance counselling and working-life skills courses in the literacy training phase of basic education for adults

Lot1 Education system and study practices

Core content areas related to the objectives:

Students are introduced to the Finnish education system and related vocabulary. Their study skills are developed in co-operation with other subjects taught. Students also practise operating in the educational community. Students learn to set themselves study-related objectives and to assess their achievement. They practise self-assessment. Discussions focus on taking responsibility for one's studies and making study-related choices as well as on factors that influence learning. Students learn about the parties offering support and guidance services in the educational institution and in society. Their ability to seek the necessary services is also developed. Students practise interaction skills. They draw up a personal study plan.

Lot2 Introduction to professions

Core content areas related to the objectives:

Students are introduced to job titles, duties and names of workplaces. They also learn the related vocabulary. Students practise simple interaction situations related to working life. Different opportunities for further studies and working life become familiar during visits to educational institutions, workplaces and/or companies that are of interest to the students. Students get acquainted with and practise using information, guidance and counselling services. They draw up a personal study plan.

The objectives related to the learning environments and work methods in guidance counselling and working life in the literacy training phase of basic education for adults

The learning environments include educational institutions and online environments as well as the immediate surroundings and working life. Methods of work are employed in versatile ways, taking into account the needs and abilities of individual students and groups. Teaching emphasises functional and experiential methods of work, which support the students' activity and initiative as well as the development of their self-assessment skills. Guidance is provided individually and in groups.

Guidance, differentiation and support in guidance counselling and working-life skills in the literacy training phase of basic education for adults

Students' individual needs and conditions are taken into account in guidance counselling and working-life skills. Guidance is differentiated by taking into account the students' personal objectives, experiences, interests, hobbies, competence areas and factors influencing their life situation. Co-operation between different parties is of key importance, especially in guidance provided

at transition points and phases. Multiprofessional and multiadministrative co-operation is carried out especially in the case of students in need of special support. Such co-operation can involve the employment authorities, social services and providers of teaching and/or education.

Assessment of student learning in guidance counselling and working-life skills in the literacy training phase of basic education for adults

Assessment is based on the students' self-assessment and on interactive, guiding and encouraging feedback provided in connection with various guidance measures. Attention is focused on various forms of activities and methods of production. Students consider their capabilities, skills and competence, ability to function and resources, need for support, group work and interaction skills as well as the impact that their values and beliefs have on their choices and decisions. Diverse, flexible methods that take into account the students' background and competence are used in assessment so that all students can demonstrate their competence. It is also important to ensure that students understand the principles and significance of assessment as well as the method of assessment whatever the level of their language skills.

The key areas for assessment and feedback in terms of the learning process include:

- command of the vocabulary and concepts related to education and professions
- the ability to take responsibility for studies and to set objectives
- the development of study and learning abilities
- the development of social, communication and interaction skills needed in studies and working life
- the employment of education and working-life knowledge in the preparation of the personal study plan.

8.3.6 Other subjects or thematic areas suitable for basic education as well as optional courses

In the local curriculum, the education provider may offer other subjects or thematic areas in the literacy training phase, provided that they support the achievement of the objectives defined for basic education for adults. These may include, for example, artistic and practical subjects, ICT competence, vocational studies, competence related to working life or work experience.

Optional courses in the literacy training phase may include, for example, courses supporting the achievement of the objectives of different subjects.

8.4 Subjects in the introductory phase to basic education for adults

This national core curriculum specifies the task and objectives of different subjects as well as the key content areas related to the objectives. It also specifies the objectives for subject-specific perspectives regarding learning environments and work methods, guidance, differentiation and support and the assessment of learning.

Abbreviations are used in the subject descriptions. The objectives are indicated as O1, O2 and so on. The courses of subjects are numbered and referred to in the tables of objectives. Transversal competencies are indicated as T1, T2, etc., and referred to in the tables of subjects.

- T1 Thinking and learning to learn
- T2 Cultural competence and interaction
- T3 Managing daily life
- T4 Multiliteracy
- T5 ICT competence
- T6 Working life competence and entrepreneurship
- T7 Participation, involvement and building a sustainable future

8.4.1 Mother tongue and literature

Language education

The development of language skills is a lifelong process. Multilingual competence develops in various contexts at home, in studies, at work and in leisure time. It consists of various levels of skills in the mother tongue and other languages as well as their dialects. Language instruction at school focuses on language use in different situations. It strengthens students' language awareness and the parallel use of different languages. Students are guided in making observations of texts and interactive practices in different languages, in using philological concepts to interpret texts and in employing different ways of learning languages. Students employ their language skills to support all learning. Students are helped select suitable texts for their language skills and obtain study-related information in different languages.

Students receive guidance for understanding that both their own and others' linguistic and cultural identities comprise multiple layers. The significance of minority languages and endangered languages is also explained in teaching. Teaching supports the students' multilingualism by making as extensive use as possible of all of the students' languages. Teaching boosts the students' belief

in their own ability to learn languages and boldly use even basic language skills. Language education calls for co-operation between different subjects.

The goal of the subject

Instruction in mother tongue and literature develops students' language, interaction and textual competence and supports them in taking an interest in language, literature and other areas of culture as well as in becoming aware of themselves as communicators and language users. The language and textual skills needed in students' everyday lives and working life are expanded to ensure that students gain the ability to conceptualise observations and phenomena, verbalise their thoughts and develop their creativity.

In co-operation with other subjects, teaching in mother tongue and literature takes responsibility for language education and helps students build their linguistic and cultural identity in a culturally diverse and mediated society. Mother tongue and literature is a multidisciplinary practical, theoretical and cultural subject. Teaching is based on a broad conception of text. Key skills include the interpretation and production of texts as well as the acquisition and sharing of information. Literature suitable to the students' skills level, diverse texts and cultural products strengthen the broad development of creativity and imagination, in addition to expanding the students' notion of ways in which they can use their linguistic expression. Literature and familiarity with cultural heritage link students to their culture and broaden their picture of other cultures.

Students are encouraged to engage in constructive and responsible interactions in different communication environments. As part of an ethical education, students are guided in understanding how their linguistic and communicative choices affect others. As for metacognitive skills in mother tongue and literature, teaching focuses on strategic skills related to the interpretation and production of texts. Teaching in philology supports and develops language awareness and the ability to make observations of languages. Teaching is based on a collaborative and functional view of language: linguistic structures are studied in the context of typical language-use situations and text types suitable to the students' skills level. The content of each course is enriched with cultural elements related to the subject, mainly literary art, media, drama and theatre studies. Teaching in literature aims to encourage students to read and deepen their cultural familiarity. The goal of media education is to help students adopt critical media literacy and active agency in a mediated society.

The relevance of the topics taught is a key motivating factor in learning mother tongue and literature. Students' interest can be boosted by offering them opportunities for active agency and by letting them make their own choices as well as by taking into account the textual environment and experiences related to the daily lives and working life of adult learners. When teaching, creating learning environments and choosing teaching methods, attention is focused on

the students' diversity and equality as well as on non-discrimination. Support is also offered to students of different skills levels. Co-operation is carried out with different levels of education in mother tongue and literature as well as with different subjects.

Complementary views on the goal of teaching in mother tongue and literature in the introductory phase to basic education for adults

Learning and practising basic skills are at the core of introductory-phase teaching in mother tongue and literature. The basic task of teaching is to ensure the development of fluent literacy, reading comprehension and information-seeking skills so that students can easily move on to the final phase of basic education for adults. Students are steered towards appropriate and responsible actions in increasingly diverse interaction situations and various environments.

The objectives related to the learning environments and work methods in mother tongue and literature in the introductory phase to basic education for adults

The objective is to offer a linguistically stimulating and collaborative learning environment where students' opinions are respected and where students have the opportunity to examine and produce texts independently and co-operatively, also by using information and communication technology. Different types of texts chosen by students according to their interests are used in teaching. Students' reading experiences are also broadened. The learning environment in mother tongue and literature also encompasses culture and media outside the educational institution. The methods of work are chosen so as to enable collaboration and shared experiences as well as lead to a natural integration of the content areas in the subject. Process learning and project work are used in integrative instruction. Students enhance their interaction skills by working in joint processes. Drama and literature instruction are integrated into teaching in other subjects.

Guidance, differentiation and support in mother tongue and literature in the introductory phase to basic education for adults

The objective is to support students' linguistic development and their achievement of fluent reading and writing skills. Teaching also aims to develop students' comprehending reading skills. Students are encouraged to expand their vocabulary, learn new concepts, verbalise their thoughts and engage in interaction. Students are encouraged to read literature and other texts that match their skills level and to adopt reading comprehension strategies. They also receive guidance in developing suitable learning strategies and identifying their own strengths. Students are provided with models for producing and structuring texts and for developing their spelling skills. They also receive both joint and individual support. Students of different skills levels are supported in achieving

their objectives. The texts and methods are selected so as to ensure equality and non-discrimination among students.

Assessment of mother tongue and literature in the introductory phase to basic education for adults

Assessment and the feedback based on it are diverse and concrete and develop learning skills. Assessment is integrated into the learning process. Assessment is based on diverse documentation of how the students' expanding language skills, text production skills and text interpretation skills are developing and of their competence in language, literature and other areas of culture.

Students are encouraged to assess both their own and other students' work, expression and output. Diverse, analytic assessment and feedback that support learning help students become more aware of their skills, knowledge and work process. Students also gain tools for the further development of these areas.

When providing verbal assessments or grades for mother tongue and literature, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning.

8.4.1.1 Finnish language and literature

The special goal of the subject

The special goal of Finnish language and literature is to develop students' Finnish-language, multiliteracy and interaction skills as well as to introduce them to literature and culture. Teaching supports the development of students' language awareness and linguistic identity. Students are helped to understand the significance and role of the Finnish language, literature and culture in a culturally diverse and multilingual society. Attention is focused on the importance of language, media and cultural awareness gained outside the school environment to the development of Finnish language skills.

The status of Finnish and Swedish as national languages and the status of Finnish as a majority language and the primary language of instruction is brought to students' attention. Finnish is the object of teaching as well as a tool in learning other subjects. Key learning-to-learn skills and thinking skills strengthen during studies. Co-operation is carried out with Finnish as a second language and literature and with other syllabuses in mother tongue and literature.

THE OBJECTIVES FOR THE TEACHING OF FINNISH LANGUAGE AND LITERATURE IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Acting in interactive situations		
O1 to help students build their ability to work constructively in various communication environments and to express their opinions	Aäi4, Aäi6, Aäi9	T1, T2, T7
O2 to guide students in detecting how their linguistic and communicative choices affect their communication and in considering the needs of other participants in group communication situations	Aäi4, Aäi6	T1, T2, T3, T7
O3 to encourage students to use their creativity and express themselves in diverse ways in different communication and performance contexts	Aäi4, Aäi6, Aäi13, Aäi17	T1, T2, T4, T7
O4 to encourage students to develop a positive self-image as communicators as well as their ability to act in diverse communication situations, including those involving multimedia.	Aäi1, Aäi4, Aäi6, Aäi9, Aäi14	T1, T2, T3, T4
Interpretation of texts		
O5 to help students enhance the fluency of their reading skills, use reading comprehension strategies and observe and assess their own reading	Aäi1–2, Aäi11–13	T1, T4, T5
O6 to guide students in developing their ability to evaluate and interpret diverse texts, expanding their vocabulary and stock of concepts as well as in developing their thinking skills	Aäi3, Aäi5, Aäi7, Aäi11–13	T1, T2, T4, T5
O7 to encourage students to seek information, use diverse sources of information and evaluate the reliability of information	Aäi2, Aäi5, Aäi12, Aäi14–15	T1, T4, T5
O8 to encourage students to get acquainted with literary works suitable for their skills level, develop their knowledge of literature and their interest in various texts by offering students opportunities to gain positive reading experiences, satisfy their thirst for knowledge and share their reading experiences, also in multimedia environments	Aäi11–15	T1, T4, T5
Text production		
O9 to encourage students to express their experiences, thoughts and opinions and to strengthen their positive self-image as text producers	Aäi1, Aäi3, Aäi8–10	T1, T2, T4, T7
O10 to encourage and help students verbalise their thoughts and practise producing narrative, descriptive, directive and simple opinion texts	Aäi3, Aäi5–6, Aäi9–10	T1, T4, T5, T7
O11 to inspire students to develop their fluency in handwriting and keyboard skills and strengthen their command of written language, textual structures and spelling	Aäi1, Aäi5, Aäi9–10	T1, T4, T5
O12 to encourage students to practise text production processes and the ability to evaluate their own texts, to provide opportunities for giving and receiving constructive feedback, to explain how to take into account the text recipient, behave ethically online and respect copyright	Aäi1–2, Aäi5–7, Aäi9–10, Aäi14	T2, T4, T5, T6

Understanding language, literature and culture

O13 to encourage students to strengthen their language awareness, inspire them to examine and observe language and its variants, encourage them to use concepts for speaking about language and its structures and help them understand the impact of linguistic choices in interactive situations	Aäi3, Aäi5, Aäi7, Aäi12–13, Aäi16–17	T1, T2, T4
O14 to encourage students to expand their textual range and read literature suitable for their skills level as well as to boost their interest in reading, sharing reading experiences and actively using libraries	Aäi2, Aäi7, Aäi10, Aäi13, Aäi15–17	T2, T4, T5, T7
O15 to support students in building a linguistic and cultural identity and inspire respect in other languages and cultures as well as provide opportunities to get acquainted with media and cultural events and the production of culture	Aäi2, Aäi5, Aäi7–8, Aäi13–14, Aäi16–17	T2, T4, T6, T7

Finnish language and literature courses in the introductory phase to basic education for adults

In the introductory phase to basic education for adults, the various objectives for Finnish language and literature are integrated into teaching. The main objective for teaching is to achieve the skills and knowledge in different areas that enable students to move on to the final phase of basic education for adults. Although the courses focus on a specific field, perspective or objective, each course also has access to other fields, as required. Courses can be locally merged or grouped into larger courses or modules.

