



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# Olli-Pekka Heinonen on insights into the Finnish approach to learning systems and lifelong learning for a skilled labour market

Olli-Pekka Heinonen, Director General  
David Hume Institute, 4 March 2020

 @Heino1Olli

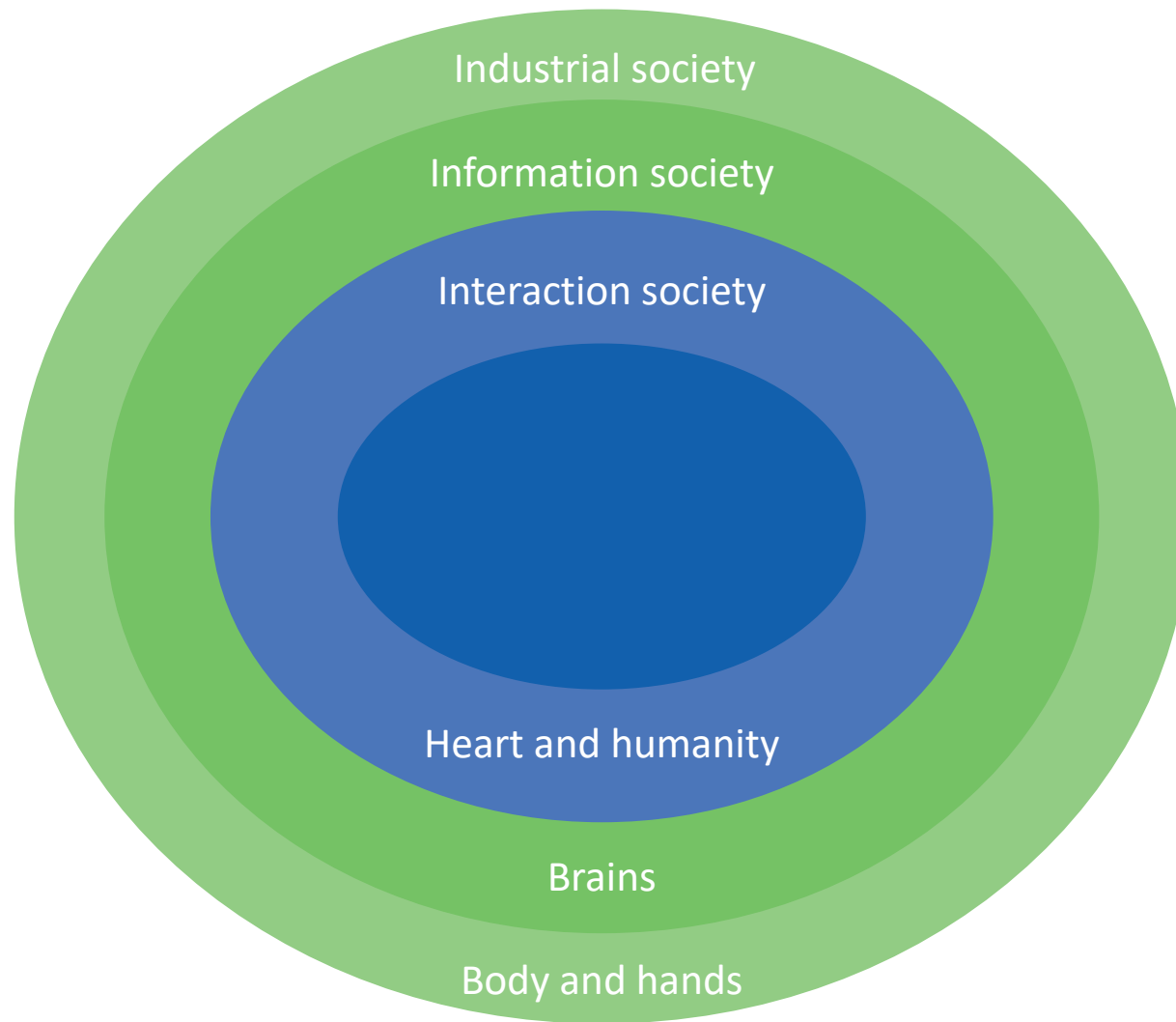




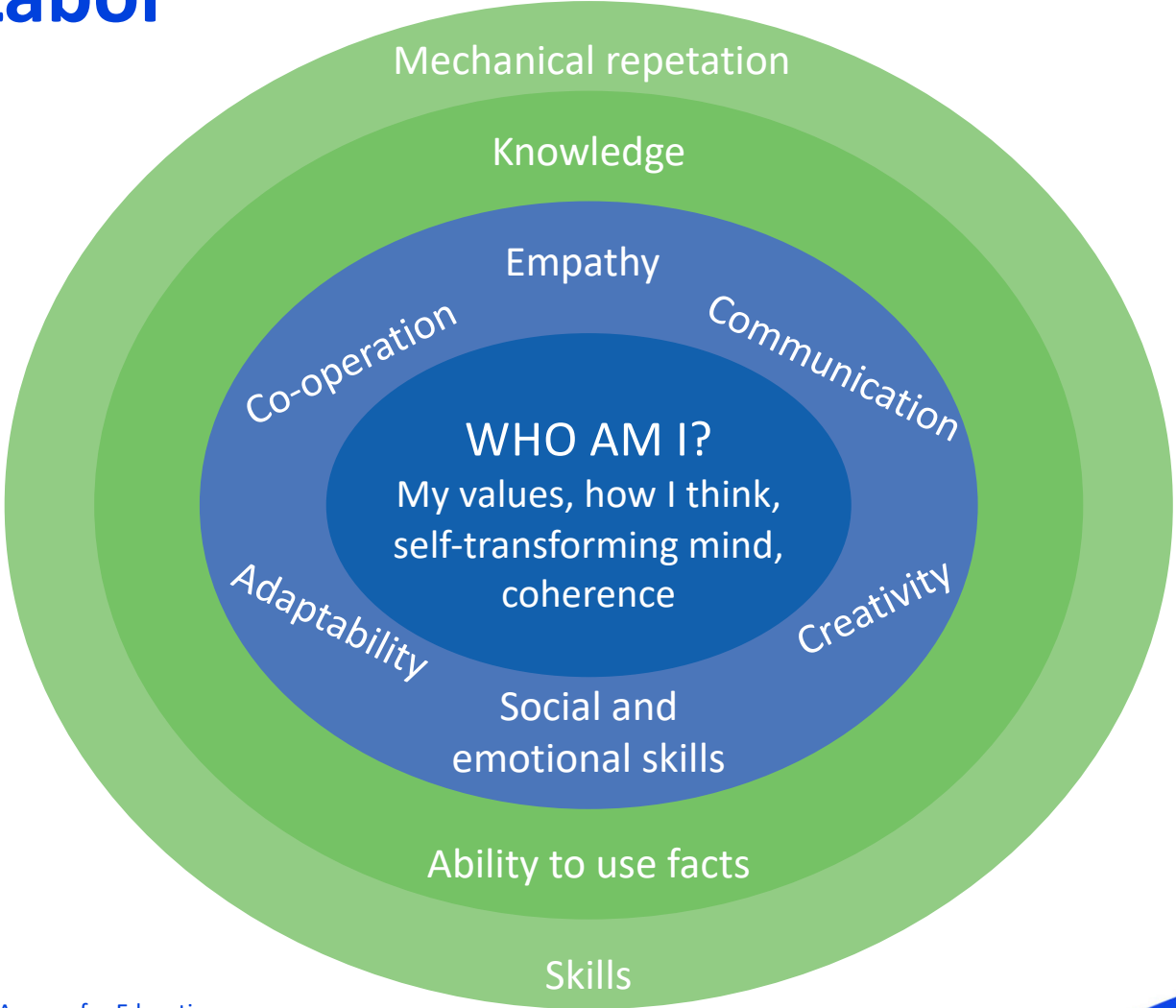
Photo: Tuomas Uusheimo / Helsingin yliopisto

