



FINNISH NATIONAL  
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# Digital competence

The Finnish Framework

Erasmus+ TCA thematic seminar 25092024

**Key Enablers of a Transforming Digital Education Ecosystem**

Päivi Leppänen

Senior Adviser



**hanging out**  
**joy**  
**friendship**  
**interaction**  
**self expression**  
**creativity**  
**learning**  
**good feelings**  
**dates**  
**games**  
**challenges**  
**shopping**  
**participation**  
**idols**

**caring**  
**therapy**  
**health**  
**stories**  
**fantasy**  
**series**  
**influencing**  
**movies**  
**love**  
**reading**  
**anonymity**  
**peer groups**  
**information**  
**courage**  
**rest**



**humor**  
**audiobooks**  
**podcasts**  
**music**  
**mental support**  
**motivation**  
**streams**  
**pictures**  
**videos**  
**chats**  
**likes**  
**comments**  
**activity**  
**movement**



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Lack of data control

Crimes

Problems on  
concentration

Insecurity

Fake News

Misinformation and  
disinformation

Radical extremism

Addiction

Phishing

Violence

Decrease in  
physical activity

Loneliness

Sleeplessness

Anxiety

Hearing loss

Inappropriate  
content

Harrassment

Eye strain

Stress

Abuse

Bad erconomics

Bullying

Time management  
problems





What are the digital competences  
that we should develop in schools?  
And how?



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# Finland's Digital Compass

Digital Compass was drawn up for the purpose of directing and managing the development of the digital transformation in Finland. Compass shows the way as we create a common roadmap for the development of digitalisation and the data economy.

# Policies for the digitalisation of education and training until 2027

The vision for Finland is to become the world's leading developer and user of sustainable digitalisation in teaching and education and training by 2027. (7 development areas)

# Digital learning – Some principles



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Children and young people have the **right to digital competence**. In digital learning students are seen as **active participants and producers**.

Digital competence is a transversal competence which is **integrated in all school subjects**. Digital environments are both “tool and object of learning.”

The use of digital tools is based on the curricula. Digital solutions are used to **enable better opportunities to learn**. Digitally competent teachers adapt their pedagogical practices with new technologies, such as AI.

School is a part of the changing society. The importance of **critical digital literacy** is constantly increasing, as well as the importance of **digital well-being**.

The aim is that **digital ecosystem** (infrastructure, contents, platforms, solutions, organization's digital capability) **is being developed as a whole**.

# The core subjects studied in primary and lower secondary education

*Multiliteracy and digital competence are integrated in all subjects.*

mother tongue and literature	second national language	foreign languages	mathematics	environmental studies
biology	geography	physics	chemistry	health education
religion	culture, worldview and ethics	history	social studies	music
visual arts	crafts	physical education	home economics	guidance counselling

# Digital tools enable individual ways of learning

E.g.  
Seeing  
Writing  
Moving  
Reading  
Listening  
Speaking  
Producing  
Explaining  
Visualizing  
Participating  
Remembering  
Concentrating  
Demonstrating  
Communicating  
Support on fine motor skills  
Support on executive functions



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# The Digital Competence Framework

## Based on

National core curriculum for early childhood education and care 2022, National core curriculum for pre-primary education 2016 and National core curriculum for primary and lower secondary education 2014.

## The aim is

that the education providers update their digital strategies based on the national framework.

## To implement the framework locally

the Ministry of Education and Culture has funded education providers by 12 milj. euros at years 2021-2023.





**The Finnish Framework for Digital Competence promotes equal opportunities for children and young people to achieve the digital competence needed in studies, working life and societal participation.**



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KANSALLINEN AUDIOVISUAALINEN INSTITUUTTI  
NATIONELLA AUDIOVISUELLA INSTITUTET  
NATIONAL AUDIOVISUAL INSTITUTE



# The framework is a result of open cooperation



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Teachers   Researchers   Stakeholders   Authorities   EdTech companies   Students   Education providers   Third sector



## Creative production

Varied expression  
Bold and creative experiments  
Collaboration

## Active agency

An active role in digital environments  
Responsibility and safety  
Interaction

## Thinking skills

Problem solving and critical thinking  
Understanding and interpreting the digital world  
Information management



# FRAMEWORK FOR DIGITAL COMPETENCE

for early childhood education and care, pre-primary, primary and lower secondary education