Aäi1 Basic skills in Finnish language and literature

Core content areas related to the objectives:

The course focuses on the basic skills needed in the studies of Finnish language and literature. Students practise sharing their thoughts, emotions, experiences and opinions, listening to others and giving and receiving feedback. They boost their basic reading and writing skills. Students develop fluent reading skills and practise using text comprehension strategies suitable for different situations and objectives. They write by hand and practise keyboard skills as well as fluent typing. Students learn about headings, text structures and division into paragraphs and practise using these elements in their own texts. They are introduced to the different phases of text production and to the examination of their own texts. Attention is focused on differences between written and spoken language. Students learn to employ basic spelling rules in their texts.

Aäi2 Study and information-seeking skills

Core content areas related to the objectives:

Students develop fluent reading skills and practise using text comprehension strategies suitable for different situations and objectives. They train writing skills needed in studies, such as taking notes and writing summaries as well as using and documenting sources. Students look for information from various sources and expand their knowledge by reading up on topics. They practise evaluating

the reliability of texts and sources. Students learn about ethical online behaviour, respecting privacy and observing copyright regulations. Teaching in other subjects as well as media and cultural offerings are used in teaching. Students are introduced to libraries and the Internet and encouraged to make active use of them. They are encouraged to read texts that they find interesting. Students are also supported in independent reading and writing.

Aäi3 Diversity of texts

Core content areas related to the objectives:

Students learn to identify the linguistic and textual features of narrative, descriptive, directive and opinion texts and practise using these in their own texts. Students practise using their textual interpretation skills by examining and comparing versatile texts. Students' knowledge about linguistic properties is expanded through the exploration of texts. Students improve their ability to detect intertextuality in versatile texts. They practise producing diverse fiction and non-fiction texts based on their own experiences, observations, thoughts and opinions as well as other texts.

Aäi4 Rhetoric and interaction skills

Core content areas related to the objectives:

Students practise sharing their thoughts, emotions, experiences and opinions, listening to others and giving and receiving feedback. They practise and observe their own interaction in different communication situations, focusing on, for example, different ways of being polite, acting goal-orientedly and expressing and justifying their own opinion, taking others into consideration. Students learn about verbal and non-verbal communication and are supported in developing their interaction skills.

Aäi5 Language and texts

Core content areas related to the objectives:

Students examine how language changes depending on the situation, topic and text type and discuss the meanings of words, forms of expression, linguistic features and texts. They practise using linguistic and textual characteristics typical of narrative, descriptive, directive and opinion texts. In connection with text analysis, students are also introduced to word classes, conjugation, basic clause types, parsing and features of vocabulary. They learn to bring texts to life and examine how word choices, phrases, idioms and word order influence the meaning of texts. Attention is focused on differences between written and spoken language. Students learn to employ basic spelling rules in their texts.

Aäi6 Language and interaction

Core content areas related to the objectives:

Students practise sharing their thoughts, emotions, experiences and opinions, listening to others and giving and receiving feedback. They practise and observe

their own interaction in different communication and interaction situations, focusing on, for example, different ways of acting goal-orientedly and expressing and justifying their own opinion, taking others into consideration. Students learn about verbal and non-verbal communication. They discuss the objective of writing and speech and how this is seen in linguistic choices. Attention is focused on differences between written and spoken language.

Aäi7 Language and culture

Core content areas related to the objectives:

Students examine how language changes depending on the situation and topic and discuss the meanings of words, forms of expression and texts. Attention is focused on differences between written and spoken language. Students learn about their own and other cultures and languages and compare the characteristics of the Finnish language with characteristics of languages familiar to them. They practise explaining, comparing and discussing the meanings of words, synonyms, figures of speech and concepts as well as their hierarchies. Media and cultural offerings, such as libraries, movies, theatre and museums, are used in teaching.

Aäi8 Language and identity

Core content areas related to the objectives:

Students learn about their own and other cultures and languages. They discuss the relationship between language and identity as well as the diversity, construction and significance of identity. Media and cultural offerings, such as libraries, movies, theatre and museums, are used in teaching. Students practise producing diverse fiction and non-fiction texts based on their own experiences, observations, thoughts and opinions as well as other texts.

Aäi9 Basics in text production

Core content areas related to the objectives:

Students practise sharing their thoughts, experiences and opinions. They learn about the different phases in text production, examine and evaluate their own texts and practise giving and receiving feedback. Students strengthen their handwriting skills and fluent typing skills. They discuss the objective of writing and how this is seen in linguistic choices. Students are introduced to the significance of vocabulary, conjugation and clause types in text production. They learn about headings, text structures and division into paragraphs and practise using these elements in their own texts. Students learn to employ basic spelling rules in their texts.

Aäi10 Text production

Core content areas related to the objectives:

Students practise producing fiction and non-fiction texts based on their own experiences, observations, thoughts and opinions as well as other texts. They

practise fluent writing by hand and typing as well as writing needed in studies. They learn about the different phases in text production, examine and evaluate their own texts and practise giving and receiving feedback. Students practise using linguistic and textual characteristics typical of narrative, descriptive, directive and opinion texts. They are introduced to word order, sentence structure, clause types and parsing and their significance in text production. Students practise using headings, text structures and division into paragraphs as well as bringing text to life. Students learn to employ basic spelling rules in their texts. They are introduced to copyright issues and ethical online communication. They also practise producing diverse texts.

Aäi11 Basics in the interpretation of text

Core content areas related to the objectives:

Students practise fluent reading of various text types, especially non-fiction, and practise using text comprehension strategies and thinking skills suitable for the situation and objective. They observe and assess their own reading skills. Students learn to identify the linguistic and textual features of narrative, descriptive, directive and simple opinion texts. Students work together to read, listen and interpret texts of their choice.

Aäi12 Interpretation of texts

Core content areas related to the objectives:

Students deepen their ability to interpret diverse texts by examining linguistic and textual features of narrative, descriptive, directive and opinion texts and how these are linked to the meanings of texts. Language skills are used when examining texts. Students learn to use basic narrative concepts, such as main character, setting and time, plot, narrator, subject and theme. They practise evaluating the reliability of texts and sources. They examine intertextuality in diverse texts. Students are introduced to libraries and the Internet and encouraged to use them in different ways. Students deepen their knowledge about ethical online activities that comply with legislation. Student are supported in independent reading and cultural activities.

Aäi13 Reading works of fiction

Core content areas related to the objectives:

Students read and listen to literature from Finland and other countries suitable to their skills level, ranging from contemporary literature to classics, and discuss questions arising from the texts. They observe and assess their own reading skills. Students learn to identify the linguistic and textual features of narrative and descriptive texts. Students strengthen their ability to use basic narrative concepts (main character, setting and time, plot, narrator, subject and theme). They examine intertextuality in diverse texts. Cultural offerings, such as movies and theatre, are used in teaching. Students are introduced to libraries and encouraged to make active and versatile use of them. They are encouraged to

find texts that are of interest to them. Students are also supported in independent reading. The texts are brought alive—for example, through drama.

Aäi14 Media texts

Core content areas related to the objectives:

Students examine media culture phenomena and content and discuss the role of media in their daily lives. They examine the features of media texts and produce them together and on their own. Students look for information from various sources and expand their knowledge by reading up on topics. They practise evaluating the reliability of texts and sources. Students discuss ethical behaviour online and copyright issues.

Aäi15 Non-fiction

Core content areas related to the objectives:

Students read and listen to non-fiction literature suitable to their skills level and discuss social questions arising from the texts. Students look for information from various sources and expand their knowledge by reading up on topics. They practise merging information from different sources and learn about source criticism. Students are introduced to libraries and encouraged to make active and versatile use of them. They are encouraged to find texts that are of interest to them. Students are also supported in independent reading.

Aäi16 Culture and tradition

Core content areas related to the objectives:

Students are introduced to the diversity of culture and folk traditions familiar to them as well as the forms they take in contemporary culture. They examine intertextuality in diverse texts. Media and cultural offerings, such as libraries, movies, theatre and museums, are used in teaching. Students examine cultural writing and participate in discussions about culture. They also take part in the production of culture.

Aäi17 Contemporary cultural phenomena

Core content areas related to the objectives:

Students examine media culture phenomena and content and discuss the role of media in their daily lives. Students read contemporary literature from Finland and other countries suitable to their skills level and discuss questions arising from the texts. Students are introduced to folk traditions familiar to them as well as the forms they take in contemporary culture. Media and cultural offerings, such as libraries, movies, theatre and museums, are used in teaching. They examine intertextuality in diverse texts. Students are encouraged to use all forms of expression, and the texts are put to life, for example through drama.

AREAS OF ASSESSMENT IN FINNISH LANGUAGE AND LITERATURE AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Acting in interactive situations		
O1 to help students build their ability to work constructively in various communication environments and to express their opinions	Aäi4, Aäi6, Aäi9	Acting in speech communication situations
O2 to guide students in detecting how their linguistic and communicative choices affect their communication and in taking into consideration the needs of other participants in group communication situations	Aäi4, Aäi6	Behaviour in interactive situations
O3 to encourage students to use their creativity and express themselves in diverse ways in different communication and performance contexts	Aäi4, Aäi6, Aäi13, Aäi17	Use of forms of expression
O4 to encourage students to develop a positive self-image as communicators as well as their ability to act in diverse communication situations, including those involving multimedia.	Aäi1, Aäi4, Aäi6, Aäi9, Aäi14	Development of interaction skills
Interpretation of texts		
O5 to help students enhance the fluency of their reading skills, use reading comprehension strategies and observe and assess their own reading	Aäi1–2, Aäi11–13	Command of basic reading comprehension strategies
O6 to guide students in developing their ability to evaluate and interpret diverse texts, expanding their vocabulary and stock of concepts as well as in developing their thinking skills	Aäi3, Aäi5, Aäi7, Aäi11–13	Analysis and interpretation of texts
O7 to encourage students to seek information, use diverse sources of information and evaluate the reliability of information	Aäi2, Aäi5, Aäi12, Aäi14–15	Information-seeking skills and source criticism
O8 to encourage students to get acquainted with literary works suitable for their skills level, develop their knowledge of literature and their interest in various texts by offering students opportunities to gain positive reading experiences, satisfy their thirst for knowledge and share their reading experiences, also in multimedia environments	Aäi11–15	Familiarity with literature and texts and shared reading experiences
Text production		
O9 to encourage students to express their experiences, thoughts and opinions and to strengthen their positive self-image as text producers	Aäi1, Aäi3, Aäi8–10	Expression of thoughts and experiences
O10 to encourage and help students verbalise their thoughts and practise producing narrative, descriptive, directive and simple opinion texts	Aäi3, Aäi5–6, Aäi9–10	Verbalisation of thoughts and use of different text types
O11 to inspire students to develop their fluency in handwriting and keyboard skills and strengthen their command of written language, textual structures and spelling	Aäi1, Aäi5, Aäi9–10	Command of writing skills and written language
O12 to encourage students to practise text production processes and the ability to evaluate their own texts, to provide opportunities for giving and receiving constructive feedback, to explain how to take into account the text recipient, behave ethically online and respect copyright	Aäi1–2, Aäi5–7, Aäi9–10, Aäi14	Construction of texts and ethical communication

Understanding language, literature and culture

O13 to encourage students to strengthen their language awareness, inspire them to examine and observe language and its variants, encourage them to use concepts for speaking about language and its structures and help them understand the impact of linguistic choices in interactive situations	Aäi3, Aäi5, Aäi7, Aäi12–13, Aäi16–17	Development of linguistic analysis and command of language-related concepts
O14 to encourage students to expand their textual range and read literature suitable for their skills level as well as to boost their interest in reading, sharing reading experiences and actively using libraries	Aäi2, Aäi7, Aäi10, Aäi13, Aäi15–17	Familiarity with literature
O15 to support students in building a linguistic and cultural identity and inspire respect in other languages and cultures as well as provide opportunities to get acquainted with media and cultural events and the production of culture	Aäi2, Aäi5, Aäi7–8, Aäi13–14, Aäi16–17	Development of language awareness and familiarity with culture

8.4.1.2 Finnish as a second language and literature

The special goal of the subject

According to the distribution of lesson hours decree, the mother tongue and literature syllabus, imparted in the school's language of instruction, can be replaced entirely or in part by instruction in Finnish or Swedish, following the special syllabus for immigrants. The purpose of this syllabus is to support students' growth into full members of the language community, with linguistic abilities for further studies. The objective of teaching is for students to achieve multiliteracy skills that enable them to seek information and understand, produce, assess and analyse various spoken and written Finnish-language texts in daily interaction, studies and social activities. Teaching supports the development of different areas of language skills (listening comprehension, verbal skills, reading comprehension and writing) as well as language skills in different disciplines.

The special objective of Finnish as a second language and literature is to support the development of students' multilingualism and arouse their interest in and provide tools for the lifelong development of language skills. In co-operation with other subjects, Finnish as a second language and literature helps students build their linguistic and cultural identity in a culturally diverse and mediated society.

Finnish-language skills support integration into Finnish society. Instruction in Finnish as a second language and literature focuses on language-use situations that are relevant and necessary to students. Language skills are developed in all areas of language use. The development of comprehension and production skills are intertwined. Students' language competence expands from concrete, everyday language to conceptual language of thought. They gain the ability to express observations and phenomena as well as their thoughts, emotions

and opinions in the manner suitable for each situation. The languages used by students are appreciated and used, where possible, in teaching.

Finnish as a second language and literature is available to students whose mother tongue is not Finnish, Swedish or Saami or who come from a multilingual background. When determining whether the syllabus is suitable for students, attention is primarily given to: deficiencies in basic Finnish-language skills in one of the areas of language competence, which means that they cannot function as equal members of a Finnish-language learning environment in terms of daily interaction and work, or a level of competence in Finnish that is not adequate for completing studies in Finnish language and literature.

For students completing studies according to the Finnish as a second language and literature syllabus, Finnish or Swedish as a second language replaces Finnish language and literature entirely or partly. Teaching arrangements are based on the students' learning needs and phase of language learning. The progress and performance of students following the syllabus for Finnish as a second language and literature are assessed in relation to the objectives and criteria of the syllabus irrespective of the teaching group in which teaching is organised. When setting objectives for teaching and selecting content, attention is focused on the students' language skills and prior knowledge and skills. Students can transfer to the Finnish language and literature syllabus if they have the requisite abilities for studies aiming at the objectives of the syllabus.