# How to educate and train in an uncertain and complex world for a future we can't predict?

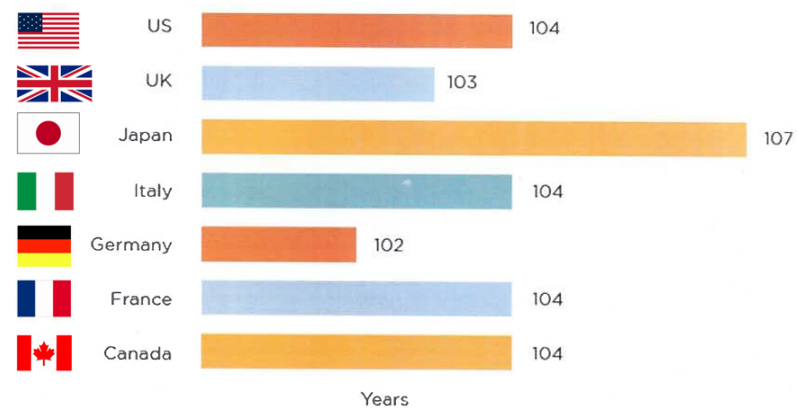




# Human Labor



## The majority of newborns in Finland will celebrate their 100th birthday



Lähde: Lynda Gratton & Andrew Scott 2016

