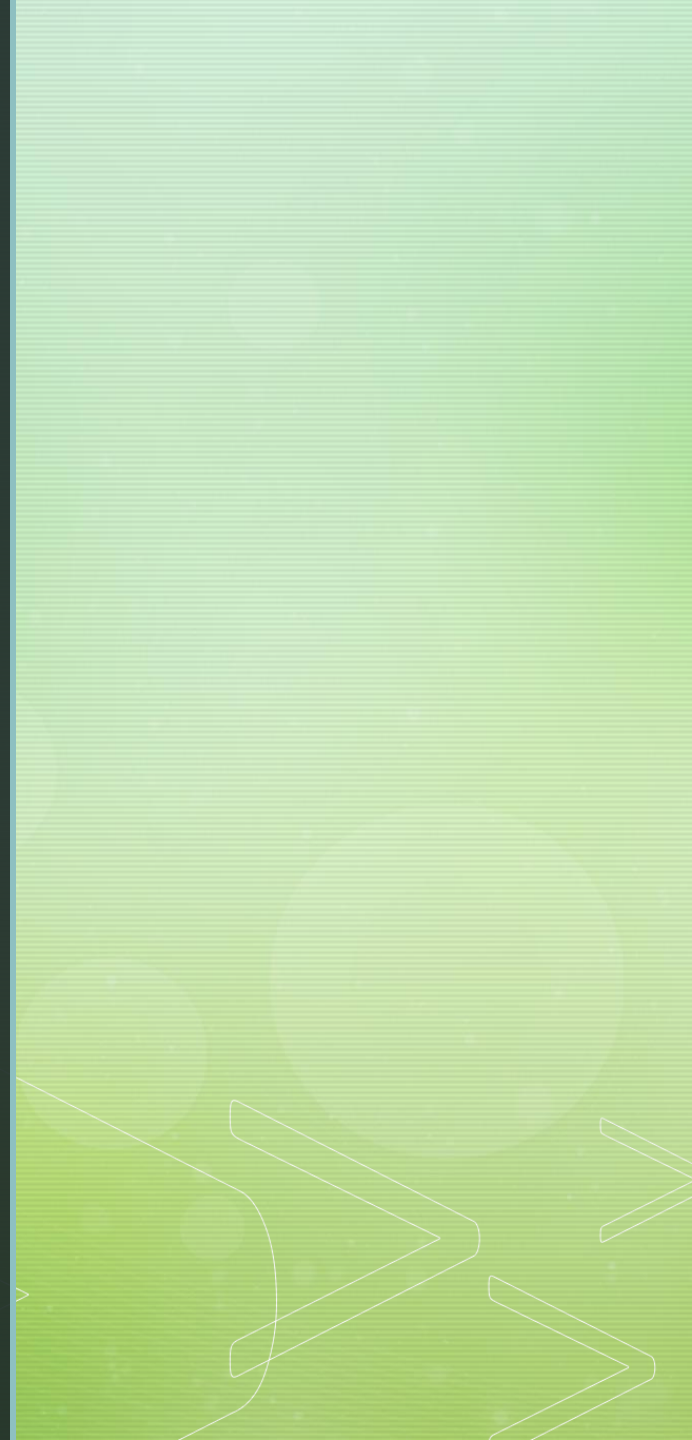


Legislation & Policies

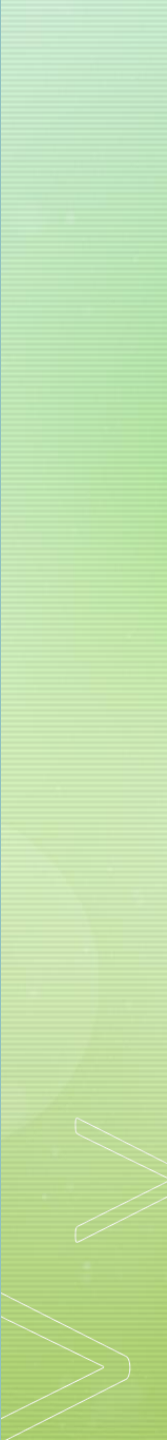


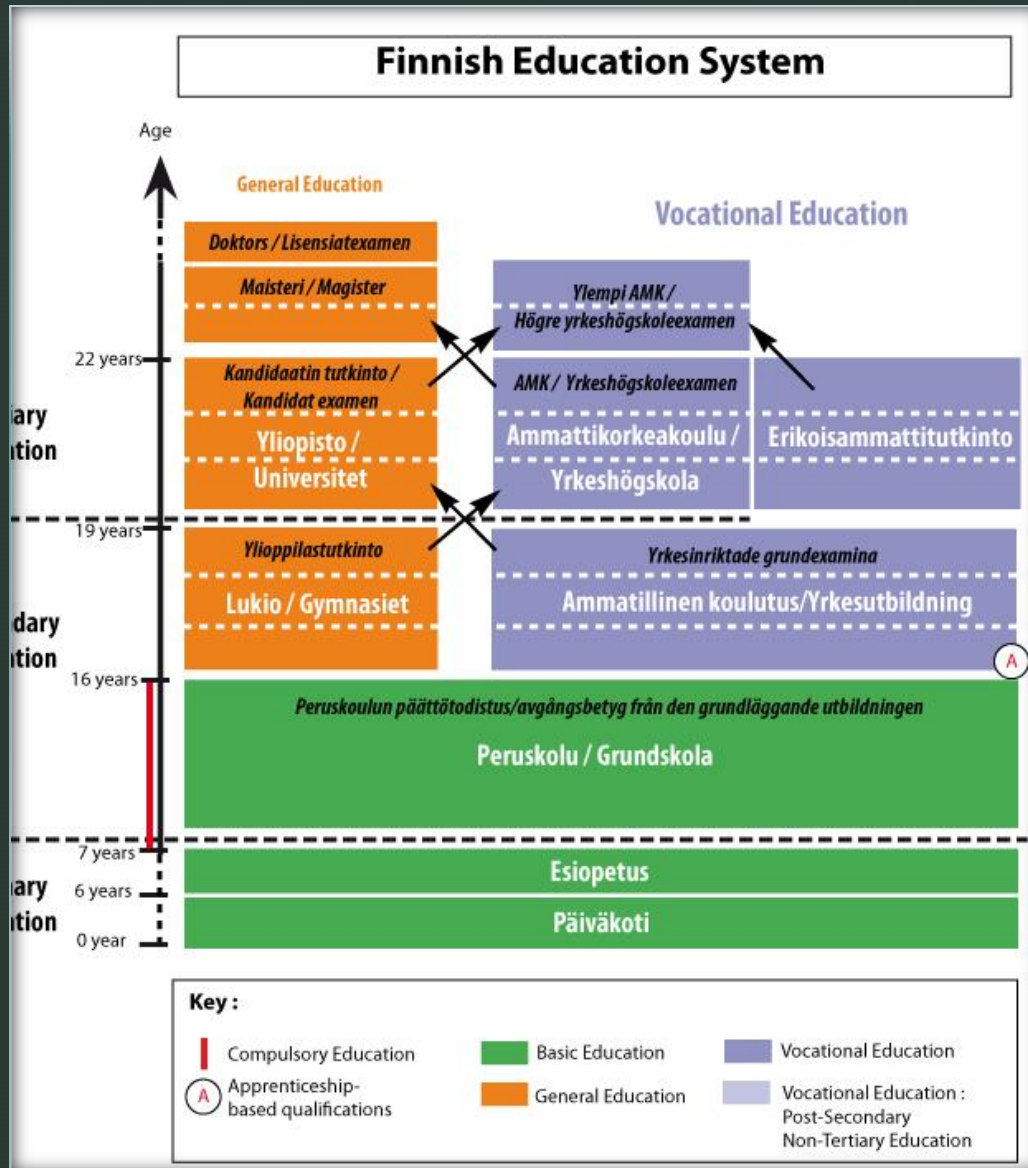
Finnish Education System





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Part I

Basic information about Finnish Education

Principles

- **Equal** access to high-quality education and training.
- **Available to all citizens** irrespective of their ethnic origin, age, wealth or where they live.
- **Free** at all levels from pre-primary to higher education.
- Based on **trust** and **shared responsibility**.
- Guidance and counselling aims to **support, help** and **guide**.
- Students treated as **individuals**.
- Education system has **no dead-ends**. Prior learning has to be recognised.

Objectives

- **Ensure** the availability and **competence** of the labour force, strength social cohesion and equity.
- Support efforts to **extend** working life, **raise** the employment rate, **improve** productivity, implement the conditions for **lifelong learning** and enhance **multiculturalism**.

Organisation

- The national administration is organised at **two levels**:
Ministry of Education and Culture is responsible for Education Policy
The Finnish National Agency for Education is in response of its aims implementation.

Organisation

- Administration on **sites**: mostly **municipalities** or joint municipal authorities. They decide on **funding**, local **curricula** and **recruitment**.
- **Autonomy** to delegate the decisionmaking power to the schools.