In the introductory phase, the special objective of teaching is to build a foundation for the Finnish language and reading and writing skills in Finnish as well as to develop learning-to-learn and interaction skills. Teaching aims to arouse the students' interest in language and expression as well as the production and interpretation of various text types, based on the students' individual abilities. This also promotes students' self-expression, interaction skills and language awareness. Teaching supports the students' integration process and the development of their identity as learners.

THE OBJECTIVES FOR TEACHING IN FINNISH AS A SECOND LANGUAGE AND LITERATURE IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Acting in interactive situations		
O1 to train students in communicating in everyday communication situations and strengthen their listening and listening comprehension skills	As21-As217	T1, T2
O2 to train students to discuss various topics and strengthen the relevant vocabulary and idioms	As21-As217	T2, T7
O3 to encourage students to more boldly use their linguistic expression	As21-As217	T2
Interpretation of texts		
O4 to encourage students to strengthen their basic reading skills and read texts suitable for their language skills as well as to discuss the texts they read	As21-As217	T4
O5 to help students develop their skills in working out the meaning of a text based on textual and linguistic clues and on the text type	As24-As27, As213-As217	T1, T4
Text production		
O6 to inspire students to produce different text types and strengthen the skills needed for this	As23-As217	T2
O7 to encourage students to practise writing by hand and typing on a keyboard as well as practise basic spelling	As21-As217	T2, T5
O8 to guide students in examining and evaluating their texts and in giving and receiving feedback	As21-As217	T1, T2
Understanding language, literature and culture		
O9 to encourage students to develop their language awareness by making observations about different forms of speech and different types of texts	As210-17	T2, T4
O10 to guide students in identifying different languages and cultures in their own environment and paying attention to the significance of a multilingual and multicultural identity	As216, As217	T2
Language use as a support for all learning		
O11 to help students build a positive self-image as communicators, readers, text producers and language learners, to guide students in noticing their own strengths and learning needs as language users as well as in obtaining the ability to set realistic learning outcomes	As21-As217	T1, T3
O12 to enable students to integrate studies in different subjects, to support the development of text types and structures important in studies as well as to provide opportunities to use texts and topics discussed at school as background material for speaking and writing	As212, As216, As217	T1, T2
O13 to help students develop their skills and linguistic abilities needed in self-guiding work and information searching	As26, As211, As213, As215, As216	T1, T4
O14 to guide students in assessing their language learning	As21-As217	T1

Finnish as a second language and literature courses in the introductory phase to basic education for adults

Students learn language, interaction and textual skills in various situations of language use. Teaching makes versatile use of different methods. The course content is chosen to enable students to expand their competence in language, literature and other culture in versatile ways. The content supports the achievement of objectives and put students' experiences and local opportunities to use.

As21 Basic language skills: Foundations for Finnish-language learning

Core content areas related to the objectives:

Students learn greetings and to speak about themselves. They are introduced to the Finnish alphabet, pronunciation and numbers. Students also practise language-learning skills.

As22 Basic language skills: Basic communication in everyday situations

Core content areas related to the objectives:

Students practise asking and answering questions as well as making requests in everyday communication situations. They are introduced to expressions of time and the different seasons. Students practise study-related concepts.

As23 Basic language skills: Me and my family

Core content areas related to the objectives:

Students learn to describe themselves and their family in speech and writing. They practise possessive expressions.

As24 Basic language skills: Interaction when running errands

Core content areas related to the objectives:

Students practise simple purchase situations, related phrases and key structures. They also practise food-related vocabulary.

As25 Basic language skills: Everyday living

Core content areas related to the objectives:

Students learn vocabulary related to housing and living. They practise describing their home verbally and in writing. Students learn to express location and direction.

As26 Basic language skills: Using different means of transportation

Core content areas related to the objectives:

Students practise travel-related language and related situations of interaction. They practise reading schedules and using electronic route planners.

As27 Basic language skills: Health and well-being

Core content areas related to the objectives:

Students practise talking about their health and their emotions. They learn concepts related to the body and illness as well as to ask for help and give notification of absence. Students practise visiting health services.

As28 Basic language skills: My day

Core content areas related to the objectives:

Students learn to speak about their daily life and activities. They are introduced to various leisure activities. Students also learn to express their likes and interests.

As29 Basic language skills: Functioning in working life

Core content areas related to the objectives:

Students learn professional vocabulary and language used at work. They learn to describe different professions. Students are also introduced to Finnish working-life practices.

As210 Developing language skills: My history

Core content areas related to the objectives:

Students practise speaking and writing about their own personal history. They learn phrases for describing life as well as temporal expressions and conjunctions used as text connectors.

As211 Developing language skills: Living

Core content areas related to the objectives:

The course introduces students to different forms of living. Students study texts related to living and accommodation. They practise running errands and describing problems related to accommodation verbally and in writing. Students are introduced to features of prescriptive texts (recommendation, prohibition, etc.)

As212 Developing language skills: Nature and surroundings

Core content areas related to the objectives:

Students learn vocabulary related to nature, animals and different living environments. They are introduced to their immediate surroundings and its services. They practise expressions of time, location and direction.

As213 Developing language skills: Hobbies

Core content areas related to the objectives:

Students learn to describe and discuss leisure activities and their own hobbies. They learn to find information about new hobbies and to pick out key information from texts. Students practise expressing and justifying their opinions.

As214 Developing language skills: Visiting a doctor and the pharmacy

Core content areas related to the objectives:

Students practise making appointments over the phone. They learn to describe their condition and to use the past tense. They practise dialogues for visits to the doctor or pharmacy. Students also learn key expressions regarding instructions, invitations and referrals.

As215 Developing language skills: Education and work in Finland

Core content areas related to the objectives:

Students are introduced to the main features of the Finnish education system and working life. They learn about job advertisements. They learn to describe their education and work history. Students practise using phrases and conjunctions used as text connectors.

As216 Developing language skills: Multimedia environment

Core content areas related to the objectives:

Students practise using information and communication technology for studies. They are introduced to online learning environments and practise using them to study different subjects. They learn more about the features of spoken language in different contexts. Students examine media culture phenomena and discuss the role of media in their daily lives. They improve their keyboard skills.

As217 Developing language skills: Literature, national holidays and customs

Core content areas related to the objectives:

Students become acquainted with Finnish festive traditions and customs and distinguish similarities and differences compared to the students' own culture. Students are introduced to Finnish fiction and non-fiction. They are introduced to libraries and encouraged to make active use of them. Students are also supported in independent reading and writing.

AREAS OF ASSESSMENT IN FINNISH AS A SECOND LANGUAGE AND LITERATURE AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Acting in interactive situations		
O1 to encourage students to strengthen their interaction skills and range of expression in everyday communication situations and strengthen their listening and listening comprehension skills	As21, As22, As21-As217	Interaction skills, range of expression and listening comprehension
O2 to train students to discuss various topics and strengthen the relevant vocabulary and idioms	As21-As217	Command and scope of vocabulary and idioms
O3 to encourage students to more boldly use their linguistic expression	As21-As217	Behaviour in interactive situations
Interpretation of texts		
O4 to encourage students to strengthen their basic reading skills and read texts suitable for their language skills as well as to discuss the texts they read	As21-As217	Basic reading skills and text comprehension
O5 to help students develop their skills in working out the meaning of a text based on textual and linguistic clues and on the text type	As24-As27, As213-As217	Interpretation of texts
Text production		
O6 to inspire students to produce different text types and strengthen the skills needed for this	As23-As217	Text production
O7 to encourage students to practise writing by hand and typing on a keyboard as well as practise basic spelling	As21-As217	Writing by hand and keyboard skills
O8 to guide students in examining and evaluating their texts and in giving and receiving feedback	As21-As217	Giving and receiving feedback
Understanding language, literature and culture		
O9 to encourage students to develop their language awareness by making observations about different forms of speech	As210-As217	Observation of language use
O10 to guide students in identifying different languages and cultures in their own environment and paying attention to the significance of a multilingual and multicultural identity	As216, As217	Observation of different languages and cultures and one's own cultural identity

Language use as a support for all learning		
O11 to help students build a positive self-image as communicators, readers, text producers and language learners, to guide students in noticing their own strengths and learning needs as language users as well as in obtaining the ability to set realistic learning outcomes	As21-As217	Setting of learning outcomes
O12 to enable students to integrate studies in different subjects, to support the development of text types and structures important in studies as well as to provide opportunities to use texts and topics discussed at school as background material for speaking and writing	As212, As216, As217	Observation of language in different subjects
O13 to help students develop their skills and linguistic abilities needed in self-guiding work and information searching	As26, As211, As213, As215, As216	Construction of texts and information searching
O14 to guide students in assessing their language learning	As21-As217	Self-assessment skills

8.4.1.3 Mother tongue and literature; Saami, Romany, sign language and other mother tongue of students

If needed, the education provider draws up a curriculum for mother tongue and literature for Saami, Romany and sign language, adapting the national curriculum for children of compulsory education age (Finnish National Agency for Education regulation 104/011/2014) to the needs of adults. This also applies to the mother tongue and literature syllabuses of Finnish or Swedish for Saami-speakers and Finnish or Swedish for sign language users.

According to section 12 of the Basic Education Act, not only Finnish or Swedish but also Saami, Romany, sign language or another language spoken by students can be taught as the mother tongue. Instruction follows that specified for the mother tongue and literature subject and the number of lesson hours complies with section 8 of Government Decree 422/2012. The curriculum is drawn up and the target level for teaching is specified on the basis of the syllabus for Finnish language and literature or Swedish language and literature. When drawing up the curriculum, differences in the students' linguistic and cultural background and the support for mother tongue development offered by the environment are taken into consideration.

8.4.2 Foreign language

Language education

The development of language skills is a lifelong process. Multilingual competence develops in various contexts at home, in studies, at work and in leisure time. It consists of various levels of skills in the mother tongue and other languages as well as their dialects. Language instruction at school focuses on language use in different situations. It strengthens students' language awareness and the parallel use of different languages. Students are guided in making observations of texts and interactive practices in different languages, in using philological concepts to interpret texts and in employing different ways of learning languages. Students employ their language skills to support all learning. Students are helped in the selection of suitable texts for their language skills and obtain study-related information in different languages.

Students receive guidance for understanding that both their own and others' linguistic and cultural identities comprise multiple layers. The significance of minority languages and endangered languages is also explained in teaching. Teaching supports the students' multilingualism by making as extensive use as possible of all of the students' languages. Teaching boosts the students' belief in their own ability to learn languages and boldly use even basic language skills. Language education calls for co-operation between different subjects.

In the introductory phase to basic education for adults, students study the A1 language. The following codes are used for different languages:

- en = English
- la = Latin
- sm = Saami
- sa = German
- ra = French
- ve = Russian
- ia = Italian
- ea = Spanish
- po = Portuguese
- kx = other language

The course codes in languages indicate the phase of basic education for adults, the language code, the level of the syllabus and the number of the course. For example, Aena1 stands for the A level of the English language, the introductory phase and course number 1.

The goal of the subject

Language is needed for learning and thinking. Language is incorporated into all school activities, and all teachers also teach language. Language learning promotes the development of thinking skills. It helps create a multilingual and multicultural identity and foster an appreciation for it. An improved command of vocabulary and structures also develops interaction and information-seeking skills. There is a great deal of room for creativity and joy of learning in language studies.

Foreign language teaching is part of language education. The objective is to arouse an interest in the linguistic and cultural diversity of the students' study community and surroundings. Students are encouraged to communicate in authentic target language environments. They are taught to appreciate different languages, language-speakers and cultures. Gender equality in language choices and language studies is boosted by disseminating interesting information about language choices, by encouraging students to make choices that they are truly interested in, irrespective of gender, by discussing various topics from different perspectives and by employing versatile and functional methods.

Foreign language studies prepare students for systematic and creative work in different settings. Information and communication technology offers a natural way to organise language teaching in authentic situations, based on the students' communication needs. Instruction also provides opportunities for engagement and active influencing in a globalised world.

It boosts the students' belief in their own ability to learn and use languages. Students have the opportunity to progress individually and get support for their learning, when needed. Instruction is organised so that those who are progressing faster or are already familiar with the language can also make progress.

Language instruction develops multiliteracy using different types of texts. Students' interests are taken into account in the choice of texts. Instruction builds bridges between different languages and with language use in students' leisure activities. The goal is that students learn to search for information in their languages. Language competence needed in working life is also kept in mind when choosing texts and assignments.

8.4.2.1 Foreign language, English, A-language

English-language instruction in the introductory phase to basic education for adults (A-language)

Students who have not previously studied the English language or acquired English-language competence in other ways, begin their studies from course 1. All the learning outcomes are included in all courses, but they may be emphasised in different ways.-

Many students use English increasingly in their leisure time. This kind of informal learning and the resulting competence is taken into account when planning instruction and choosing content.

THE OBJECTIVES FOR TEACHING IN ENGLISH (A-LANGUAGE) IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Language learning skills		
01 to jointly get acquainted with the objectives for teaching and create a permissive study atmosphere where the emphasis is on the communication of messages and on motivating, collaborative learning	Aena1 – Aena4	T1, T3
02 to help students assume responsibility for their language learning, to encourage them to use languages, also with the help of information and communication technology, and to encourage them to try different methods of language learning to find out which of them suits them best	Aena1 – Aena4	T1, T4, T5, T6
Developing language skills, interaction skills		
03 to encourage students to practise interaction in various situations and on various topics, without giving up despite possible interruptions in communication	Aena1 – Aena4	T2, T4, T5, T7
04 to encourage students to keep communication going by employing different communicative methods	Aena1 – Aena4	T4
05 to help students communicate in a culturally appropriate manner by offering them opportunities to practise in various social situations	Aena1 – Aena4	T2, T4
Developing language skills, text interpretation skills		
06 to help students work with spoken and written texts representing different levels of challenge, using various comprehension strategies	Aena1 – Aena4	T4
Developing language skills, text production skills		
07 to offer students the opportunity to produce speech and writing in an increasingly broad range of topics, paying attention to key structures and basic pronunciation rules	Aena1 – Aena4	T3, T4, T5, T7

Growth into cultural diversity and language awareness		
O8 to help students pay attention to the linguistic and cultural diversity in their immediate surroundings and the world at large as well as to the status of English as a medium for global communication	Aena1 – Aena4	T2
O9 to motivate students to appreciate their own linguistic and cultural background and the linguistic and cultural diversity of the world as well as to meet people without value-laden preconceptions	Aena1 – Aena4	T1, T2
O10 to help students pay attention to phenomena that link and distinguish languages as well as to support the development of their linguistic reasoning	Aena1 – Aena4	T1, T2
O11 to help students perceive the abundance of material available in English and to help them choose material that promotes their learning and is suitable in terms of content and the level of difficulty	Aena1 – Aena4	T2, T3

English (A-language) courses in the introductory phase to basic education for adults

Aena1 Basic language skills: Foundations for English-language learning

Core content areas related to the objectives:

Students are introduced to studies in the English language. They learn to speak about themselves and exchange personal information. Students are taught to listen to and pronounce English. They practise language-learning skills.