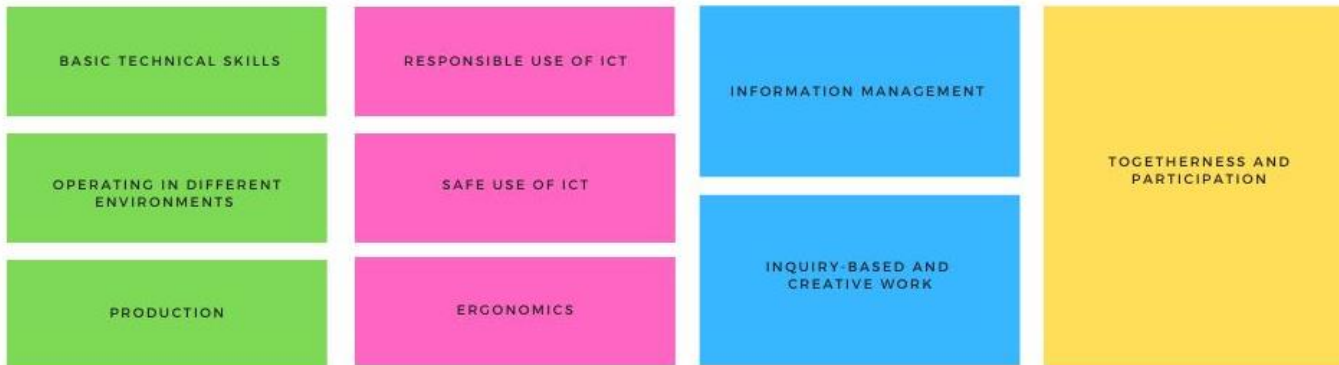
## DIGITAL COMPETENCE ICT COMPETENCE

PRACTICAL SKILLS AND  
PERSONAL PRODUCTION

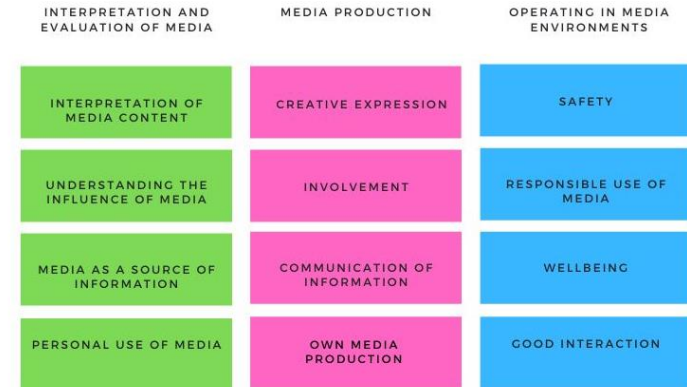
RESPONSIBLE AND  
SAFE USE OF ICT

INFORMATION  
MANAGEMENT AND  
INQUIRY-BASED AND  
CREATIVE WORK

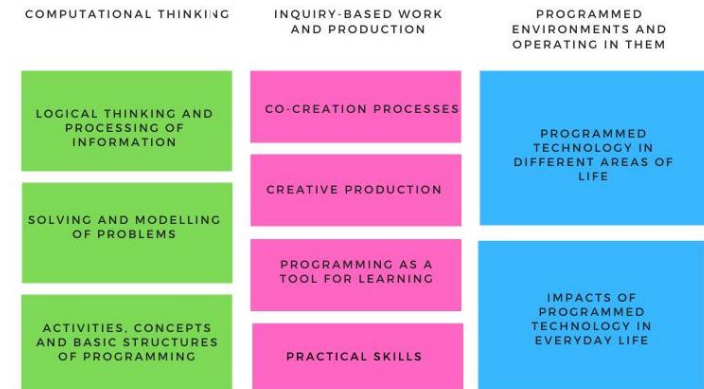
INTERACTION



## MEDIA LITERACY



## PROGRAMMING COMPETENCE



eRequirements service, [The Framework for Digital Competence](#)

Miro [Digital competence 2.0](#)



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# FINNISH AI GUIDELINES

AI in Education

2024

1

What is AI?

Ethics of AI

2

Copyright

Data  
protection  
and privacy

EU AI Act

3

AI and  
assessment

4

AI and critical  
literacy

AI and bias

5

Societal  
impacts of AI

Future  
insights

6

AI and green  
and sustainable  
development

✓

Implementation of AI  
recommendations

Further  
development

i

?

EARLY CHILDHOOD EDUCATION AND CARE, PRE-PRIMARY EDUCATION, PRIMARY AND  
LOWER SECONDARY EDUCATION, GENERAL UPPER SECONDARY EDUCATION,  
VOCATIONAL EDUCATION AND TRAINING, LIBERAL ADULT EDUCATION

# Links

Finland's Digital Compass

[Valtioneuvoston selonteko : Digitaalinen kompassi – Valto](#)

Policies for the digitalisation of education and training until 2027

[Kasvatuksen ja koulutuksen digitalisaation linjaukset 2027 - Valto \(valtioneuvosto.fi\)](#)

Learning Analytics Framework

Best practices in the implementation and utilization of learning analytics

[Oppimisanalytiikan viitekehys : Hyvät käytännöt oppimisanalytiikan käyttöönotossa ja hyödyntämisessä - Valto \(valtioneuvosto.fi\)](#)

eRequirements service [The Framework for Digital Competence](#)

Test your digital profile! Introductory [video](#) to the [test](#).

Criteria for a high-quality digital learning solution [Download](#)

Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training (EU)

[Download](#)

Glossary of digital terms for young children

[Glossary of digital terms for young children | Finnish National Agency for Education \(oph.fi\)](#)

DigiVOO project: *DigiVOO investigates the impact of Digitalisation on Learning Situations, Learning and Learning Outcomes in Basic Education*

<https://www.researchreal.fi/en/projects/digivoo-project/>

International Computer and Information Literacy Study ICILS 2019

<https://ktl.jyu.fi/fi/icils/tulokset>

Comprehensive Schools in the Digital Age (Digiajan peruskoulu I ja II)

<https://julkaisut.valtioneuvosto.fi/handle/10024/162236>





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# Thank you!

[paivi.leppanen@oph.fi](mailto:paivi.leppanen@oph.fi)

LinkedIn