- Education providers have the right to provide services according to their own administrative arrangements and visions, as long as **the basic functions**, determined by law, are carried out.

Organisation

- Teachers can decide **themselves** the methods of teaching as well as textbooks and materials. The operations in higher education are built on the **freedom** of education and research.
- UAS & Universities organise their **own** administration, decide on student admission and design the contents of degree programmes.
- In higher education providers are responsible for the evaluation of their **own** operations and outcomes. Supported by a national body that is responsible for developing the quality of education.

Where to retrieve information on legislation & policies? Part II

- [Ministry of Education and Culture](#)
- [Finnish National Agency for Education](#)
- [Finnish Education Evaluation Centre](#)
- [Finlex Data Bank](#)

Ministry of Education and Culture

- Prepares acts, decrees and decisions.
- Responsible for
 - the preparation of matters related to the use of budget funds;
 - daycare, **education, training & research**;
 - arts, culture, sports and youth work;
 - the archival, museum & public library systems;
 - religious communities;
 - student financial aid;
 - copyright.

Finnish National Agency for Education


- Core tasks are to **develop** education and training, early childhood education and lifelong learning and to promote **internationalisation** in Finland.
- Information related to Education system & current issues in Education, funding.

Finnish Education Evaluation Centre

- The Finnish Education Evaluation Centre (FINEEC) is an independent agency responsible for the **national evaluation** of education.
- The evaluations of FINEEC cover the education system in its entirety, from early childhood education to higher education.
- Evaluation plan formulated for a four-year period. Plan should be approved by Ministry Education and Culture.
- Focus 4 **areas** in evaluation: developing learning & competence with evaluation, functionality & development of the education system, themes which are central & critical in the society, supporting education providers in quality management.



Finlex Data Bank

- Finlex is an online database of up-to-date legislative and other judicial information of Finland.
 - Owned by Finland`s Ministry of Justice.
 - Mostly in Finnish & Swedish, but some translations of Finnish acts & decrees are available in English.
- 

Local legislation & policies

- Municipalities
 - No **direct links** to education legislation documents in English.
 - Links to education providers in the region.
 - Regional figures in education.
- Studyinfo
 - Links to education providers from **vocational** level to higher.
 - Admission criteria, application periods, curriculums mostly in Finnish.
- Own education providers websites.
 - In some cases possible to find vision, mission & strategies.
 - Study curriculum, programmes, precise information.