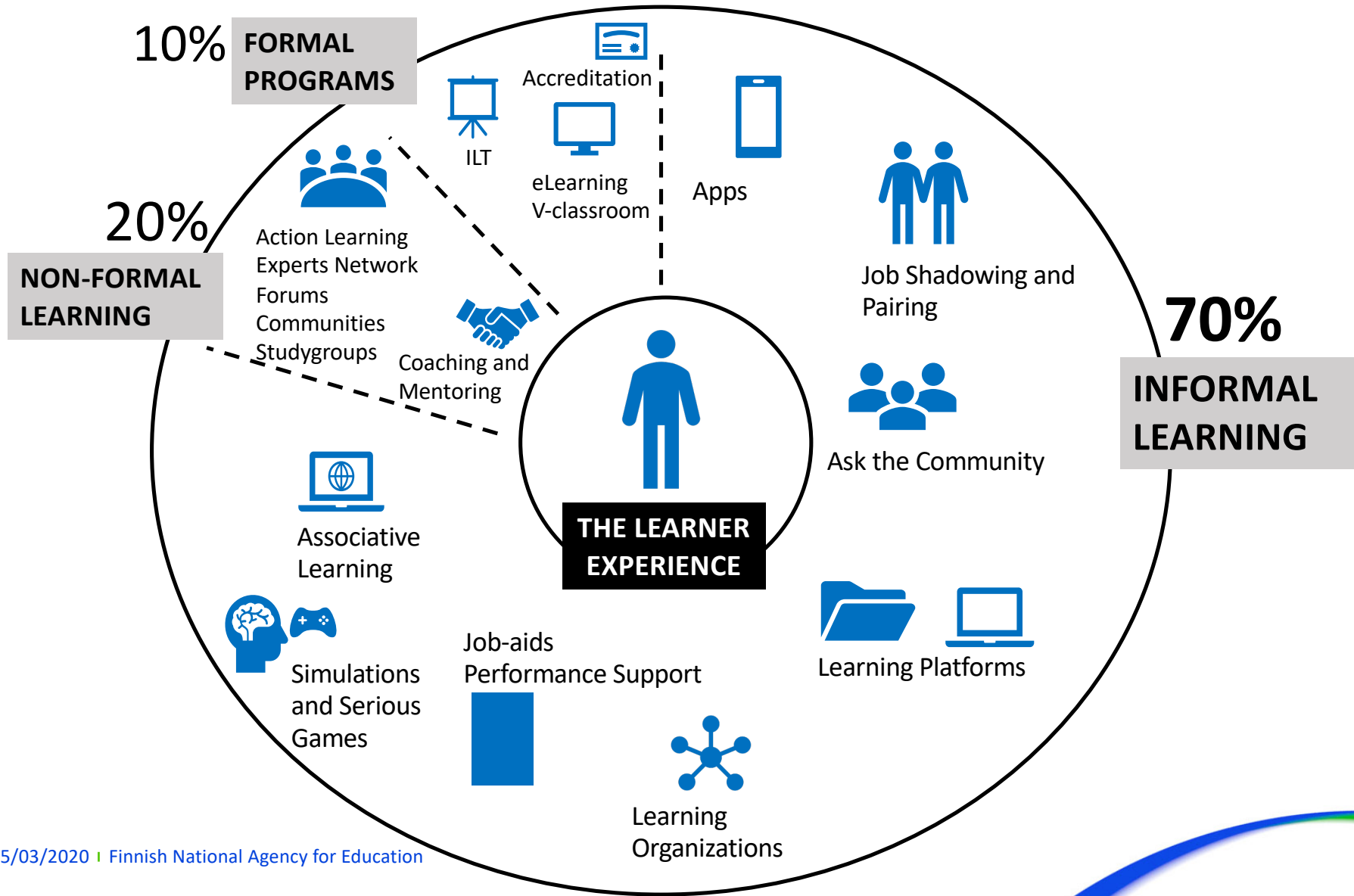
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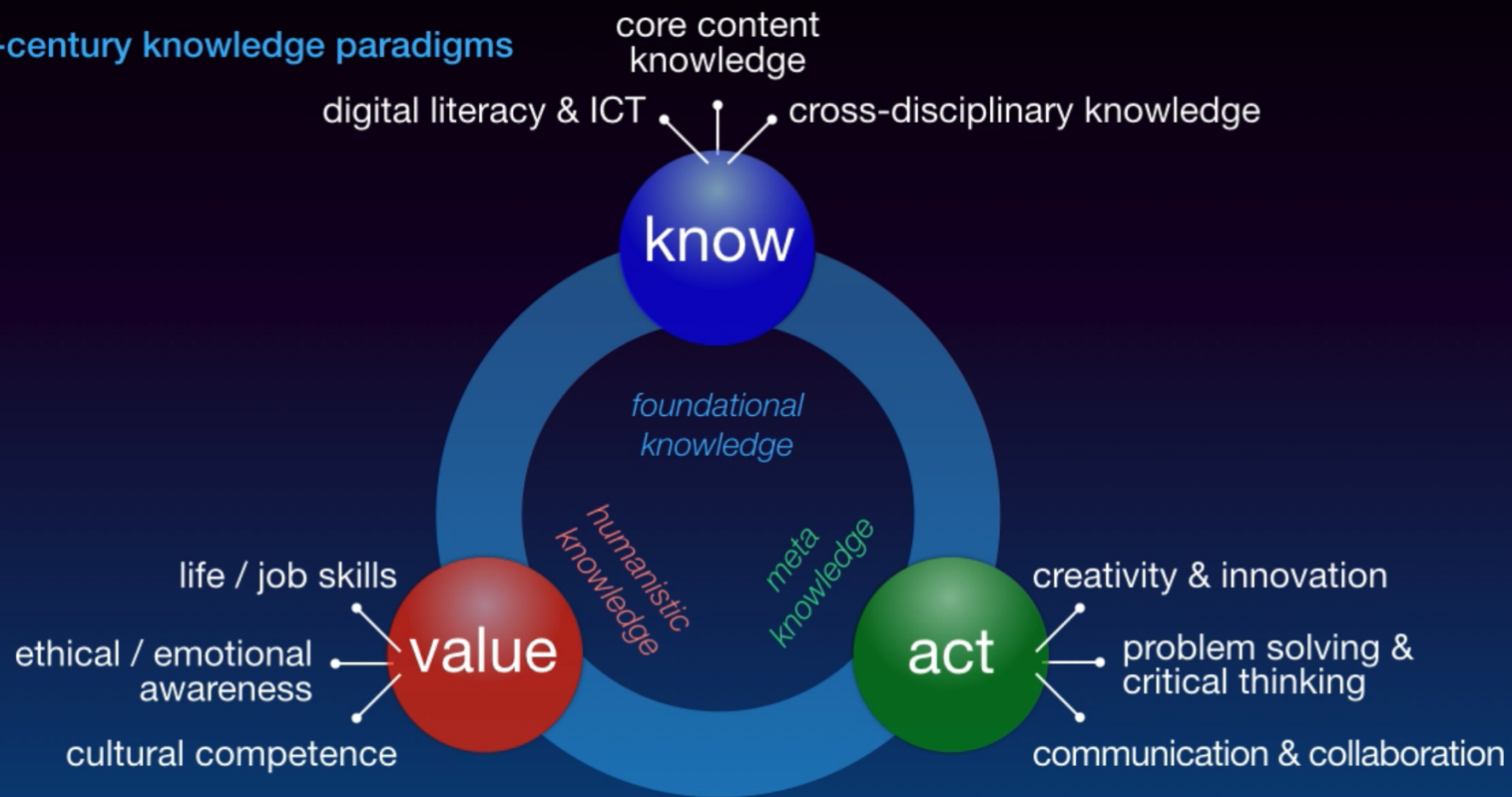
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BUILDING  
CONSENSUS FOR FAIR  
AND SUSTAINABLE  
DEVELOPMENT



