

Regional Conference on Teachers and Equitable Education: All for Education in Southeast Asia

Experiences and Innovative Practices and Approach to Equitable Education in Finland

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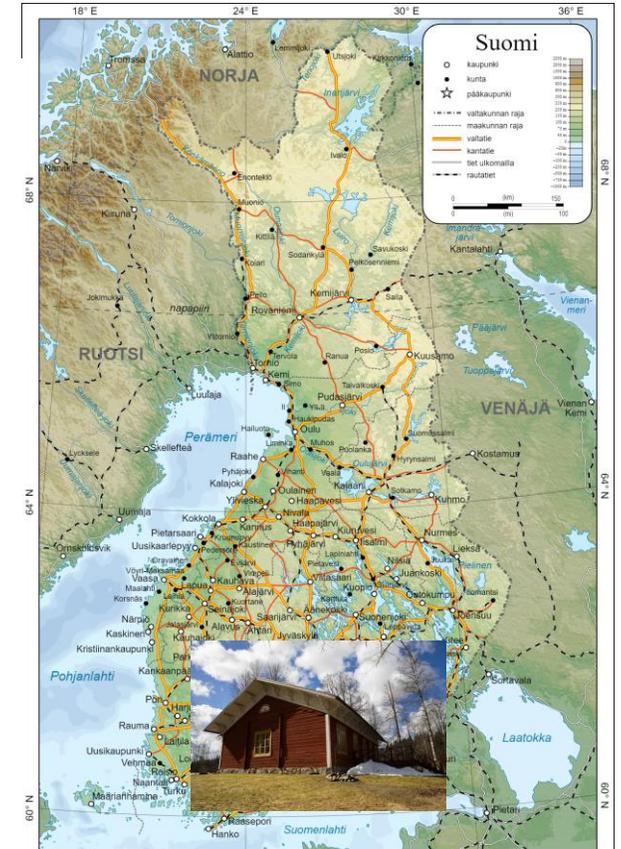
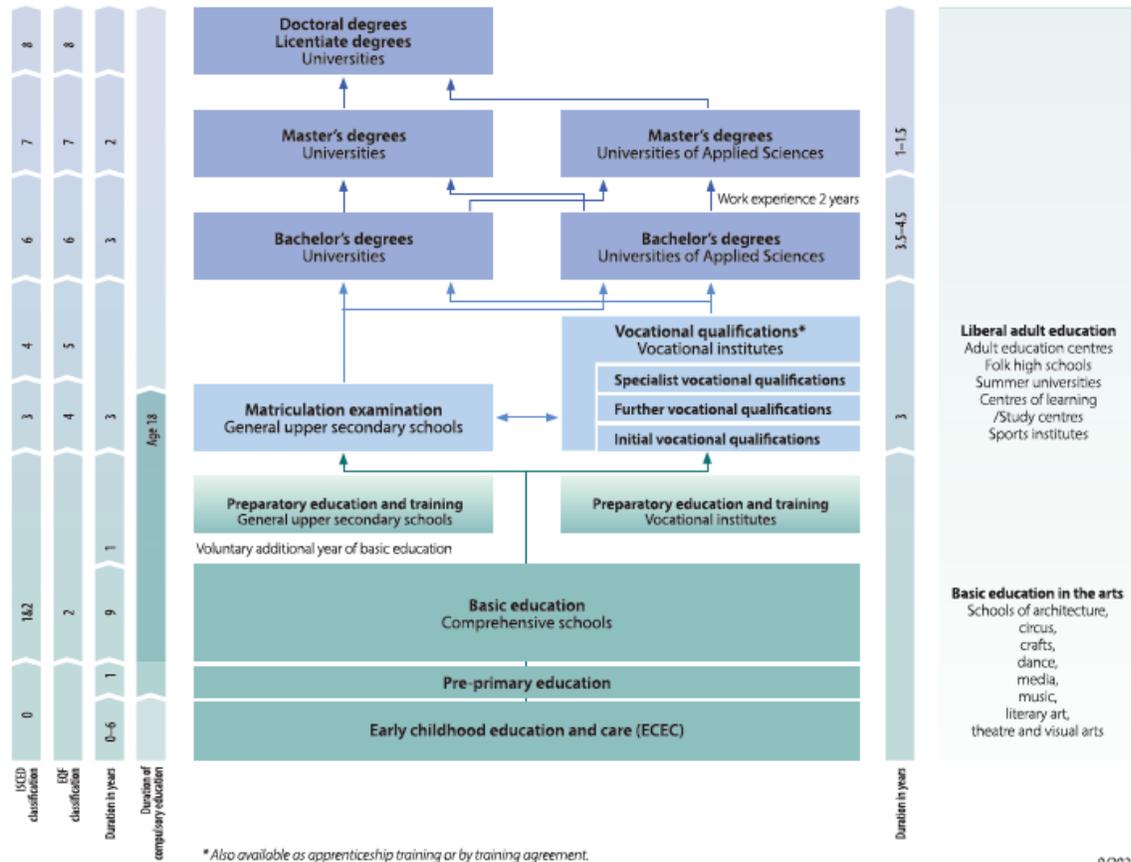
Content of my presentation