Vocational Education **Part III**

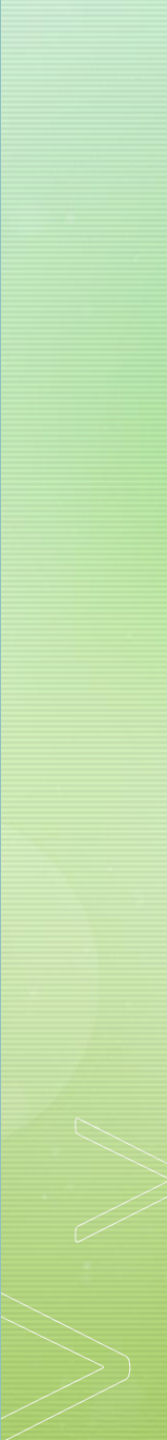


Principles

- Is organised in cooperation with the world of work.
- The **network** of vocational education and training providers play a key role in VET .
- Funding based on **outcomes**, **efficiency** and **effectiveness**.
- Competence & flexibility, customer-oriented.
- Based on **continuous** learning.



Objectives

- High regard to VET.
 - Open pathways to higher and further education.
 - International cooperation and skills competitions.
 - Broad based and flexible qualifications.
 - Individual learning pathways.
- 



Organisation

- There are **three levels** of competence-based qualifications:
 - initial vocational qualification;
 - further vocational qualification;
 - specialist vocational qualification;

Education Fields

- - Agriculture & Forestry;
- Business, Administration and Law;
- Education;
- Health and Welfare;
- Humanities and Arts;
- ICT;
- Natural Sciences;
- Service Industries;
- Social Sciences;
- Technology.




Requirements for Vocational Qualifications **Part IV**

- Case Vocational Qualification in Child Care and Education and Family Welfare, Children`s Instructor

- ▶
 - Can be completed both as a **curriculum** or **competence based** qualification.
 - A qualification consists of vocational study modules and in vocational upper secondary education and training also of core subjects and free choice modules.
 - Additional modules can be included in a qualification when that is necessary in view of working life sector specifics.
 - The requirements of vocational qualification modules and the objectives of core subjects have been defined as learning outcomes (**knowledge, skills, competence**).
- An education provider approves a curriculum for upper secondary vocational education and training based on the **qualification requirements**.



Objectives

- a Children's Instructor is able to work in **child-** and **family-** oriented educational and instructive tasks in **diverse** operating environments, such as open **early childhood** education and care services in parishes and municipalities, day care, school, family day care, camps, morning and afternoon activities for schoolchildren as well as child welfare environments. The Children's Instructor is able to work according to the **principles** of **early childhood pedagogy**.
- 

Objectives


- He/She is **familiar** with the **Finnish education system** as well as the **relevant legal acts** and documents. The Children's Instructor is familiar with the **values** and **ethical principles** governing his/her work. Values relies on the notion that **all human beings** are **unique** and that **life is a gift**. The Children's Instructor is able to attend to a child's **overall wellbeing** while observing the child's stages of development and special needs. He/She is able to support child's **physical, mental** and **social development**.

Competences for Lifelong Learning

- 1. Learning and problem solving
- 2. Interaction and cooperation
- 3. Vocational ethics
- 4. Health, safety and ability to function
- 5. Initiative and entrepreneurship
- 6. Sustainable development
- 7. Aesthetics
- 8. Communication and media skills
- 9. Mathematics and natural sciences
- 10. Technology and information technology
- 11. Active citizenship and different cultures



Regulation consists of

- Introduction
 1. Objectives & Structure of Qualification
 2. Implementation of National Requirements In Curriculum-Based Vocational Education
 3. Completing Vocational Qualification as a Competence-Based
 4. Vocational Modules, Skill Requirements and Assessment
 5. The Objectives and Assessment of Core Subjects in Curriculum-Based Vocational Education
- 



Regulation consists of

- 6. Free Choice in Curriculum-Based Vocational Education
- 7. Students Assessment in Curriculum-Based Vocational Education
- 8. Other Regulations
- 9. Appendix