Aena2 Basic language skills: Basic communication in everyday social situations

Core content areas related to the objectives:

Students practise functioning in some of the most common social encounters (family, friends, leisure time) The emphasis is still on speaking and pronunciation. Instruction also deals with language-learning skills and some of the communication strategies needed in the early stages.

Aena3 Basic language skills: Interaction when running errands

Core content areas related to the objectives:

Students practise encounters related to everyday errand-running. Attention is focused on appropriate language use in different situations. The emphasis is still on speaking and pronunciation.

Aena4 Basic language skills: School and studies

Core content areas related to the objectives:

Students learn to use English in study- and education-related contexts, focusing on their own needs.

The objectives related to the learning environments and work methods in English (A-language) in the introductory phase to basic education for adults

Instruction aims at natural language use that is meaningful to the student. Students are encouraged to engage in active agency and to independently assume responsibility for their learning with the help of the European Language Portfolio or other similar instrument. Functional and collaborative learning gives students the opportunity to test their improving language skills. Instruction makes versatile use of different learning environments, communication channels and tools. Texts are used to find, distribute and publish information.

Guidance, differentiation and support in English (A-language) in the introductory phase to basic education for adults

Students are encouraged to put their language skills to use. Abundant communicative practice supports the development of students' language skills. Students are also encouraged to study other languages on offer. Support is available to students with learning difficulties in languages. Instruction is designed so that it also offers challenges to students who progress faster than others or who have acquired prior competence in English.

Assessment of English (A-language) in the introductory phase to basic education for adults

Assessment and the feedback based on it are encouraging, diverse and concrete and develop learning skills. Assessment is integrated into the learning process. It is based on diverse documentation. The European Language Portfolio, for example, can be used as a tool for assessment.

Students are encouraged to assess both their own and other students' work, expression and output. Diverse, analytic assessment and feedback that support learning help students become more aware of their skills, knowledge and work process. Students also gain tools for the further development of these areas.

When providing verbal assessments or grades, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning.

AREAS OF ASSESSMENT IN ENGLISH (A-LANGUAGE) AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Language learning skills		
01 to jointly get acquainted with the objectives for teaching and create a permissive study atmosphere where the emphasis is on the communication of messages and on motivating, collaborative learning	Aena1 – Aena4	Awareness of the objectives
02 to help students assume responsibility for their language learning, to encourage them to use languages, also with the help of information and communication technology, and to encourage them to try different methods of language learning to find out which of them suits them best	Aena1 – Aena4	Identification and setting of objectives for language studies
Developing language skills, interaction skills		
03 to encourage students to practise interaction in various situations and on various topics, without giving up despite possible interruptions in communication	Aena1 – Aena4	Interaction in various situations
04 to encourage students to keep communication going by employing different communicative methods	Aena1 – Aena4	Use of communication strategies
05 to help students communicate in a culturally appropriate manner by offering them opportunities to practise in various social situations	Aena1 – Aena4	Cultural appropriateness of communication
Developing language skills, text interpretation skills		
06 to help students work with spoken and written texts representing different levels of challenge, using various comprehension strategies	Aena1 – Aena4	Text interpretation skills
Developing language skills, text production skills		
07 to offer students the opportunity to produce speech and writing in an increasingly broad range of topics, paying attention to key structures and basic pronunciation rules	Aena1 – Aena4	Text production skills
Growth into cultural diversity and language awareness		
08 to help students pay attention to the linguistic and cultural diversity in their immediate surroundings and the world at large as well as to the status of English as a medium for global communication	Aena1 – Aena4	Perception of the linguistic environment
09 to motivate students to appreciate their own linguistic and cultural background and the linguistic and cultural diversity of the world as well as to meet people without value-laden preconceptions	Aena1 – Aena4	Not used as a criteria for assessment. Students are encouraged to examine their experiences as part of their self-assessment.
010 to help students pay attention to phenomena that link and distinguish languages as well as to support the development of their linguistic reasoning	Aena1 – Aena4	Linguistic reasoning
011 to help students perceive the abundance of material available in English and to help them choose material that promotes their learning and is suitable in terms of content and the level of difficulty	Aena1 – Aena4	The ability to find material in English

8.4.2.2 Other foreign language, A-language

Other foreign language instruction in the introductory phase to basic education for adults (A-language)

Students who have not previously studied the language or otherwise acquired competence in it, begin their studies from course 1. All the learning outcomes are included in all courses, but they may be emphasised in different ways.-

The competence acquired through informal learning is taken into account when planning instruction and choosing content.

THE OBJECTIVES FOR TEACHING IN THE FOREIGN LANGUAGE (A-LANGUAGE) IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Language learning skills		
O1 to jointly get acquainted with the objectives for teaching and create a permissive study atmosphere where the emphasis is on the communication of messages and on motivating, collaborative learning	A(x)a1–A(x)a4	T1, T3
O2 to help students assume responsibility for their language learning, to encourage them to use languages, also with the help of information and communication technology, and to encourage them to try different methods of language learning to find out which of them suits them best	A(x)a1–A(x)a4	T1, T4, T5, T6
Developing language skills, interaction skills		
O3 to encourage students to practise interaction in various situations and on various topics, without giving up despite possible interruptions in communication	A(x)a1–A(x)a4	T2, T4, T5, T7
O4 to encourage students to keep communication going by employing different communicative methods	A(x)a1–A(x)a4	T4
O5 to help students communicate in a culturally appropriate manner by offering them opportunities to practise in various social situations	A(x)a1–A(x)a4	T2, T4
Developing language skills, text interpretation skills		
O6 to help students work with spoken and written texts representing different levels of challenge, using various comprehension strategies	A(x)a1–A(x)a4	T4
Developing language skills, text production skills		
O7 to offer students the opportunity to produce speech and writing in an increasingly broad range of topics, paying attention to key structures and basic pronunciation rules	A(x)a1–A(x)a4	T3, T4, T5, T7

Growth into cultural diversity and language awareness

O8 to help students pay attention to the linguistic and cultural diversity in their immediate surroundings and the world at large as well as to the status of the language studied as a medium for global communication	A(x)a1–A(x)a4	T2
O9 to motivate students to appreciate their own linguistic and cultural background and the linguistic and cultural diversity of the world as well as to meet people without value-laden preconceptions	A(x)a1–A(x)a4	T1, T2
O10 to help students pay attention to phenomena that link and distinguish languages as well as to support the development of their linguistic reasoning	A(x)a1–A(x)a4	T1, T2
O11 to help students perceive the abundance of material available in the language studied and to help them choose material that promotes their learning and is suitable in terms of content and the level of difficulty	A(x)a1–A(x)a4	T2, T3

Foreign language (A-language) courses in the introductory phase to basic education for adults

A(x)a1 Basic language skills: Foundations for language learning

Core content areas related to the objectives:

Students are introduced to studies in the language. They learn to speak about themselves and exchange personal information. Students are taught to listen to and pronounce the language. They practise language-learning skills.

A(x)a2 Basic language skills: Basic communication in everyday social situations

Core content areas related to the objectives:

Students practise functioning in some of the most common social encounters (family, friends, leisure time) The emphasis is still on speaking and pronunciation. Instruction also deals with language-learning skills and some of the communication strategies needed in the early stages.

A(x)a3 Basic language skills: Interaction when running errands

Core content areas related to the objectives:

Students practise encounters related to everyday errand-running. Attention is focused on appropriate language use in different situations. The emphasis is still on speaking and pronunciation.

A(x)a4 Basic language skills: School and studies

Core content areas related to the objectives:

Students learn to use the language studied in study- and education-related contexts, focusing on their own needs.

The objectives related to the learning environments and work methods in the foreign language (A-language) in the introductory phase to basic education for adults

Instruction aims at natural language use that is meaningful to the student. Students are encouraged to engage in active agency and to independently assume responsibility for their learning with the help of the European Language Portfolio or other similar instrument. Functional and collaborative learning gives students the opportunity to test their improving language skills. Instruction makes versatile use of different learning environments, communication channels and tools. Texts are used to find, distribute and publish information.

Guidance, differentiation and support in the foreign language (A-language) in the introductory phase to basic education for adults

Students are encouraged to put their language skills to use. Abundant communicative practice supports the development of students' language skills. Students are also encouraged to study other languages on offer. Support is available to students with learning difficulties in languages. Instruction is designed so that it also offers challenges to students who progress faster than the rest or who have acquired prior competence in the language studied.

Assessment of the foreign language (A-language) in the introductory phase to basic education for adults

Assessment and the feedback based on it are encouraging, diverse and concrete and develop learning skills. Assessment is integrated into the learning process. It is based on versatile documentation. The European Language Portfolio, for example, can be used as a tool for assessment.

Students are encouraged to assess both their own and other students' work, expression and output. Diverse, analytic assessment and feedback that support learning help students become more aware of their skills, knowledge and work process. Students also gain tools for the further development of these areas.

When providing verbal assessments or grades, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning.

AREAS OF ASSESSMENT IN THE FOREIGN LANGUAGE (A-LANGUAGE) AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Language learning skills		
O1 to jointly get acquainted with the objectives for teaching and create a permissive study atmosphere where the emphasis is on the communication of messages and on motivating, collaborative learning	A(x)a1–A(x)a4	Awareness of the objectives
O2 to help students assume responsibility for their language learning, to encourage them to use languages, also with the help of information and communication technology, and to encourage them to try different methods of language learning to find out which of them suits them best	A(x)a1–A(x)a4	Identification and setting of objectives for language studies
Developing language skills, interaction skills		
O3 to encourage students to practise interaction in various situations and on various topics, without giving up despite possible interruptions in communication	A(x)a1–A(x)a4	Interaction in various situations
O4 to encourage students to keep communication going by employing different communicative methods	A(x)a1–A(x)a4	Use of communication strategies
O5 to help students communicate in a culturally appropriate manner by offering them opportunities to practise in various social situations	A(x)a1–A(x)a4	Cultural appropriateness of communication
Developing language skills, text interpretation skills		
O6 to help students work with spoken and written texts representing different levels of challenge, using various comprehension strategies	A(x)a1–A(x)a4	Text interpretation skills
Developing language skills, text production skills		
O7 to offer students the opportunity to produce speech and writing in an increasingly broad range of topics, paying attention to key structures and basic pronunciation rules	A(x)a1–A(x)a4	Text production skills
Growth into cultural diversity and language awareness		
O8 to help students pay attention to the linguistic and cultural diversity in their immediate surroundings and the world at large as well as to the status of the language studied as a medium for global communication	A(x)a1–A(x)a4	Perception of the linguistic environment
O9 to motivate students to appreciate their own linguistic and cultural background and the linguistic and cultural diversity of the world as well as to meet people without value-laden preconceptions	A(x)a1–A(x)a4	Not used as a criteria for assessment. Students are encouraged to examine their experiences as part of their self-assessment.
O10 to help students pay attention to phenomena that link and distinguish languages as well as to support the development of their linguistic reasoning	A(x)a1–A(x)a4	Linguistic reasoning
O11 to help students perceive the abundance of material available in the language studied and to help them choose material that promotes their learning and is suitable in terms of content and the level of difficulty	A(x)a1–A(x)a4	The ability to find material in target language

8.4.3 Mathematics

The goal of the subject

Instruction in mathematics aims to develop logical, precise and creative mathematical thinking in students. Instruction creates the foundation for understanding mathematical concepts and structures and develops students' ability to process information and solve problems. Owing to the cumulative nature of mathematics, instruction proceeds systematically. Concrete, functional activities are at the core of mathematics instruction and study. Information and communication technology is used to support learning.

Instruction in mathematics supports students' positive attitude towards mathematics and their positive self-image as learners of mathematics. It also develops their communication, interaction and co-operation skills. Studies in mathematics are goal-oriented and long-term in nature, and students are required to take responsibility for their learning.

Students are supported in understanding the usefulness of mathematics in their own lives and in society at large. Instruction develops the ability of students to use and apply mathematics in diverse ways.

THE OBJECTIVES FOR THE TEACHING OF MATHEMATICS IN THE LITERACY TRAINING PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transver- sal com- petence
Meaning, values and attitudes		
O1 to support the student's enthusiasm and interest in mathematics and the development of a positive self-image and confidence	Ama1-5	T1, T3, T5
Working skills		
O2 to help students develop their ability to make observations from a mathematical perspective and to interpret and use such observations in different situations	Ama1-5	T4
O3 to encourage students to present their solutions and conclusions using concrete tools and drawings, verbally and in writing as well as with the help of information and communication technology	Ama1-5	T2, T4, T5
O4 to guide students in developing their deduction and problem-solving skills	Ama1-5	T1, T4, T6
Conceptual and discipline-specific objectives		
O5 to guide the student in understanding mathematical principles and notation	Ama1-5	T1, T4
O6 to support students grasp the concept of number and the principle of the decimal system	Ama1-2	T1, T4
O7 to introduce students to the principles of basic mathematical operations and their properties	Ama1-2	T1, T4

O8 to help students develop fluent numeracy skills in natural numbers and use various mental arithmetic strategies	Ama2	T1, T4
O9 to introduce students to geometric shapes and to make observations about their properties	Ama3-4	T1, T4, T5
O10 to guide the student in understanding the principle of measurement	Ama3-4	T1, T4
O11 to introduce students to tables and diagrams	Ama5	T4, T5
O12 to train students in devising stepwise instructions as computer programmes in a graphical programming environment	Ama5	T1, T2, T4, T5

Mathematics courses in the introductory phase to basic education for adults

All courses develop students' abilities to find similarities, differences and regularities as well as to apply the principle of inversion. Students deepen their comparison, classification and ordering skills, their ability to systematically search for alternatives as well as their ability to observe cause-and-effect relationships.