1. Introduction to Finnish education system
2. What are teachers' experiences and innovations (socio-emotional learning, IT, engagement, etc.) in promoting equitable education?
3. What challenges do teachers face in promoting equitable education?
4. What support do teachers need to promote equitable education?

Compulsory education 100 years

Finnish Education System
<https://minedu.fi/en/education-system>

EDUCATION SYSTEM IN FINLAND



Finland's first nation school received its own school building in 1857. The sturdy log house is still standing in Hausjärvi
 Photo: Ville Väimäki/Yle

Extracts from the Programme of Prime Minister Sanna Marin's Government 2019

(<https://valtioneuvosto.fi/en/marin/government-programme>)

- Inclusive and competent Finland – a socially, economically and ecologically sustainable society
 - *"Finland will be a more equal and equitable country where everyone is valuable and where trust in others and society augments"*
 - 3.6 Fair, equal and inclusive Finland
 - People in Finland largely share the principles and values that are the building blocks of our Nordic welfare model, created together over the years as a joint effort. The cornerstones of the model are non-discrimination and equality, services in health, wellbeing and education financed by means of tax revenue, high social mobility, and an active civil society.
 - Objective 1
 - Promoting wellbeing and reducing inequalities
 - *"An equal society seeks to provide opportunities for every citizen to study to their full potential"*
 - 3.7 Finland that promotes competence, education, culture and innovation
 - Objective 1
 - The level of education and competence among the population will rise at all levels of education, differences in learning outcomes will decrease, and educational equality will increase
 - Objective 2
 - Children and young people will feel well
 - Objective 3
 - Education and training will enhance gender equality and non-discrimination in society
 - Objective 4
 - Finland will be an internationally attractive place to study, conduct research and invest

Right to Learn Development Program (<https://minedu.fi/laatuohjelmat>)

The Right to Learn development program, which improves the quality and equality of early childhood education and basic education, provides an equal start to learning. The Ministry of Education and Culture will implement the development programs in 2020–2022.

The development programs strengthen the quality and equality of early childhood education and basic education in accordance with the guidelines included in the government program of the Marin government. The programs promote learning, equality and well-being.

The aim is to reduce and prevent learning inequalities and strengthen support for learning.

The Right to Learn development program includes legislative and financial reforms and promotes equality-enhancing practices and practices.

EUR 180 million will be set aside for the quality and equality development program for basic education over three years and EUR 125 million for the quality and equality development program for early childhood education. Project applications for early childhood and basic education providers ensure that projects are linked to long-term development.



Quality and Equality Development Program for Early Childhood Education and Basic Education



Support for children with special needs

- Learning and schooling support (in Basic education)/Support for the child's growth and learning (in Pre-primary education)/ support for the child's development and learning (in Early Childhood Education and Care =ECEC)
- One national model
 - Mandatory since 2011
 - Tier 1 General support
 - Tier 2 Intensified support
 - Tier 3 Special support
 - Support is based on assessment of needs and systematic implementation measures
 - Support should be given as long as needed
 - Multidimensional cooperation: guardians, teachers, other professionals, the child her-/himself
 - Local school policy