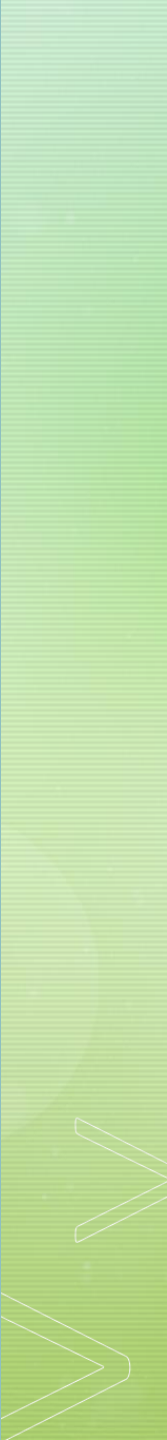
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- Finnish VET in a Nutshell
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- National Plan for Education Evaluation 2016-2019
<https://karvi.fi/app/uploads/2016/06/National-Plan-for-Education-Evaluations-2016-2019.pdf>
- Vocational Qualifications in Finland 2019
<https://www.samiedu.fi/wp-content/uploads/2019/11/vocationalqualificationsfinland2019.pdf>
- Vocational Qualification in Child Care and Education and Family Welfare, Children`s Instructor 2009
<https://www.oph.fi/sites/default/files/documents/vocational-qualification-in-child-care-and-education-and-family-welfare-childrens-instructor-2009.pdf>



Links to authorities

- [Ministry of Education and Culture](#)
 - [Finnish National Agency for Education](#)
 - [Finnish Education Evaluation Centre](#)
 - [Finlex Data Bank](#)
- 

Other useful links

- The Trade Union of Education in Finland, OAJ
<https://www.oaj.fi/en/>
- Updated recommendations to prevent the spread of the coronavirus
<https://minedu.fi/en/-/updated-recommendations-for-early-childhood-education-and-care-schools-educational-institutions-and-higher-education-institutions-to-prevent-the-spread-of-the-coronavirus>
- Working as a Teacher in Finland with a Foreign Qualification. OPH
https://www.oph.fi/sites/default/files/documents/working_as_a_teacher_in_finland_with_a_foreign_qualification_1.pdf
- Universities of Applied Sciences Act
https://www.finlex.fi/fi/laki/kaannokset/2014/en20140932_20160563.pdf
- Universities Act 558/2009
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- Vocational Education and Training. Education.Studyinfo
<https://studyinfo.fi/wp2/en/vocational-education-and-training/fields-of-vocational-education-and-training/education/>
- Finnish-English Vocabulary which can help to find official regulations & policies in Education
<http://www03.oph.fi/sanasto/paaluokka1.asp>
- European Commission. Education and Training Monitor 2019. Finland
https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-finland_en.pdf

Articles

- Constructing the Finnish Teacher, H. Simola
(available only for download)
- From special (class) teacher to special educator – the Finnish case. Kristina Ström & Britta Hannus-Gullmets. Faculty of Education and Welfare Studies, Åbo Akademi University. 2015
address: [https://www.fduv.fi/Site/Data/2594/Files/skola%20och%20utbildning/From%20special%20\(class\)%20teacher%20to%20special%20educator%20%E2%80%93%20the%20Finnish%20case_Kristina%20Stroem%20och%20Britta%20Hannus-Gullmets.pdf](https://www.fduv.fi/Site/Data/2594/Files/skola%20och%20utbildning/From%20special%20(class)%20teacher%20to%20special%20educator%20%E2%80%93%20the%20Finnish%20case_Kristina%20Stroem%20och%20Britta%20Hannus-Gullmets.pdf)
- Curriculum of Teacher Education
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- Governance decentralisation in education: Finnish innovation in education
<https://helda.helsinki.fi/bitstream/handle/10138/232932/lavonen.pdf?sequence=1>