Ama1 Numbers and mathematical operations I

Core content areas related to the objectives:

Students' grasp of the decimal system is deepened and strengthened and their mental arithmetic skills are trained. Students learn about calculation algorithms and use relationships between different operations. Students learn to round numbers and use approximate values to estimate the magnitude of the result. They practise using mathematical operations in different situations and with the help of tools.

Ama2 Numbers and mathematical operations II

Core content areas related to the objectives:

The number range is expanded to include negative numbers, and students are introduced to opposite numbers and absolute values. Students learn the concept of fraction as a portion of amount and a portion of the whole. They practise basic operations with fractions in different situations, keeping to natural numbers as multipliers and divisors. Students learn about decimal numbers and the principles of basic operations involving decimals and link these to the students' environment. The concept of per cent and percentages are taught through themes of interest to the students. The relationships between fractions, decimals and percentages are used in teaching.

Ama3 Geometry I

Core content areas related to the objectives:

Students build, draw, examine and classify solids and shapes. Solids are classified into cylinders, cones and other solids, and students are introduced to their properties. Students learn about plane shapes and examine their

properties. They gain further insight into triangles, squares and circles. Students are introduced to the principle of measurement. They practise drawing, measuring and classifying angles. They examine symmetry in relation to a straight line. Students are encouraged to observe their surroundings to identify rotational and translational symmetry—for example, in works of art.

Ama4 Geometry II

Core content areas related to the objectives:

Students first learn about the first quadrant in the coordinate plane and then move on to the other quadrants. They learn about the concept of scale and use it in enlargements and reductions. Students are taught to use the scale with maps. When measuring, attention is focused on the accuracy of measurements and on estimating the results and checking them. Students measure and calculate the perimeter and area of different shapes as well as the volume of rectangular prisms. They practise unit conversions with some of the most common units of measurement.

Ama5 Mathematical problem-solving

Core content areas related to the objectives:

Students examine the regularity of number sequences and continue sequences according to the rule. They are introduced to the concept of unknown variables. They examine equations and solve them through deduction and testing. Problems are formulated in thematic areas of interest to the students and then solved using mathematics. Students practise presenting information with the help of simple tables and diagrams. They learn about the most common statistical indicators, such as the maximum and minimum value, mean and mode. Students design and create programmes in a graphical programming environment.

The objectives related to the learning environments and work methods in mathematics in the introductory phase to basic education for adults

Teaching is based on the idea of using topics and issues that the students are familiar with and interested in. Mathematics is still taught in a learning environment where concretisation and tools play a key role. Tools must be easily available. A variety of tools are used in instruction, and students can influence their selection. Students work both collaboratively and independently. The different senses are used in instruction. Teaching develops students' ability to express their mathematical thinking using concrete tools, speech, writing and the interpretation of images. Information and communication technology is used as a tool for instruction, learning, production, assessment and creativity.

Guidance, differentiation and support in mathematics in the introductory phase to basic education for adults

All students have the opportunity to receive instruction in the core content taught and studied at an earlier phase, if they have inadequate command of the content.

They can also receive preventive support for learning new content. Adequate time must be reserved for learning mathematics, and support must be offered systematically. The students' mathematical skills and their development are monitored continuously. Students have access to support that provides them with the opportunity to develop their skills in a way that strengthens their positive attitude and feeling of capability. Students are offered suitable tools to support learning, and they are provided with opportunities for independent realisation and understanding. All students are provided with adequate opportunities to practise their skills, gain insight and understand the topics.

Skilled students are supported by offering them alternative forms of work and by enriching the content discussed. The content areas may encompass properties of numbers, different number sequences, geometry, creative problem-solving and mathematical applications.

The assessment of student learning in mathematics in the introductory phase to basic education for adults

The main task of assessment in the introductory phase to basic education for adults is to support and promote the development of the students' mathematical thinking and competence in all target areas. In the assessment of learning, attention is focused on the provision of encouraging feedback, the maintenance of the students' strengths and the training of developing skills. Students are also guided in assessing their learning.

The level of students' mathematical understanding and competence can be determined using speech, tools, drawing or written work. Students must be given the opportunity to demonstrate their progress in different ways. For the purpose of assessment, it is important to observe the correctness of results as well as the method and fluency of the student's work.

When providing verbal assessments or grades, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning.

AREAS OF ASSESSMENT IN MATHEMATICS AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Meaning, values and attitudes		
01 to support the student's enthusiasm and interest in mathematics and the development of a positive self-image and confidence	Ama1-5	Development of interest and motivation
Working skills		
02 to help students develop their ability to make observations from a mathematical perspective and to interpret and use such observations in different situations	Ama1-5	Observations, their interpretation and utilisation
03 to encourage students to present their solutions and conclusions using concrete tools and drawings, verbally and in writing as well as with the help of information and communication technology	Ama1-5	Presentation of solutions and conclusions
04 to guide students in developing their deduction and problem-solving skills	Ama1-5	Problem-solving skills
Conceptual and discipline-specific objectives		
05 to guide students in understanding mathematical principles and notation	Ama1-5	The grasp and use of mathematical concepts
06 to support students grasp the concept of number and the principle of the decimal system	Ama2	Concept of number
07 to introduce students to the principles of basic mathematical operations and their properties	Ama2	Basic mathematical operations and the utilisation of their properties
08 to help students develop fluent numeracy skills in natural numbers and use various mental arithmetic strategies	Ama2	Numeracy and mental arithmetic strategies
09 to introduce students to geometric shapes and to make observations about their properties	Ama3-4	Geometric concepts and the ability to observe geometric properties
010 to guide students in understanding the principle of measurement	Ama3-4	Measurements
011 to introduce students to tables and diagrams	Ama5	Preparing and interpreting tables and diagrams
012 to train students in devising stepwise instructions as computer programs in a graphical programming environment	Ama5	Programming in a graphical programming environment

8.4.4 Social studies and cultural competence

The goal of the subject

Courses in social studies and cultural competence improve students' skills, knowledge and abilities to function as active citizens in Finnish society and in local and global cultures. During their studies, students form an idea of the core values of Finnish democratic society as well as of its operating culture and fundamental structures. The studies focus on Finnish history and its European and international connections.

In the field of cultural awareness, attention is focused on the diversity and multiple layers of cultures. The courses deepen the knowledge from basic education and steer students towards the objectives and content of the final-stage courses in social studies and cultural competence. Students learn about study and textual skills typical of social studies and history.

The learning content takes into account the practical needs that students have in different life situations. Students progress from daily everyday situations towards broader cultural and citizenship skills as well as towards a deeper understanding of society and cultural heritage. The objective is also to increase students' local knowledge and their ability to take regional characteristics into consideration.

THE OBJECTIVES FOR THE TEACHING OF SOCIAL STUDIES AND CULTURAL COMPETENCE IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
O1 to help students understand Finnish democratic society and its customs, values and norms	Ayk1, Ayk3	T1-T2
O2 to introduce students to the basics of Finnish history, the features of Finland's social and economic system as well as related concepts	Ayk1-Ayk3	T1-T2, T6
O3 to help students understand the fundamental rights and obligations of Finnish residents and citizens as well as to teach them to exercise their rights and fulfil their obligations	Ayk1-Ayk2	T3
O4 to guide students in understanding and exercising their political and other social influencing opportunities in an ethically sustainable manner	Ayk1, Ayk3	T7
O5 to help students grasp the status of families, children and young people, as well as the principles of gender equality and non-discrimination in Finland	Ayk3	T2
O6 to guide students in understanding the significance of work and entrepreneurship and to understand and use the main public and private services as well as third-sector activities	Ayk1-2	T1, T4-T5
O7 to help students identify and explore cultural differences and the reasons for such differences as well as to appreciate cultural diversity	Ayk3	T2-T4
T8 to guide students in examining and understanding the phases of the integration process	Ayk2-Ayk3	T1-T2
O9 to help students adopt an open attitude to different viewpoints, compare them critically and fight racism and discrimination	Ayk3	T2-T7

Social studies and cultural competence courses in the introductory phase to basic education for adults

Ayk1 Basic structures of society and daily life management skills

Core content areas related to the objectives:

Students are introduced to the values, norms, structure and operations of Finnish society from the perspective of individuals, families and local communities. They learn the key concepts related to social studies. Students are taught the basics about customs, running errands, living and accommodation as well as working life. Students discuss the ways in which everyone can influence the safety and pleasantness of their surroundings. The opportunities offered by society, different professions, entrepreneurship and the management of one's own finances are also discussed. Students are also introduced to the rights and obligations of citizens.

Ayk2 History, country knowledge and society's operations

Core content areas related to the objectives:

The course offers an overview of the history of Finland and its neighbouring areas and describes the geography of the region as well as Finland's role and actions as part of the Nordic countries, Europe and the rest of the world. Students focus on Finland's history and on concepts related to country knowledge. They learn about the actions of people at different times and in different cultures and discuss various reasons for these actions. Students are introduced to Finnish education services, services promoting employment as well as other services.

Ayk3 Cultural identity and interaction

Core content areas related to the objectives:

Students learn about, observe and interpret customs, values, traditions, norms and attitudes related to Finnish and other cultures. They are introduced to important periods in Finnish art and culture as well as to important works of art. They build constructive co-operation and interaction skills with people from different cultural backgrounds. Students examine the values and fundamental principles of democracy, such as human rights, equality and non-discrimination, and practise skills related to democratic participation, influencing and showing respect for others. Students are introduced to the culture of associations and organisations as well as to different forms of volunteer work.

The objectives related to the learning environments and work methods in social studies and cultural competence in the introductory phase to basic education for adults

Teaching emphasises diverse functional and experiential methods of work, which support the students' development into active and initiative-taking citizens. Students' self-expression, interaction and co-operation skills are trained by encouraging students to listen to others, express their opinions and justify their

viewpoints. Teaching offers opportunities to communicate in versatile ways and to use drama and visual expression. Students are encouraged to acquire and use information alone and with others. Where possible, students' knowledge about their own culture is taken into account in teaching, and students are encouraged to compare different cultures. Students are encouraged to make interpretations and comparisons and to draw conclusions. When searching for information, students make versatile use of information and communication technology. Language-aware methods of work strengthen the students' multiliteracy. Different forms of communication are used in the output. The subject is well suited to integration with other subjects, especially with Finnish as a second language.

Guidance, differentiation and support in social studies and cultural competence in the introductory phase to basic education for adults

In view of the objectives set for the subject, students must be offered adequate support for understanding concepts, texts and sources. In terms of the objectives and nature of the subject, it is essential to guide students to consider themselves members of the civil society as well as to support their ability to operate as active members of various communities. The all-round communication, participation and collaboration of students are supported through practical exercises, experiential methods such as visualisation, drama and discussion as well as different types of texts.

The assessment of student learning in social studies and cultural competence in the introductory phase to basic education for adults

Feedback is provided during instruction to encourage students to participate actively in their local community. Assessment takes into account various forms of activities and methods of production. Areas taken into account in assessment include the student's command of the skills and knowledge taught in the subject and the student's ability to use multiple sources to formulate and explain their views on society and culture as well as their future opportunities.

AREAS OF ASSESSMENT IN SOCIAL STUDIES AND CULTURAL COMPETENCE AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
O1 to help students understand Finnish democratic society and its customs, values and norms	Ayk1, Ayk3	Comprehension of Finnish society and its customs, values and norms
O2 to introduce students to the basics of Finnish history, the features of Finland's social and economic system as well as related concepts	Ayk1-Ayk3	Familiarity with Finnish history, its social and economic system and related concepts.
O3 to help students understand the fundamental rights and obligations of Finnish residents and citizens as well as to teach them to exercise their rights and fulfil their obligations	Ayk1-Ayk2	Comprehension of fundamental rights and obligations
O4 to guide students in understanding and exercising their political and other social influencing opportunities in an ethically sustainable manner	Ayk1, Ayk3	Familiarity with opportunities for social influencing
O5 to help students grasp the status of families, children and young people, as well as the principles of gender equality and non-discrimination in Finland	Ayk3	Familiarity with the principles related to the status of family members, gender equality and non-discrimination
O6 to guide students in understanding the significance of work and entrepreneurship and to understand and use the main public and private services as well as third-sector activities	Ayk1-2	Familiarity with the significance of work and entrepreneurship and with services
O7 to help students identify and explore cultural differences and the reasons for such differences as well as to appreciate cultural diversity	Ayk3	Familiarity with cultures and respect for diversity
T8 to guide students in examining and understanding the phases of the integration process	Ayk2-Ayk3	Familiarity with the integration process and the overall situation
O9 to help students adopt an open attitude to different viewpoints, compare them critically and fight racism and discrimination	Ayk3	Social and cultural understanding and critical examination

8.4.5 Environment and nature studies

The goal of the subject

Environment and nature studies is an integrated group of subjects, including biology, geography, physics and chemistry, which comprises the perspective of sustainable development. Environment and nature studies combine perspectives from both natural and human sciences. Students are seen as part of the environment in which they live. Respect for nature and a dignified life in accordance to human rights form the starting point for teaching and learning.

Instruction in the subject helps students build a relationship with nature and develop their worldview. The objective of instruction is to help students become acquainted with and understand nature and the built environment as well as related phenomena. The multidisciplinary foundation of environment and nature studies requires students to acquire, process, produce, present, assess and evaluate information in different situations. Attention is focused on the ecological, cultural, social and economic dimensions of sustainable development. The core objective in environment and nature studies is to guide students in understanding the impact that people's choices have on life and the environment now and in the future.

Environment and nature studies build the foundation for competence in different subjects related to environment and nature. The objective is to identify the role of these subjects in our everyday life and activities. In biology, the focus is on learning about and understanding the natural environment and humankind as well as life, its development and preconditions on earth. In geography, the focus is on examining the students' local environment and understanding different areas around the world, the phenomena seen there and the life people live in different areas. In physics, the focus is on understanding the basic structures and phenomena in nature as well as on the ability to explain such phenomena, also using information from the students' own examinations. In chemistry, the focus is on observing materials around us and on examining, describing and explaining their properties, structures and changes in them.