21st-century knowledge paradigms



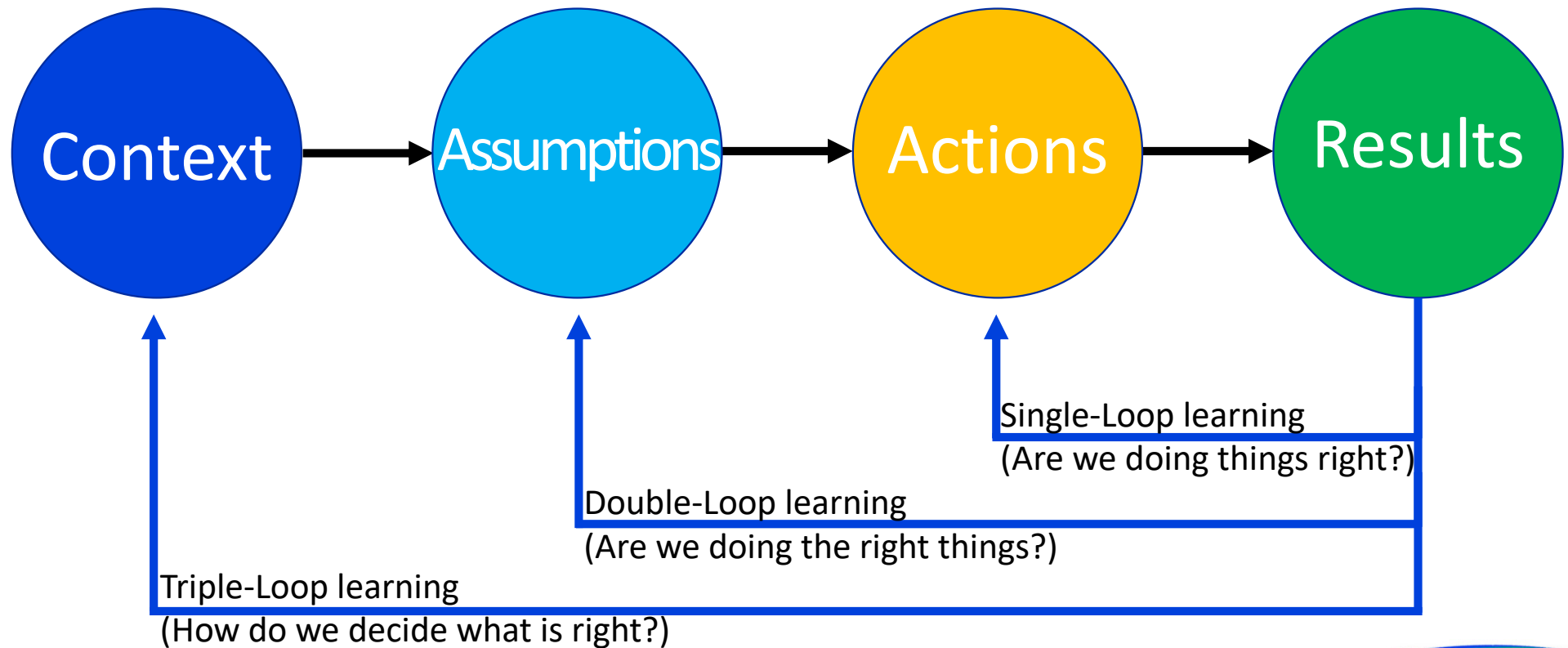


# DEFINITION OF INSANITY

WE'RE GOING TO HOLD THE SAME MEETING  
WITH THE SAME PEOPLE EVERY WEEK  
AND EXPECT DIFFERENT RESULTS



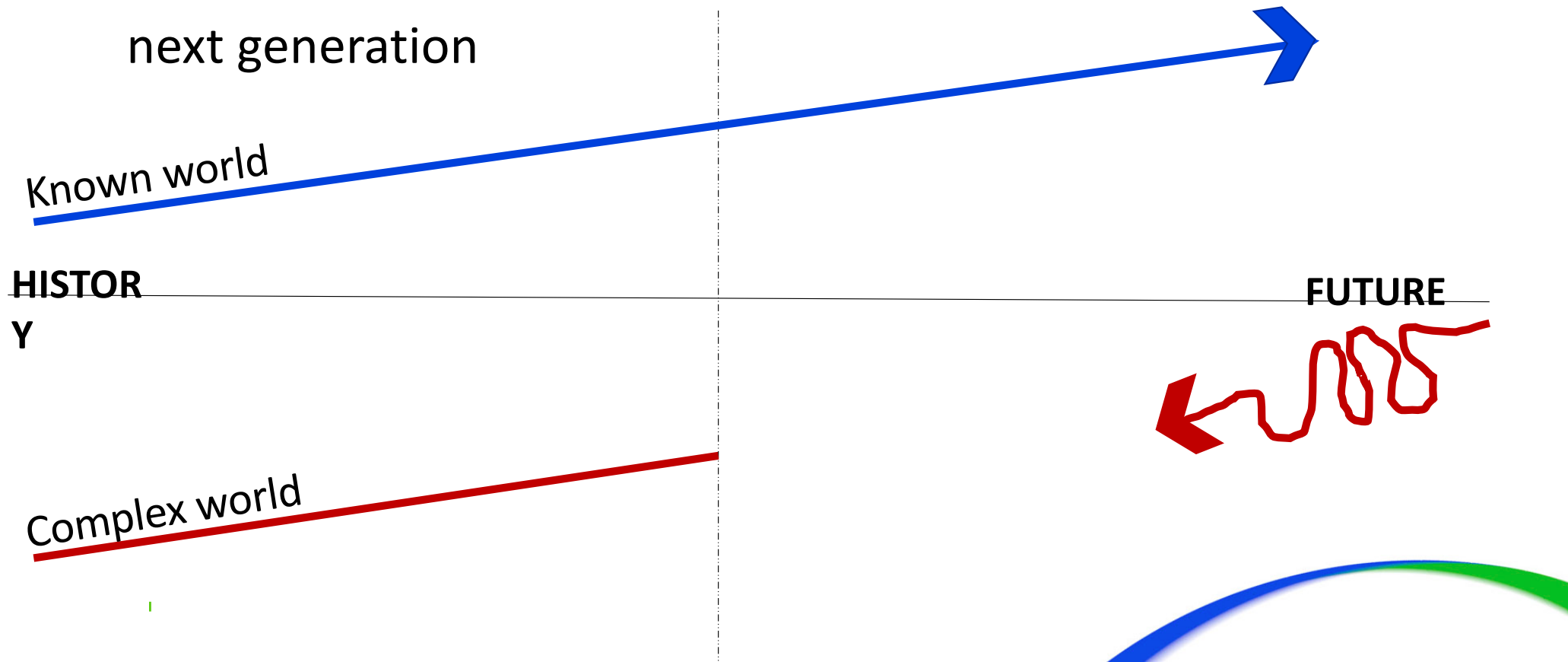
# Triple-Loop learning



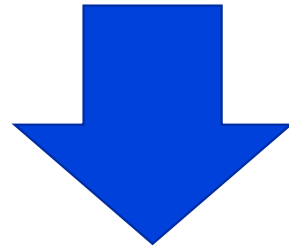
# The Metatasks of Education

1. Transfer the human achievements for the next generation

2. Give capabilities to confront the future

