Finska vägar till vuxnas litteracitets-undervisning

Leena Nissilä, PhD
Undervisningsråd, Enhetschef
Fritt bildningsarbete och undervisning för kulturella minoriteter

Utbildningsstyrelsen
leena.nissila@oph.fi
Literacy is a generic competence.
Literacy is not something we can take for granted – but it should be, for each and everyone.
Milestones in literacy education

- 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
Literacy training
Integration training for immigrants
Instruction preparing for basic education
(Former) Introductory phase to adult basic education
(Former) Final phase of adult education

Introductory phase to basic education for adults
(38 courses)

Final phase of basic education for adults
(46 courses)

Literacy training phase
(27 courses)
The stages of literacy development

<table>
<thead>
<tr>
<th>Stage of literacy</th>
<th>Characteristic of this stage</th>
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<tbody>
<tr>
<td>Oral skills in a language without a written form</td>
<td>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.</td>
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<tr>
<td>Literate at the beginning level</td>
<td>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.</td>
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<tr>
<td>Literate at the developing level</td>
<td>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.</td>
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<tr>
<td>Non alphabet literate</td>
<td>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.</td>
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<tr>
<td>Non-Roman alphabet literate</td>
<td>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.</td>
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<tr>
<td>Roman alphabet literate</td>
<td>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.</td>
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</tbody>
</table>
A society can boost a person’s multi-lingual identity – if it is language-aware.
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 etc.
A language-aware society is also literacy-aware.
NATIONAL LITERACY FORUM
2017–2018

NEED TO READ MOVEMENT
#lukuliike
Opetus- ja kulttuuriministeriö
We will create structures to promote reading

We will enhance skills and cooperation among professionals

We will encourage learning communities to actively support reading

We will encourage children, young and adult people to read

Guidelines for promoting literacy – widely as multiliteracy
Everyone can be a teacher of literacy.
Everyone can grow to their full potential.
Grunderna för läroplan och Rekommendation
Core curriculum and Recommendation

På svenska:


• https://www.oph.fi/utbildning_och_examina/fritt_bildningsarbete/103/0/rekommendation_for_laroplan_for_utbildning_i_grundlaggande_litteracitet_inom_fritt_bildningsarbete_2017

In English:

Kiitos! Tack! Thank you!