The objective is to arouse and deepen students' interest in the different subjects included in environment and nature studies. Equality and non-discrimination are promoted by offering all students diverse opportunities to get acquainted with the subjects belonging to environment and nature studies and the related technology and education paths.

Students are encouraged to link their experiences and knowledge to environment and nature studies in the introductory phase to basic education for adults. Becoming acquainted with the characteristics of different disciplines helps build the resources needed for the final phase of basic education for adults. In research skills, the focus is on observation and the description of observations. The key objective of language-aware instruction in environment and nature studies is to explain the core concepts in the different subjects and their relationships and to ensure students' comprehension of the topics.

THE OBJECTIVES FOR THE TEACHING OF ENVIRONMENT AND NATURE STUDIES IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Meaning, values and attitudes		
01 to arouse and maintain students' interest in the environment and in environment and nature studies as well as to help students experience all the related subjects as being relevant to them	Ayl1-Ayl2	
02 to support the development of students' environmental awareness and to guide them in acting to promote sustainable development in their surroundings and their local communities	Ayl1-Ayl2	T3, T7
Research and action skills		
03 to encourage students to formulate questions about different topics and use them as the basis for reflection	Ayl1-Ayl2	T1, T7
04 to guide students in making observations and taking measurements in diverse learning environments using their senses and research and measuring devices	Ayl1-Ayl2	T1, T5
05 to guide students in understanding the role of technological applications in everyday life	Ayl1-Ayl2	T2, T3, T5
06 to guide students in promoting safe actions in their surroundings	Ayl1-Ayl2	T3
07 to guide students in exploring, acting, moving and hiking in nature and the built environment	Ayl1-Ayl2	T3
08 to guide students in obtaining, using and presenting information and communication technology responsibly and safely	Ayl1-Ayl2	T5, T4
Competence and comprehension		
09 to guide students in perceiving the environment, human behaviour and the related phenomena with the help of concepts from environment and nature studies and to support the development of students' language skills regarding the mastery of concepts in environment and nature studies	Ayl1-Ayl2	T1
010 to guide students in understanding and using different models to explain and describe the environment and related phenomena	Ayl1-Ayl2	T1, T4, T5
011 to guide students in exploring nature, in identifying organisms and living environments and in understanding the structure and vital functions of human beings	Ayl1-Ayl2	T1
012 to help students adopt geographic thinking, perceive their environment and the world as a whole as well as help students train their map-using skills	Ayl1-Ayl2	T1, T4, T5
013 to guide students in describing and explaining physical phenomena in daily life, nature and technology and help them build a foundation for understanding the principle of conservation of energy	Ayl1-Ayl2	T1
014 to guide students in describing and explaining chemical phenomena, the properties of materials and changes in them	Ayl1-Ayl2	T1

Environment and nature studies courses in the introductory phase to basic education for adults

Ayl1 Human beings and a diverse world

Core content areas related to the objectives:

Students are introduced to the structure and main vital functions of human beings. They examine organisms and their living environments. Students learn about the food chain, food production and the diversity of nature. Local examples, topical news and maps are used to describe the natural environment and the activities of humans in Finland and Europe. Students learn about the seasons, alternation of day and night and the structure of the planet.

Ayl2 Structures of nature

Core content areas related to the objectives:

Students examine different materials and substances to learn about the states and properties of matter. They learn about the principle of changes in matter by examining burning, photosynthesis and the natural water cycle. To understand the principle of the conservation of energy, students measure temperature and are introduced to thermal energy and the transformation of different forms of energy.

The objectives related to the learning environments and work methods in environment and nature studies in the introductory phase to basic education for adults

The methods of work and learning environments are chosen based on the students' own experiences of objects, phenomena and events related to the environment, human activities and daily life. When deciding on the learning environments and methods of work, attention is focused on their functionality and experiential and memorable nature as well as the multidisciplinary basis of environment and nature studies. The idea is to examine phenomena related to the different subjects in environment and nature studies to natural situations and environments. Learning environments can encompass facilities in the educational institution, the study group, the surrounding nature and built environment, environments featuring information and communication technology as well as local opportunities such as co-operation with museums, companies, NGOs, nature centres and science centres. The students' participation and interaction in carrying out simple studies are of key importance in terms of the objectives. The active work carried out by students on the phenomenon, theme or topical problem studied supports their learning of environment and nature studies in line with the objectives.

Guidance, differentiation and support in environment and nature studies in the introductory phase to basic education for adults

In terms of the objectives for environment and nature studies, it is important to train students in making varied use of different study methods. The students' prior skills and knowledge as well as their life situation and culture are taken into account when selecting teaching and working methods. Students are guided and supported in developing their grasp of language and concepts. Working as a community supports collaborative learning and the use of different types of strengths. Support and guidance, the selection of work methods and experiences of success support and strengthen the students' image of themselves as learners in environment and nature studies.

The assessment of student learning in environment and nature studies in the introductory phase to basic education for adults

To support versatile assessment, work can be structured into modules, each of which has specific objectives and assessment criteria. The progress of work is guided with the help of constructive feedback and questions. Positive feedback and encouragement support learning. Students are offered diverse opportunities to demonstrate their competence. Assessment is based on different kinds of output as well as on observations and discussions about the students' work. In addition to content, assessment focuses on the ability to discern the essentials and express oneself clearly. At the end of each course, the achievement of the objectives is assessed. Students' self-assessment and peer feedback are used to support assessment. Assessment does not focus on students' values, attitudes, sociability, temperament or other personal characteristics.

When providing verbal assessments or grades, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning. In view of study progress, it is essential to gain competence in the key subjects as well as learn to use the relevant concepts.

THE ASSESSMENT OF STUDENT LEARNING IN ENVIRONMENT AND NATURE STUDIES AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Meaning, values and attitudes		
O1 to arouse and maintain students' interest in the environment and in environment and nature studies as well as to help students experience all the related subjects as being relevant to them	Ayl1- Ayl2	Awareness of the significance of environment and nature studies
O2 to support the development of students' environmental awareness and to guide them in acting to promote sustainable development in their surroundings and their local communities	Ayl1- Ayl2	Skills and knowledge in sustainable development
Research and action skills		
O3 to encourage students to formulate questions about different topics and use them as the basis for reflection	Ayl1- Ayl2	Formulation of questions
O4 to guide students in making observations and taking measurements in diverse learning environments using their senses and research and measuring devices	Ayl1- Ayl2	Research skills: observation and measurement
O5 to guide students in understanding the role of technological applications in everyday life	Ayl1- Ayl2	Technological competence
O6 to guide students in promoting safe actions in their surroundings	Ayl1- Ayl2	Promotion of safety and safety skills
O7 to guide students in exploring, acting, moving and hiking in nature and the built environment	Ayl1- Ayl2	Acting in and studying the environment
O8 to guide students in obtaining, using and presenting information and communication technology responsibly and safely	Ayl1- Ayl2	Use of information and communication technology
Competence and comprehension		
O9 to guide students in perceiving the environment, human behaviour and the related phenomena with the help of concepts from environment and nature studies and to support the development of students' language skills regarding the mastery of concepts in environment and nature studies	Ayl1- Ayl2	Use of concepts
O10 to guide students in understanding and using different models to explain and describe the environment and related phenomena	Ayl1- Ayl2	Use of models
O11 to guide students in exploring nature, in identifying organisms and living environments and in understanding the structure and vital functions of human beings	Ayl1- Ayl2	Biology: Examination of nature, identification of organisms and living environments, human structure and vital functions
O12 to help students adopt geographic thinking, perceive their environment and the world as a whole as well as help students train their map-using skills	Ayl1- Ayl2	Geography: Perception of the globe, map skills
O13 to guide students in describing and explaining physical phenomena in daily life, nature and technology and help them build a foundation for understanding the principle of conservation of energy	Ayl1- Ayl2	Physics: Description and explanation of physical phenomena
O14 to guide students in describing and explaining chemical phenomena, the properties of materials and changes in these	Ayl1- Ayl2	Chemistry: Description and explanation of chemical phenomena

8.4.6 Health education

In basic education for adults, the course in health education can be completed either in the introductory phase or the final phase.

The goal of the subject

Health education is based on a multidisciplinary knowledge base. Instruction in the subject aims to provide students with versatile health-related competence. Respect for life and a dignified life in accordance to human rights form the starting point for activities. Phenomena related to health, well-being and safety are examined through the different areas of health competence. These include health-related skills and knowledge, self-knowledge, critical thinking and ethical responsibility.

Instruction focuses on the diversity and multiple levels of health-related phenomena, including physical, mental and social factors that support and erode health. Health is examined at different stages of the human life, from the perspective of individuals, families, communities and society.

The focus is on guiding students in seeing health as a resource in daily life, the living environment and society. Teaching must support students in their individual and collaborative information seeking, construction, assessment and use. Students are also supported in developing their ability to identify and regulate their safety skills, social skills and emotions.

Health competence enables students to understand the wide scope of health as well as to make relevant and justified choices and decisions related to health. Health competence increases the students' ability to identify and modify the factors that form the basis for appreciating, maintaining and promoting their own health and well-being and the health and well-being of their surroundings. During instruction, students are provided with opportunities to observe and examine health- and safety-related phenomena in their own living and learning environments, co-operate with different subjects as well as train and apply their competence in practice.

THE OBJECTIVES FOR THE TEACHING OF HEALTH EDUCATION IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Growth and development supporting health		
O1 to guide students in understanding the broad scope of health, health promotion and life stages, growth and development	Ate1	T1, T3, T7
O2 to help students develop their emotional and interaction skills and their ability to act in different kinds of conflicts and crises	Ate1	T2, T3, T7
O3 to guide students in developing their self-knowledge, values and attitudes and the identification of messages from their bodies and minds	Ate1	T1, T3, T4
O4 to help students reflect on questions related to individuality, communality and equality from the perspective of health	Ate1	T1, T3, T7
Factors that support and erode health, disease prevention		
O5 to guide students in deepening their understanding of physical, mental and social health	Ate1	T1, T3, T4
O6 to support students develop their ability to acquire and use health- and illness-related information and to promote their ability to function appropriately in situations related to health, safety and illness	Ate1	T2, T3, T5
O7 to help students identify and evaluate their own health- and safety-related habits and choices and the underlying reasons	Ate1	T2, T3, T4
Health, communities, society and culture		
O8 to help students understand the significance of the environment, communities, culture and information and communication technology to health and well-being	Ate1	T2, T4, T5
O9 to guide students in creating a foundation for their ability to study, act and work and for maintaining this ability as well as in using health services appropriately	Ate1	T1, T3, T6
O10 to help students understand and evaluate the health conceptions adopted by their circle of family, friends and communities as well as identify their significance in their own lives and formulate an understanding of the learning methods best suited to themselves	Ate1	T2, T3, T7

Health courses in the introductory phase to basic education for adults

Ate1 Healthy life

Core content areas related to the objectives:

The course examines life from the perspective of health promotion and disease prevention. Teaching deals with the general characteristics, diversity and personal nature of life stages, personal and family relationships, sexual health and human growth and development. In the area of health resources, the focus is on mental health, environments and communities supporting well-being as well as meaningful leisure activities. Students also learn about safety skills and resources, first-aid skills, self-care and about finding support and help. In

the selection of content, attention is also focused on topical health phenomena, sustainable consumption and the reliability of health-related information.

The objectives related to the learning environments and work methods in health education in the introductory phase to basic education for adults

Exploratory learning employing various work methods, discussions about daily health phenomena and the inclusion of topical matters create the foundation for learning, the application of learning and the development of critical thinking and learning skills.

Phenomenon-based learning encourages students to bring out their competence and experiences, ask questions and search for answers, structure their knowledge, draw conclusions and justify them. Active work, goal-orientedness and a reflective approach develop ethical abilities as well as emotional, interaction, thinking and co-operation skills.

In addition to a diverse physical environment, key learning environments in health education include co-operation situations between people, community environments and digital environments. The active observation of the own learning environment, the involvement of students in the selection of learning environments and work methods as well as a resource-based promotion of health and safety provide opportunities for practising and applying health competence in the school community. These also support solidarity, communal well-being and engagement in the own study group and the whole school community.

Guidance, differentiation and support in health education in the introductory phase to basic education for adults

Many topics in health education deal with the students' development phase, individual experiences and life situation. The special needs related to the students' development, life situation and culture are taken into account when selecting teaching and working methods. Students are guided in understanding and respecting everyone's right to privacy and integrity in questions related to health and illness.

Teaching is designed so that it enables co-operation with different subjects, school health service and other pupil and student welfare as well as provides opportunities for training and applying different areas of health competence as part of the communal pupil and student welfare and school culture. Co-operation ensures that students get the required personal support for learning and in questions related to their life situation.

The assessment of student learning in health education in the introductory phase to basic education for adults

In health education, assessment focuses on different areas of health competence. The goal of assessment and feedback is to support learning and encourage students to develop their health competence as well as apply it in daily life. Students must have the opportunity to demonstrate their competence in various ways and at different phases of teaching, taking into account the characteristics of the competence area. Self-assessment and peer feedback are also used to support learning. In health education, it is particularly important to ensure that assessment does not focus on the students' values, attitudes, health behaviour, sociability, temperament or other personal characteristics. As for the objectives related to ethical reflection and self-knowledge, attention is focused on how the student reflects on and explains the topic from the perspective of health and how the student uses concepts and different sources from the discipline.

In the introductory phase to basic education for adults, the health education course is graded on a numerical scale.