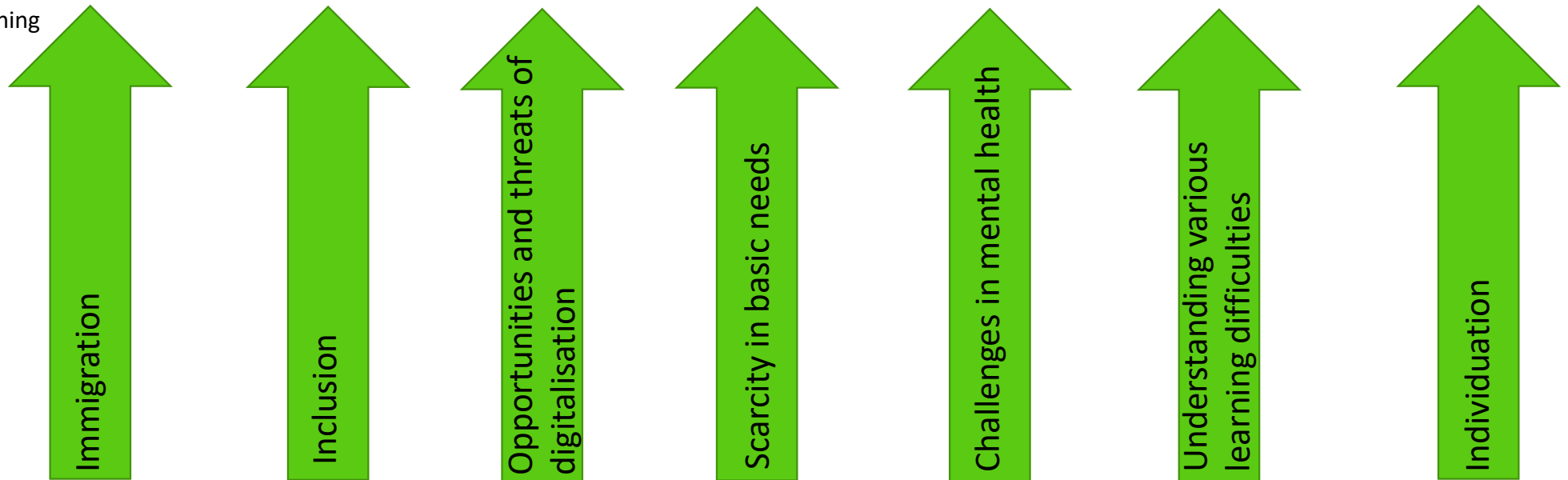


# Equal teaching



Interface  
of  
Learning

Creativecommons.org



**Diversified needs, starting points and prerequisites**

# Diversity of demand requires diversity of supply

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



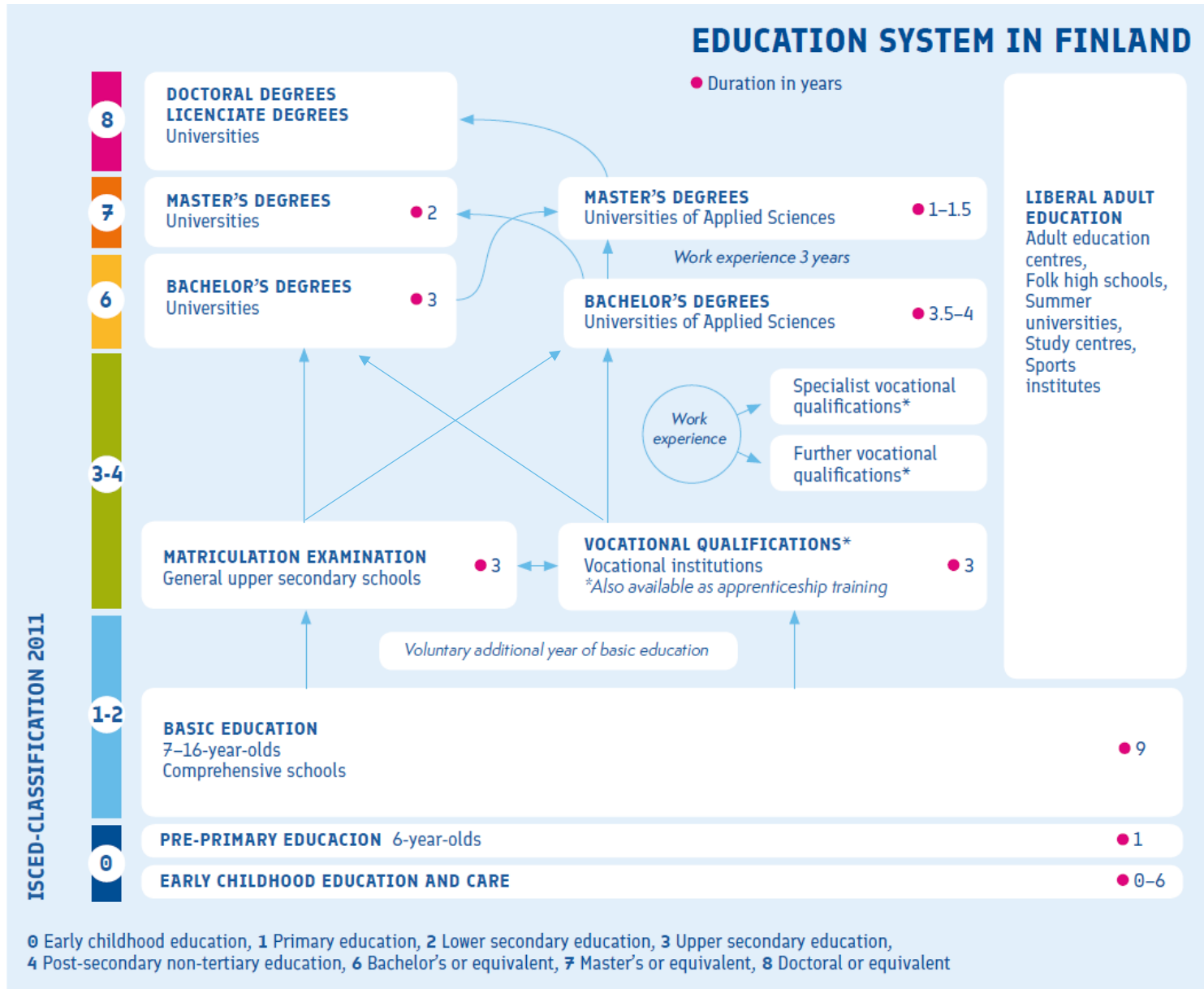
Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports of accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed

## EDUCATION SYSTEM IN FINLAND



# Four Keys to Finnish curriculum reform 2016

## Changing role of students

- Working together, participation
- Exploratory and creative learning

## World of change

- Environment, globalization, economy, world of work, technology, diversity of society

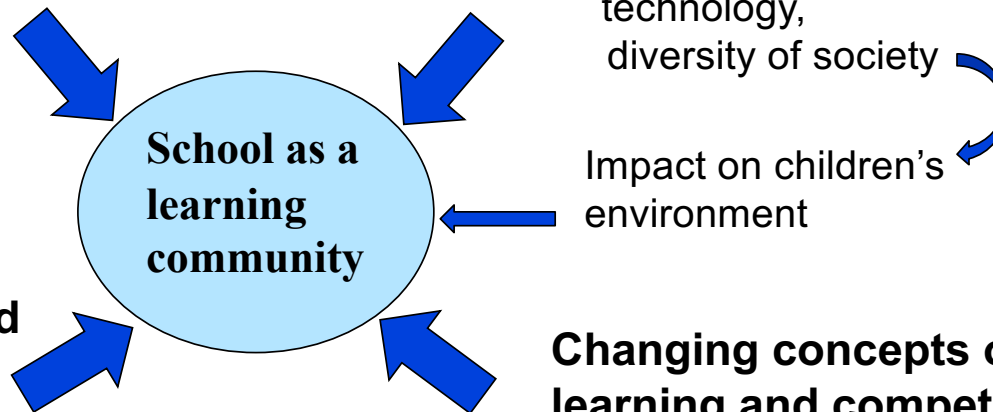
Impact on children's environment

## Changing role of teachers and teaching

- Learning conception
- Working together and building learning entities

## Changing concepts of learning and competence

- Wide and transversal, ethical, sustainable
- Interaction, learning to learn, working with knowledge



# Rethinking transversal competences

• National goals for basic education and transversal competences

- knowledge
- skills
- values
- attitudes
- will





## NATIONAL PERSPECTIVE

**WHAT?**  
ALL COMPREHENSIVE SCHOOLS MEET HIGH STANDARDS AND OFFER EQUAL EDUCATIONAL OPPORTUNITIES

**WHY?**  
EVIDENCE OF LEARNING AND WELLBEING

**HOW?**  
COHERENT AND FLEXIBLE SUPPORT FOR DEVELOPMENT

**SYSTEMATIC DECISION-MAKING, GUIDANCE AND SUPPORT**

## EDUCATION PROVIDER

**WHAT?**  
LEARNING COMMUNITIES DEVELOP PROFESSIONALLY

**WHY?**  
EFFECTIVENESS OF EDUCATION

**HOW?**  
SENSE OF COMMUNITY AND ADAPTABLE LEARNING ENVIRONMENTS

**COMPETENT TEACHERS, PRINCIPALS AND OTHER SCHOOL STAFF**

## SCHOOLS AND STUDENTS

**WHAT?**  
STUDENTS FEEL GOOD ABOUT THEMSELVES AND ARE MOTIVATED TO LEARN

**WHY?**  
COMPETENCE- AND INQUIRY-BASED LEARNING

**HOW?**  
SENSE OF COMMUNITY, EDUCATIONAL COOPERATION AND PERSONALISED LEARNING PATHS WITH TIMELY SUPPORT

**COMPETENT AND SELF-CONFIDENT CHILDREN AND YOUNG PEOPLE**

## COMMUNITY OF GROWTH

**WHAT?**  
WELLBEING OF FAMILIES AND RESPONSIBLE PARENTHOOD

**WHY?**  
TIMELY SUPPORT BASED ON FORESIGHT

**HOW?**  
CHILD-, YOUTH- AND FAMILY-CENTRED APPROACH

**GOOD EVERYDAY LIFE TO HELP CHILDREN LEARN**

**FUTURE EDUCATION SYSTEM**

# FINNISH BASIC EDUCATION

## - Excellence through equity for all

*prioritised goals*

1

### **EDUCATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

Developing the school leadership system towards collaborating and constantly learning expert organisation.

2

### **LONG-TERM DEVELOPMENT, FUNDING AND SUPPORT FOR CURRICULUM IMPLEMENTATION**

Development of basic education is founded on a long-term collaboration based on trust. There is a continuous dialogue between national and local development.

