



OPETUSHALLITUS
UTBILDNINGSTYRELSEN

Basic Skills in Finland, policy and implementation

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*Literacy is a generic
competence.*



*Literacy is not something
we can take for granted –
but it should be, for each
and everyone.*

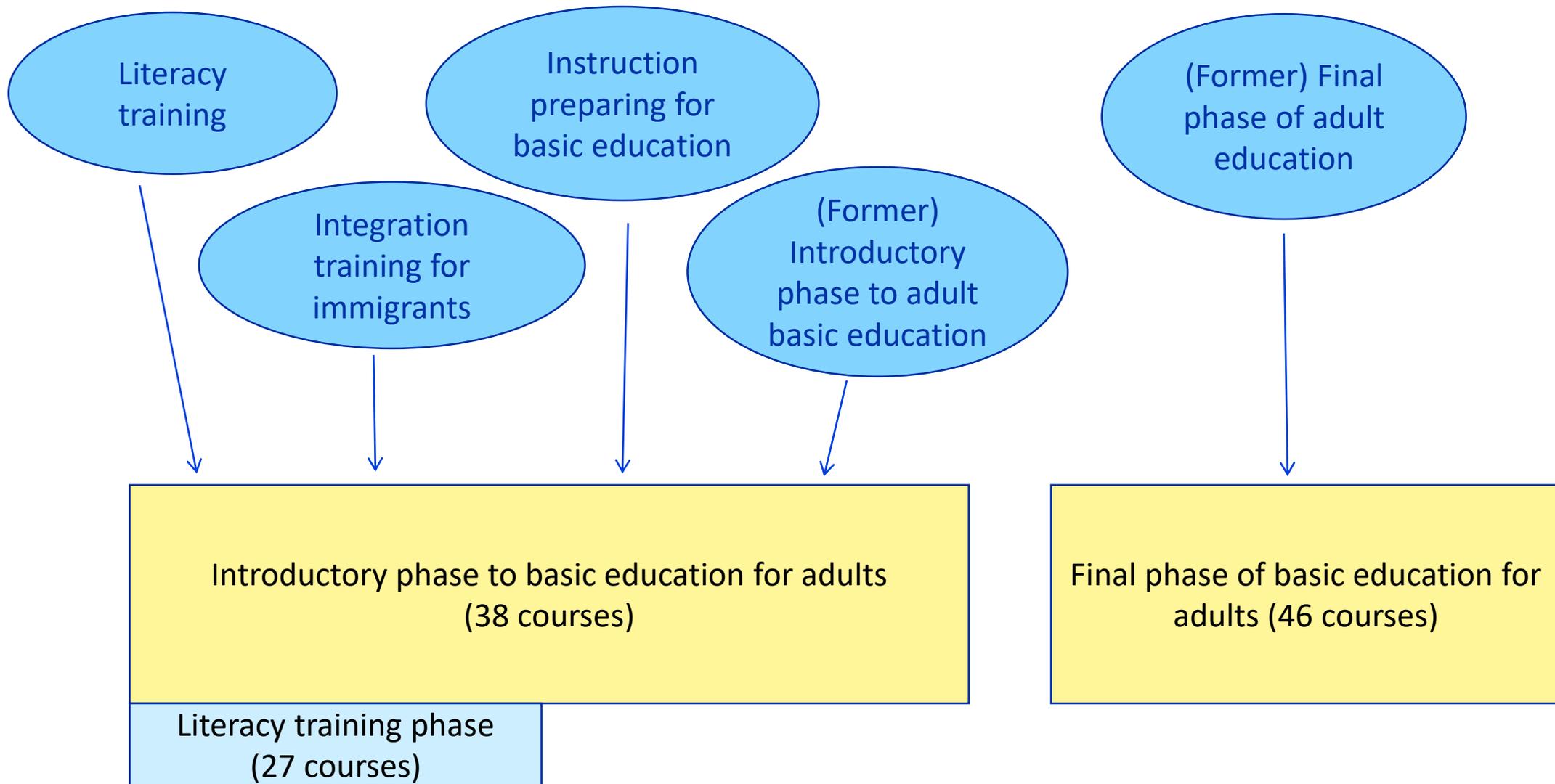
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Milestones in literacy education in Finland

- 1993: Recommendation for a curriculum of extended initial training for illiterate adult immigrants
- 2006: Training of illiterate adult immigrants – a recommendation for a curriculum
- 2012: Core curriculum of literacy training for adult immigrants
- 2017: Core curriculum of basic education for adults
- 2017: Recommendation for a curriculum of literacy training in liberal adult education

The reform of adult basic education

- The objective was to form a complete structure which meets the demands of increased immigration and removes the overlaps between different forms of training currently organised separately
 - teaching in reading and writing, previously organised as separate labour market training is now a part of adult basic education
 - the student's personal educational tracks will be built to be efficient and to meet the demands through recognition of prior learning
 - the distribution of lesson hours, the national core curriculum and the funding have been reformed
- The new national core curriculum for adult basic education provided in 2017
- The structure adopted in 2018



The stages of literacy development

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

*A society can boost a
person's multi-lingual
identity – if it is language-
aware.*

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*Multiliteracy can be
promoted through all.*



Multiliteracy 1/2

- The role of literacy has been changing rapidly, parallel to the development of other means of communication.
- Multiliteracy is based on a **broad text concept**. Text means information produced by systems of verbal, visual, auditive, numeric and kinaesthetic symbols and their combinations.
- Multiliteracy is needed for **interpreting, producing and valuing** various kinds and forms of text.
- The focus in promoting students' capacity to read and interpret the multicultural and diverse world around them, and to influence it.
- Multiliteracy is developed through all studies and life in the society.

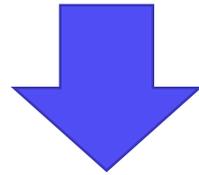
Multiliteracy 2/2

- Multiliteracy supports the development of critical thinking and learning skills. The pupils examine and consider ethical and aesthetic questions.
- In order to meet the aims of multiliteracy, pupils must have opportunities to practise their skills both in traditional learning environments and in media environments.
- The pupils are encouraged to use their multiliteracy when participating and being involved in their own surroundings, media and society. School offers plenty of opportunities for practising these skills in a cooperative setting.
- Multiliteracy also aims to strengthen the basic literacy by connecting it to other literacies such as visual literacy, critical media and information literacy ect.

*A language-aware society
is also literacy-aware.*

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NATIONAL LITERACY FORUM 2017–2018



NEED TO READ MOVEMENT #lukuliike

Opetus- ja kulttuuriministeriö

Guidelines for promoting literacy – widely as multiliteracy



*Everyone can be a teacher
of literacy.*



*Everyone can grow to their
full potential.*



Core curriculum and Recommendation

In English:

- <https://beta.oph.fi/en/statistics-and-publications/publications>



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Thank you!