AREAS OF ASSESSMENT IN HEALTH EDUCATION AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Growth and development supporting health		
O1 to guide students in understanding the broad scope of health, health promotion and life stages, growth and development	Ate1	Health-related concepts
O2 to help students develop their emotional and interaction skills and their ability to act in different kinds of conflicts and crises	Ate1	Analysis of interaction and emotional skills and regulation of behaviour
O3 to guide students in developing their self-knowledge, values and attitudes and the identification of messages from their bodies and minds	Ate1	
O4 to help students reflect on questions related to individuality, communality and equality from the perspective of health	Ate1	Analysis of health-related development
Factors that support and erode health, disease prevention		
O5 to guide students in deepening their understanding of physical, mental and social health	Ate1	Identification of health-related factors
O6 to support students develop their ability to acquire and use health- and illness-related information and to promote their ability to function appropriately in situations related to health, safety and illness	Ate1	Application of information and skills related to health, safety and illness
O7 to help students identify and evaluate their own health- and safety-related habits and choices and the underlying reasons	Ate1	

Health, communities, society and culture

08 to help students understand the significance of the environment, communities, culture and information and communication technology to health and well-being	Ate1	Awareness of environmental effects on health
09 to guide students in creating a foundation for their ability to study, act and work and for maintaining this ability as well as in using health services appropriately	Ate1	Awareness of means to promote the ability to work
010 to help students understand and evaluate the health conceptions adopted by their circle of family, friends and communities as well as identify their significance in their own lives and formulate an understanding of the learning methods best suited to themselves	Ate1	Assessment of health conceptions and factors promoting learning

8.4.7 Guidance counselling and working-life skills

The goal of the subject

The objective is to support students so that they have equal opportunities to complete their studies and to improve the students' learning abilities, learning-to-learn skills and understanding about the consequences of their choices and activities. The students' life-planning and life-management skills develop in the process. Attention is focused on the students' overall situation during guidance. In addition to studies, the student and counsellor discuss life management and aspects related to the students' life situation and health, if relevant. The subject supports the students' ability to realistically evaluate their own abilities and opportunities at different stages of studies. The subject also increases well-being, prevents the interruption of studies and promotes students' engagement and social equality. A personal study plan is drawn up for each student at the beginning of studies. The study programme, plan for further studies and career plan complement the personal study plan. The study plan and its achievement are monitored jointly with the student.

Students acquire the key skills and knowledge related to initiating and completing studies and applying for further education. Students also obtain a comprehensive picture of educational opportunities, professions, entrepreneurship and working life to help them plan their future. Students are encouraged to use various guidance, counselling and information services. Students also draw up a plan for further studies that takes into account their long-term objectives.

With the help of vocational guidance, students prepare a career plan suited to their interests. The career plan contains long-term professional objectives and the measures to be taken in the near future in order to achieve the objectives. Guidance counselling and working-life periods provide students with information and feedback about their professional skills and competence as well as about their suitability for Finnish working life.

Professional competence and related areas of development are handled in guidance discussions and evaluated in connection with the period of work

experience. The evaluation of competence focuses on the students' skills, knowledge and qualifications.

Working-life skills encompass general skills and knowledge needed at work. The development of such skills helps students transition to and cope in working life.

In the introductory phase, the main task is to boost the students' motivation and help them make a goal-orientated commitment to studies. Students are supported in setting objectives and taking responsibility for their studies by developing their study and learning skills and self-assessment skills. In the introductory phase, students acquire the core skills and knowledge that help them make decisions, choices and plans concerning their career education and employment.

THE OBJECTIVES FOR GUIDANCE COUNSELLING AND WORKING-LIFE SKILLS IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses related to objectives	Transversal competence
Development of study and life-planning skills		
O1 to help students make decisions and choices regarding their career, education and employment	Aot1, Aot2	T1, T6
O2 to guide students in understanding the key skills and knowledge needed to initiate and complete studies and apply for further education	Aot1, Aot2	T4, T6
Learning-to-learn skills		
O3 to encourage and guide students in developing their study skills and learning-to-learn skills	Aot1, Aot2	T1, T4, T5
Self-knowledge		
O4 to develop self-assessment skills	Aot1	T1, T6
O5 to develop the abilities to function in the learning environment and different groups	Aot1	T2, T3, T7
O6 to support students to engage in independent activities and take responsibility for their studies and choices	Aot1	T1, T3
Lifelong learning		
O7 to boost students' interest in learning, identifying and using their skills and strengths and to develop their ability to identify areas of learning and their willingness to adapt their plans and operating models, if needed	Aot1, Aot2	T1, T3
Development of working-life skills		
O8 to introduce students to working life, entrepreneurship, companies and education opportunities	Aot2	T2, T6
O9 to develop the social, communication and interaction skills needed in working life	Aot2	T5, T6, T7
O10 to help students understand the significance of work to their own life and society	Aot1, Aot2	T3, T6, T7
O11 to promote students' ability to identify the importance of the subjects taught in view of their future studies and the competence needed in working and for employment	Aot1, Aot2	T4, T5

Information about education and working life in career planning		
O12 to guide students in finding suitable professions or finding information about updating their professional skills to meet the requirements of working life	Aot2	T4, T5, T6
O13 to guide students in identifying their professional competence and its applicability in working life	Aot2	T6
O14 to help students understand the basics of working-life practices and labour legislation	Aot2	T5, T6, T7

Guidance counselling and working-life skills courses in the introductory phase to basic education for adults

The courses strengthen the students’ career and life-planning skills and their working-life skills as well as boost the students’ picture of their own opportunities and abilities.

Aot1 Career and life-planning skills

Core content areas related to the objectives:

The course promotes students’ skills related to further education, career-planning and life-planning. Students learn to assess their own competence and identify their skills and strengths. Students strengthen their study skills and learning-to-learn skills. They draw up a personal study plan.

Aot2 Period of work experience

Core content areas related to the objectives:

The course strengthens the students’ conception of their opportunities regarding further education and working life. Students are introduced to working life, entrepreneurship and education opportunities. The course strengthens their understanding of the significance of work and studies to their own lives and society. They draw up a personal study plan.

The objectives related to the learning environments and work methods in guidance counselling and working life in the introductory phase to basic education for adults

Teaching emphasises functional and experiential methods of work, which support the students’ activity and initiative as well as the development of their self-assessment skills. Digital environments are used as learning environments to help students train their information and communication technology skills. To promote students’ engagement and their ability to make plans for their further education and career, students are introduced more closely to their immediate surroundings, educational opportunities, working life and companies. Guidance is provided individually and in groups.

Guidance, differentiation and support in guidance counselling and working-life skills in the introductory phase to basic education for adults

Students' individual needs and conditions are taken into account in guidance counselling and working-life skills. Guidance is differentiated by taking into account the students' personal objectives, experiences, interests, hobbies, competence areas and factors influencing their life situation. Co-operation between different parties is of key importance, especially in guidance provided at transition points and phases. Multiprofessional and multiadministrative co-operation is carried out especially in the case of students in need of special support. Such co-operation can involve the employment authorities, social services and providers of teaching and/or education.

Assessment of student learning in guidance counselling and working-life skills in the introductory phase to basic education for adults

Assessment is based on the students' self-assessment and on interactive, guiding and encouraging feedback provided in connection with various guidance measures. Attention is focused on various forms of activities and methods of production. Students consider their capabilities, skills and competence, ability to function and resources, need for support, group work and interaction skills as well as the impact that their values and beliefs have on their choices and decisions. Diverse, flexible methods that take into account the students' background and competence are used in assessment so that all students can demonstrate their competence. It is also important to ensure that students understand the principles and significance of assessment as well as the method of assessment whatever the level of their language skills.

AREAS OF ASSESSMENT IN GUIDANCE COUNSELLING AND WORKING-LIFE SKILLS AT THE END OF THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject
Development of study and life-planning skills		
O1 to help students make decisions and choices regarding their career, education and employment	Aot1, Aot2	Further education and career plan
O2 to guide students in understanding the key skills and knowledge needed to initiate and complete studies and apply for further education	Aot1, Aot2	Information-seeking skills and use of information in studies
Learning-to-learn skills		
O3 to encourage and guide students in developing their study skills and learning-to-learn skills	Aot1, Aot2	Development of study skills

Self-knowledge		
04 to develop self-assessment skills	Aot1	Development of self-assessment skills
05 to develop the abilities to function in the learning environment and different groups	Aot1	Development of social, communication and interaction skills
06 to support students to engage in independent activities and take responsibility for their studies and choices	Aot1	Setting of objectives
Lifelong learning		
07 to boost students' interest in learning, identifying and using their skills and strengths and to develop their ability to identify areas of learning and their willingness to adapt their plans and operating models, if needed	Aot1, Aot2	Goal-oriented work and learning to learn
Development of working-life skills		
08 to introduce students to working life, entrepreneurship, companies and education opportunities	Aot2	Participation in visits
09 to develop the social, communication and interaction skills needed in working life	Aot2	Development of social, communication and interaction skills
010 to help students understand the significance of work to their own life and society	Aot1, Aot2	Goal-oriented work
011 to promote students' ability to identify the importance of the subjects taught in view of their future studies and the competence needed in working and for employment	Aot1, Aot2	Goal-oriented work
Information about education and working life in career planning		
012 to guide students in finding suitable professions or finding information about updating their professional skills to meet the requirements of working life	Aot2	Information-seeking skills and use of information in career planning
013 to guide students in identifying their professional competence and its applicability in working life	Aot2	Use of feedback in career planning
014 to help students understand the basics of working-life practices and labour legislation	Aot2	Comprehension of terminology and basics

8.4.8 Other subjects or thematic areas suitable for basic education as well as optional courses

In the local curriculum, the education provider may offer other subjects or thematic areas in the introductory phase, provided that they support the achievement of the objectives defined for basic education for adults. These may include, for example, artistic and practical subjects, second national language, foreign languages, ICT competence, vocational studies, competence related to working life or work experience.

Optional courses in the introductory phase may include, for example, courses supporting the achievement of the objectives of different subjects.

APPENDIX

The objectives for and content of teaching in the student's own mother tongue, supplementing basic education for adults, as well as the assessment of the student's learning

The goal of teaching in the student's own mother tongue, supplementing basic education for adults

According to the Finnish Constitution, everyone living in Finland has the right to maintain and develop their own language and culture. Specially funded teaching in the student's own mother tongue, which supplements basic education for adults, is available to all students who have a language other than Finnish, Swedish or Saami as their mother tongue or their family language. In addition, students of Finnish, Swedish or Saami, who attend instruction to keep up language skills acquired abroad, can also study according to the syllabus for mother tongue. The objective of instruction in the student's own mother tongue is to support the development of the student's active multilingualism and arouse their interest in the lifelong development of language skills. Language skills in the student's own mother tongue also support integration into Finnish society.

Instruction in the mother tongue co-operates with Finnish language and literature instruction, Finnish as a second language and literature instruction and instruction in other subjects. The goal of joint language education is to increase the students' understanding of the significance of the linguistic and cultural background to the individual, community and society as well as to help students appreciate their own mother tongue and other languages. The starting point is the student as an active agent, which means using the students' language skills and other competence in instruction. Moreover, the school's linguistic and cultural diversity is also put to use in all the school's operations.

Students' opportunities to develop their language skills outside the school are taken into account in teaching. Students are supported and encouraged to use their own language in diverse ways in other classes and school activities. In this way, learning and using the mother tongue support the adoption of the content in other subjects, and students learn to communicate about the school subject using their own mother tongue. The students' choices and experiences of engagement as well as the relevance of the topics learned are key motivating factors. Interaction and communication are emphasised in language instruction.

This national core curriculum has been drawn up for all languages taught as the student's own mother tongue. The objectives and content of the national

core curriculum have been defined for instruction provided throughout basic education for adults, with a scope of two weekly hours per year. The education provider uses this national core curriculum to draw up a local curriculum. The core curriculum's descriptions of mother tongue and literature regarding the goal of the subject, the objectives related to learning environments and work methods as well as guidance, differentiation, support and assessment of student learning can be used as a model. The education provider may also prepare language-specific curricula. In a language-specific curriculum, the objectives of teaching are defined, the content selected and the assessment criteria specified with regard to the special features of the language taught, such as orthography. Language-specific curricula can also be drawn up as a joint effort by several education providers. In basic education for adults, the competence achieved by students may vary depending on the language.

Complementary views on the goal of teaching in the introductory phase

In the introductory phase to basic education for adults, the special goal of teaching is to help students actively function in different interaction situations using their own mother tongue. Students deepen their competence by using various reading methods, they learn to analyse what they read, share their reading experiences and develop their command of the writing system. They learn about the key features of the language and learn to use their language skills. Instruction also aims to teach students to assess and steer their own learning. Students learn to compare languages and use their language skills in various learning environments by using their mother tongue to find information about different subjects. The objective is to deepen their relationship with their own language and learn to appreciate competence in different languages.

THE GOAL OF TEACHING IN THE STUDENT'S OWN MOTHER TONGUE, SUPPLEMENTING BASIC EDUCATION FOR ADULTS, IN THE INTRODUCTORY PHASE TO BASIC EDUCATION FOR ADULTS

Objectives for teaching	Content areas related to the objectives	Transversal competence
Acting in interactive situations		
O1 to guide students in developing their co-operation and interaction skills, assessing their own work and receiving and giving feedback on it	S1	T1, T2
Interpretation of texts		
O2 to help students create a positive attitude to texts written in their own language and encourage them to read within the limits of their language skills	S2	T2, T4
O3 to encourage students to develop their basic reading skills and gain fluency in the skills as well as improve their reading comprehension skills and reading strategies in line with their language skills	S2	T1, T4

O4 to guide students in using their reading skills and texts to gain experiences, obtain and evaluate information as well as to discuss texts	S2	T1, T2, T4
Text production		
O5 to help students strengthen their expression and positive attitude to writing in line with their language skills	S3	T2
O6 to encourage students to get acquainted with the orthography of their mother tongue, to develop their basic writing skills and gain fluency in them	S3	T1, T2, T5
O7 to encourage students to practise producing texts and expressing their thoughts and observations in writing in line with their language skills	S3	T1, T2, T4
Language, literature and cultural comprehension		
O8 to guide students in observing their own language use and the language use in their language community	S4	T1, T2
O9 to encourage students to reflect on the significance of mother tongue and cultural identity	S4	T1, T2
O10 to guide students in obtaining information about the key structural features of their mother tongue and in analysing these	S4	T1, T2
Language use as a support for all learning		
O11 to encourage students to use their mother tongue in all learning and to develop their language skills in different subjects	S4	T1, T4, T6
O12 to offer tools for independent information searching, reflection and assessment as well as to help students adopt a self-guiding approach to studying their mother tongue	S4	T1, T2, T4

Core content areas related to the objectives for mother tongue instruction supplementing basic education for adults in the introductory phase to basic education for adults

Students learn language, interaction and textual skills in their own mother tongue in language-use situations and through different types of activities involving the language. The course contents are chosen to enable students to expand their competence in language, literature and other culture in versatile ways. The contents support the achievement of objectives and put students' experiences and local opportunities to use. The content areas are made into modules.