3

### **SUPPORT FOR LEARNING, PERSONALISED LEARNING PATHS AND FLEXIBLE LEARNING SOLUTIONS**

Basic education provides all students with equal opportunities for high-quality and pedagogically relevant teaching.

4

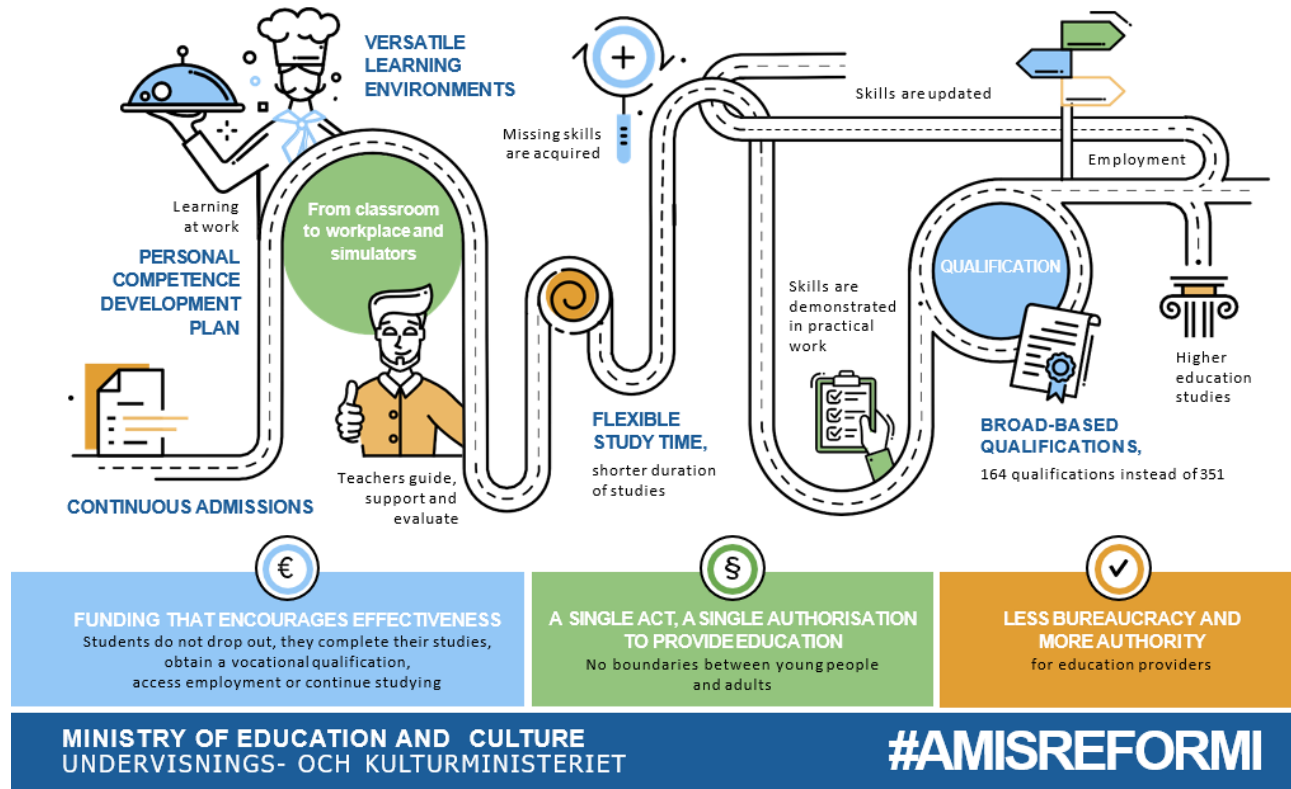
### **SCHOOLS PROMOTING WELLBEING**

Schools are seen as an essential part of the communities.

# Implementation is the strategy

## NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.



# Strengthen the systemic, holistic approach

- School subjects → • Also competences, skills
- Teaching individuals → • Community capacity building, applied learning
- School-based learning → • Lifelong learning path and ubiquitous learning
- Physical, social, ethical, mental wellbeing separately → • Seeing human being as a whole, growth mindset
- Individualistic professional development of teachers → • School as a learning community
- Provider-based services → • Child- and youth- centered services
- National identity → • Global consciousness