Examples of Innovations

- Lukimat (http://www.lukimat.fi/lukimat-en?set_language=en)
 - Finnish public web-based information service for educators, other school personnel and parents.
 - provides information of children's reading and mathematical learning, and difficulties in mastering those skills.
 - GraphoLearn
 - originally designed in Finland to help children learn letter- sound correspondences
 - See <https://info.grapholearn.com/>
- Ville (<https://oppimisanalytiikka.fi/en/ville>)
 - include various exercises on programming, mathematics, languages and other subjects
 - widely used in Finnish schools
- KivaKoulu <https://www.kivaprogram.net/>
- Incredible years
 - <https://sites.utu.fi/ihmeellisetvuodet/>
- Voimaperheet – Evidence-based, digitalized interventions to support mental health in families
 - <https://sites.utu.fi/voimaperheet/en/>
- See the good! (<https://kaisavuorinen.com/see-the-good/?lang=en>) (<https://positive.fi/en/we-are-positive/>)
- Different kinds of web-based innovations and digital solutions
 - Pupils get e.g., computers from school
- Development of e-learning
- Open Universities (liberal adult education)
- Maternity package, maternity and child clinic services as well as school health care, free school meal
- Libraries, mobile libraries
- Projects: The Literacy Movement (<https://lukuliike.fi/the-literacy-movement/>). The Finnish Reading Center (<https://lukukeskus.fi/en/>), Finnish Schools on the Move (<https://www.liikkuvakoulu.fi/English>) and also in ECEC (https://www.liikkuvavarhaiskasvatus.fi/fi?field_tyyppi_value=All)
- see more (<https://www.oph.fi/fi/kehittaminen-ja-kansainvalisyys/kansalliset-verkostot-ja-hankkeet>), mainly in Finnish ☺



Character-
Crow

Let's catch the
kids being good!

What are teachers' experiences and innovations (socio-emotional learning, IT, engagement, etc.) in promoting equitable education?

Challenges to overcome in education

- Inadequate resources for support
 - Teachers workload and burnout
- Boys over-represented in special needs and in delinquency, non-attendance in school...
 - E.g. poor reading skills
- Mathematical skills and thinking must be promoted
- Children who need demanding special support
 - severe mental health problems, multiple or severe disabilities, developmental disabilities or autism spectrum need special and multidisciplinary special support for their learning and rehabilitation
- Children who do not attend to school: 4000 (about 2-3% of all upper secondary school students)
- Increasing difficulties in social-emotional development, learning and well-being
 - <https://www.oecd.org/education/cei/social-emotional-skills-study/>
 - school-exhaustion (Salmela-Aro), University of Helsinki, Salmela-Aro et al., 2021)
 - Girls are feeling bad, need resilience, learning more social-emotional skills and improvement of well-being (pandemic outcomes)
 - Loneliness (Junttila, N., University of Turku)
 - Bullying and victimization (Salmivalli, K. University of Turku)
 - Psychological and mental health problems lead young adults to be pensioned off
 - Interventions needed (evidence-based)
 - <https://www.prokoulu.fi/fi/toimintamalli/> (based on <https://www.pbis.org>)

Teachers and other professionals need education and resources

- Longitudinal further education, coaching and mentoring
 - Tools, professionals, skills
 - Evidence-based measures
- Teacher education
 - Development of knowledge and skills concerning equality, equity and gender-sensitivity
 - Teaching competencies for educating diverse learners
 - Digital tools and skills to use them
 - Evidence-based measures to teach better and promote learning
- Research of teaching and learning, effectiveness of interventions
- Better multiprofessional and cross-sectoral cooperation, also with guardians
- Arts and narrative-based pedagogy is an opportunity! (<https://sites.utu.fi/rinnalla/en/>)
- Support for teacher-educators: <https://www.hohto-hanke.net/>
 - strengthens the special pedagogical competence and digital guidance skills of teacher educators to support well-being and learning
- Family services that meets every one in our society

HOHTO



**UNIVERSITY
OF TURKU**

Thank you!

Parents as Teachers and Guides of Their Children's Social Skills

Journal of Early Childhood Education Research; Vol 7(2), p. 392-414.

<https://jecer.org/fi/parents-as-teachers-and-guides-of-their-childrens-social-skills/>

Papilio –ohjelma

<https://lapsetensin.fi/papilio--ohjelma.html>