S1 Acting in interactive situations: Students practise co-operation skills, such as listening and taking the initiative as well as preparing small presentations.

S2 Interpretation of texts: Students deepen their reading and text interpretation skills by getting acquainted with different verbal and written texts, such as texts used in daily life, newspaper texts and other media texts, non-fiction and fiction texts, depending on their language skills. They practise text comprehension strategies, such as asking, browsing and summarising. Students practise

reading, asking questions and answering questions based on texts. They discuss texts and share their reading experiences.

S3 Text production: Students are introduced to the characteristics of the writing system and practise producing the elements. They practise different stages of the writing process as well as text structures. Students practise the special features of spelling in their own language and learn to use them in their own text.

S4 Language, literature and culture comprehension: Students are introduced to the key structural features of their own mother tongue. They learn about the concepts and textual practices in different subjects and compare texts from different disciplines. Students practise searching for information on their own, deepen their media usage skills and practise using sources critically.

S5 Language use as a support for all learning: Students learn about the concepts and textual practices in different subjects and compare texts from different disciplines. They practise searching for information independently and using media. Students are introduced to and practise various language learning strategies.

The objectives related to the learning environments and work methods in the student's own mother tongue, supplementing basic education for adults

The objective is to use multimedia learning environments, such as the Internet, to offer material in the mother tongue and to enrich and diversify the student's command and use of the mother tongue. Students' language skills and differences in the languages taught must be taken into account in the selection of learning environments and methods of work. Studies in the own mother tongue are integrated into instruction in the school's other language subjects and disciplines as well as into the school culture.

Introductory-phase guidance and differentiation in the student's own mother tongue, supplementing basic education for adults

In view of the objectives, key elements in the development of guidance and support include support given to the students' linguistic development, taking into account the students' language skills and learning abilities. Students are guided in working safely in the world of media. The students' individual needs must be taken into account when planning and providing teaching and assessing students. Students are steered towards appropriately challenging assignments and materials. They also receive support for finding pleasing work methods and learning environments.

Introductory-phase assessment in the students' own mother tongue, supplementing basic education for adults

Assessment of the students' learning and the feedback based on it are diverse and concrete and develop learning skills. Assessment is integrated into the learning process. Assessment is based on versatile documentation of how the students' expanding language skills, text production skills and text interpretation skills are developing and of their competence in language, literature and other areas of culture.

Students are encouraged to assess both their own and other students' work, expression and output. Diverse, analytic assessment and feedback that support learning help students become more aware of their skills, knowledge and work process. Students also gain tools for the further development of these areas.

In the assessment, the teacher assesses the students' competence in relation to the objectives set in the local curriculum. Assessment determines how the student has progressed in relation to the objectives. To support assessment, key areas of assessment have been determined for the progress of learning.

AREAS OF ASSESSMENT IN THE STUDENTS' OWN MOTHER TONGUE, SUPPLEMENTING BASIC EDUCATION FOR ADULTS, AT THE END OF THE INTRODUCTORY PHASE

Objectives for teaching	Content areas	Areas assessed
Acting in interactive situations		
O1 to guide students in developing their co-operation and interaction skills, assessing their own work and receiving and giving feedback on it	S1	Interaction skills
Interpretation of texts		
O2 to help students create a positive attitude to texts written in their own language and encourage them to read within the limits of their language skills	S2	Reading and independent use of texts
O3 to encourage students to develop their basic reading skills and gain fluency in the skills as well as improve their reading comprehension skills and reading strategies in line with their language skills	S2	Development of basic reading skills and text comprehension skills
O4 to guide students in using their reading skills and texts to gain experiences, obtain and evaluate information as well as to discuss texts	S2	Use of reading skills to search for information
Text production		
O5 to help students strengthen their expression and positive attitude to writing in line with their language skills	S3	Expression in text production
O6 to encourage students to get acquainted with the orthography of their mother tongue, to develop their basic writing skills and gain fluency in them	S3	Development of basic writing skills
O7 to encourage students to practise producing texts and expressing their thoughts and observations in writing in line with their language skills	S3	Text production

Language and cultural comprehension		
O8 to guide students in observing their own language use and the language use in their language community	S4	Observation of own language use and language use in community
O9 to encourage students to reflect on the significance of mother tongue and cultural identity	S4	Observation of own mother tongue and cultural identity
O10 to guide students in obtaining information about the key structural features of their mother tongue and in analysing these	S4	Familiarity with key structural features
Language use as a support for all learning		
O11 to encourage students to use their mother tongue in all learning and to develop their language skills in different subjects	S4	Use of mother tongue in learning and development of language in various subjects
O12 to offer tools for independent information searching, reflection and assessment as well as to help students adopt a self-guiding approach to studying their mother tongue	S4	Independent information-seeking skills

The student’s own mother tongue, supplementing basic education for adults, in the final phase of basic education for adults

In the final phase of basic education for adults, the special goal is to help students actively function in different interaction situations using their own mother tongue. Students learn to read using various reading methods, analyse what they read, share their reading experiences and develop their command of the writing system. They learn about the key features of their language. Students learn to compare languages and use their language skills in various learning environments by using their mother tongue to find information about different subjects. The objective is to deepen their relationship with their own language and learn to appreciate competence in different languages. Instruction also aims to teach students to assess and steer their own learning. The students’ study motivation is boosted in co-operation with the language community.

THE GOAL OF TEACHING IN THE STUDENT'S OWN MOTHER TONGUE, SUPPLEMENTING BASIC EDUCATION FOR ADULTS, IN THE FINAL PHASE OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Content areas related to the objectives	Transversal competence
Acting in interactive situations		
O1 to guide students in developing their co-operation and interaction skills, assessing their own work and receiving and giving feedback on it	S1	T1, T2
Interpretation of texts		
O2 to help students create a positive attitude to texts written in their own language and encourage them to read within the limits of their language skills	S2	T2, T4
O3 to encourage students to develop their basic reading skills and gain fluency in the skills as well as improve their reading comprehension skills and reading strategies in line with their language skills	S2	T1, T4
O4 to guide students in using their reading skills and texts to gain experiences, obtain and evaluate information as well as to discuss texts	S2	T1, T2, T4
Text production		
O5 to help students strengthen their expression and positive attitude to writing in line with their language skills	S3	T2
O6 to encourage students to get acquainted with the orthography of their mother tongue, to develop their basic writing skills and gain fluency in them	S3	T1, T2, T5
O7 to encourage students to practise producing texts and expressing their thoughts and observations in writing in line with their language skills	S3	T1, T2, T4
Language, literature and cultural comprehension		
O8 to guide students in observing their own language use and the language use in their language community	S4	T1, T2
O9 to encourage students to reflect on the significance of mother tongue and cultural identity	S4	T1, T2
O10 to guide students in obtaining information about the key structural features of their mother tongue and in analysing these	S4	T1, T2
Language use as a support for all learning		
O11 to encourage students to use their mother tongue in all learning and to develop their language skills in different subjects	S4	T1, T4, T6
O12 to offer tools for independent information searching, reflection and assessment as well as to help students adopt a self-guiding approach to studying their mother tongue	S4	T1, T2, T4

Courses in the student's own mother tongue, supplementing basic education for adults, in the final phase of basic education for adults

Students learn language, interaction and textual skills in their own mother tongue in language-use situations and through different types of activities involving the language. The course contents are chosen to enable students to expand their competence in language, literature and other culture in versatile ways. The contents support the achievement of objectives and put students' experiences and local opportunities to use.

oäi1 Textual skills

Core content areas related to the objectives:

Students deepen their interaction skills and text comprehension strategies. They practise evaluating the reliability of sources. They also learn about reflective, opinion and guiding texts. Students share their interpretations of texts and reading experiences in various communication environments. They practise producing different text types for different purposes and deepen their command of the phases of the writing process. They deepen their understanding and command of the special features of spelling in their mother tongue and examine the significance and nuances of words and expressions and their impact in texts. Students write texts independently and collaboratively, discuss texts and give feedback on them.

oäi2 Language use as a support for learning

Core content areas related to the objectives:

Students are introduced to media and culture in their own language and practise examining them critically. They deepen their understanding of the key features of their mother tongue and compare these to the Finnish language. Students deepen their command of the concepts and textual practices in different subjects. They broaden their information-seeking in their own language and use it as a support in all learning.

The objectives related to the learning environments and work methods in the student's own mother tongue, supplementing basic education for adults, in the final phase of basic education for adults

The objective is to use multimedia learning environments, such as the Internet, to offer material in the mother tongue and to enrich and diversify the student's command and use of the mother tongue. Students' language skills and differences in the languages taught must be taken into account in the selection of learning environments, methods of work and text types. Studies in their own mother tongue are integrated into instruction in the school's other language subjects and disciplines as well as into the school culture.

Guidance, differentiation and support in the student's own mother tongue, supplementing basic education for adults, in the final phase of basic education for adults

In view of the objectives for instruction in the mother tongue, it is of key importance to provide students with support to help them develop suitable learning strategies, identify their strengths and use these in learning. Students are encouraged to find and choose texts that are of interest to them and suitable to their reading skills and methods, making use of multiple channels. Students are also guided in safe and ethically responsible activities in the media environment. They are encouraged to independently read literature and other texts. Individual feedback is provided to develop interaction skills and text production skills. The student's own mother tongue is also used to learn concepts in other subjects and to express opinions. Students are encouraged to find the methods of work best suited to them. Their individual needs must be taken into account when planning and providing teaching and assessing students.

Final-phase assessment in the students' own mother tongue, supplementing basic education for adults

The assessment of learning is versatile and provides guidance and encouragement to students. Encouraging and constructive feedback helps build the students' motivation, boosts the development of their linguistic skills and helps students find their own strengths. Students receive regular information about the progress of their studies and their performance in relation to the objectives. Assessment is integrated into the learning process. Analytic assessment and feedback that support learning help students become more aware of their skills, knowledge and work process. Students also gain tools for the further development of these areas. In the final phase of basic education for adults, all the areas of assessment are equally important when assessing learning. Assessment is based on diverse verbal and written demonstrations as well as the teacher's observations in different situations of language use and text analysis. Students must have the opportunity to demonstrate their competence in various ways. Peer assessment is used in addition to self-assessment.

Individual courses are assessed after their completion. The grade given for each course describes how well the student has achieved the objectives set for the course. The further the students progress in their studies, the more significant the criteria for final-phase assessment become when determining the grade for courses.

At the end of basic education for adults, students' competence is assessed based on the criteria specified in the table. If the competence in one objective exceeds the level set for good skills, this may compensate for weaker competence in another objective.

GOOD SKILLS IN THE STUDENT'S OWN MOTHER TONGUE, SUPPLEMENTING BASIC EDUCATION FOR ADULTS, AT THE END OF BASIC EDUCATION FOR ADULTS

Objectives for teaching	Courses	Areas of assessment in the subject	Good skills
Acting in interactive situations			
01 to guide students in developing their interaction skills, analytical and critical reading skills and the comprehension and interpretation of different types of texts in different communicative environments	oäi1	Interaction skills, reading skills, text comprehension and interpretation	The student is able to function in various interaction situations. The student knows how to read and interpret texts.
Interpretation of texts			
02 to encourage students to strengthen their ability to use texts and their reading skills to obtain information and gain experiences as well as to discuss texts in various communication environments	oäi1	Use and interpretation of texts	The student knows how to use different sources to obtain information and discuss different types of text, asking, summarising, commenting and reflecting on connections between the text and the student's own experiences.
Text production			
03 to guide students in gaining fluency in and diversifying their writing skills and deepening their understanding of text types	oäi1	Command of basic writing skills and text production	The student knows how to write fluently and clearly by hand and has acquired the necessary keyboard skills.
04 to encourage students to produce narrative, descriptive, guiding, opinion and reflective texts	oäi1	The ability to produce texts representing different text types	The student knows how to produce narrative, descriptive, guiding, reflective and opinion texts and use forms of expression typical of them.
Understanding language, literature and culture			
05 to guide students in reflecting on their use of their mother tongue, on the significance and status of their mother tongue in the context of different language communities and in using media and cultural offering in different languages	oäi2	Observation of the use, significance and status of the mother tongue	The student is able to describe the significance of linguistic and cultural identity and mother tongue as well as the status of their own mother tongue.
06 to help students identify different registers of language, including differences between spoken and written language and language use in different situations	oäi2	Development of language awareness	The student identifies different registers of language, differences between spoken and written language and situational language use.
07 to encourage students to deepen their understanding of the key structural features of their mother tongue and help them analyse these	oäi2	Familiarity with and use of key structures	The student is familiar with the key structures of the mother tongue and knows how to use them
Language use as a support for all learning			
08 to guide students in using their mother tongue to search for and process information in different subjects and environments	oäi2	Independent information searching	The student uses the own mother tongue as a support in studies and information searching.

Certificates

Students receive a certificate of attendance for studies in their own mother tongue, supplementing basic education for adults. The certificate indicates the language studied, the scope of instruction and a verbal assessment or numerical grade, as specified by the education provider. In other respects, the regulations of the national core curriculum for basic education for adults apply to the information indicated in the certificate. Students also receive a separate certificate of attendance at the end of basic education for adults.

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The national core curriculum for basic education for adults is a regulation issued by the Finnish National Agency for Education, based on which the local curricula are drawn up. The national core curriculum provides a common foundation for local curricula, thus promoting the equality of education and students in all of Finland. The core curriculum supports and guides the provision and organisation of teaching. The national core curriculum for basic education for adults contains guidelines on the starting point for the provision of teaching as well as on the objectives and key content of teaching. It also deals with the development of the school culture and co-operation, the provision of teaching and guidance, support for learning and studies, pupil and student welfare and the assessment of learning. To support education providers, the core curriculum also contains references to legislation that guides teaching as well as instructions for drawing up a local curriculum. Appended to the core curriculum are recommendations on the objectives and content of mother tongue instruction supplementing basic education for adults as well as recommendations on the assessment of student learning.