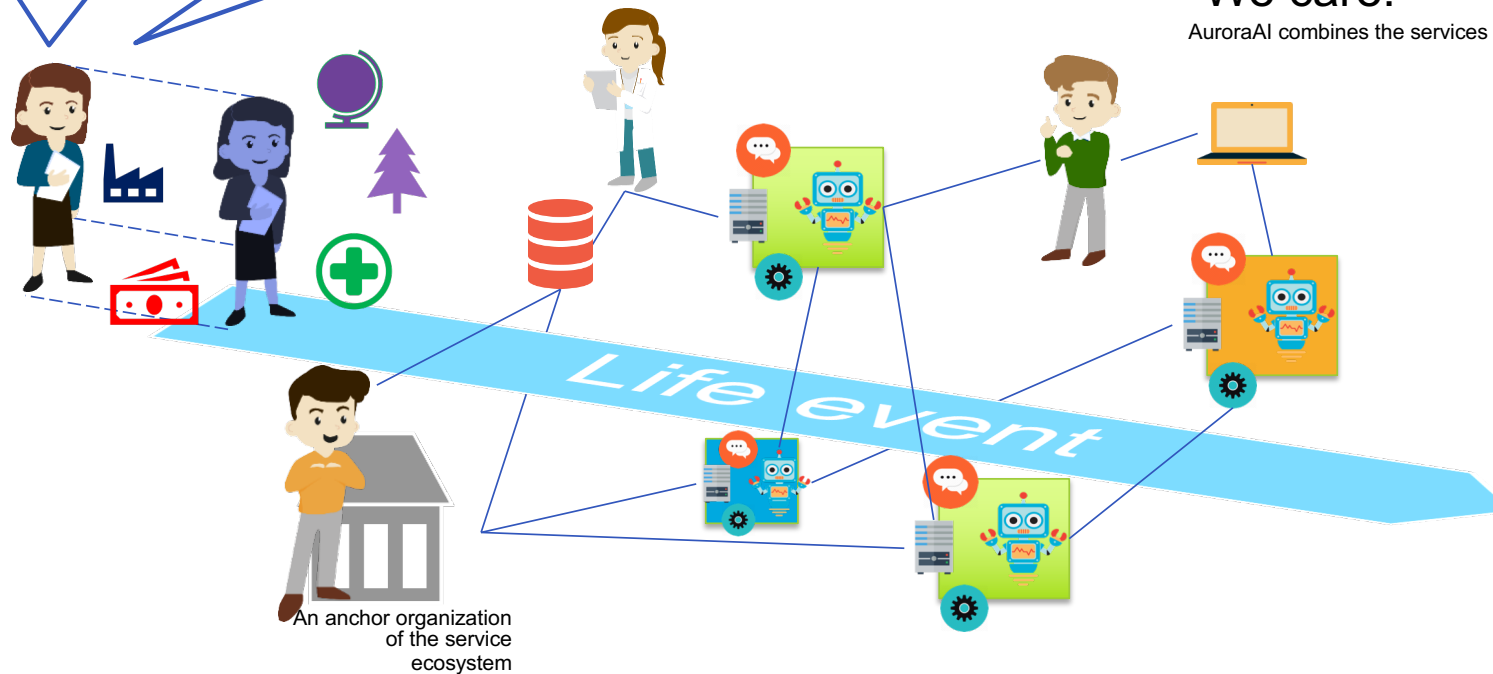


# Intelligent and smart nation serves people in different life events and stages of life

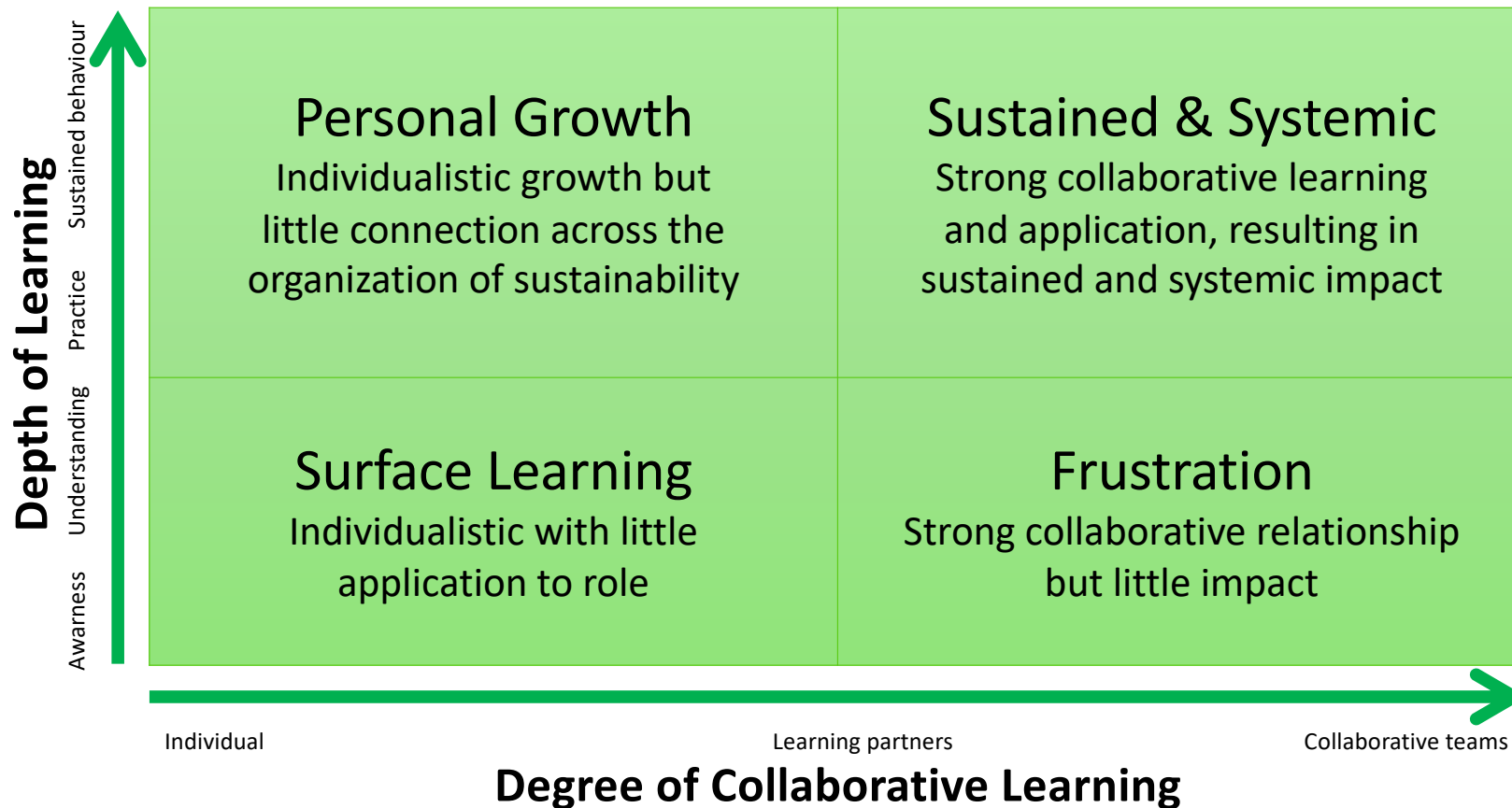
Changing jobs without an unemployment period

Personalizing services with the help of DigitalMe

**We care!**  
AuroraAI combines the services



# Shifting Organizational Practice



# Thank you!

