



FINNISH NATIONAL
AGENCY FOR EDUCATION

Learning in Context Digital Education in Finland

Finland's vision & challenges

21.10.2025

Päivi Leppänen, Senior Adviser
Jaakko Skantsi, Programme Director, EF



Digital education

What is Finland's vision for its future and the focal challenges in education? What steps does Finland take to “see the future differently”?

The Top 10 Most In-Demand Skills For The Next 10 Years

Bernard Marr,
Forbes 22.9.2022

*Future Skills: The 20 Skills and
Competencies Everyone Needs to
Succeed in a Digital World*

**Digital
Literacy**

**Data
Literacy**

**Critical
Thinking**

Collaboration

Creativity

**Time
Management**

**Emotional
Intelligence**

Flexibility

**Leadership
Skills**

**Curiosity and
Continuous
Learning**

The National Strategies and Curricula as the foundation digitalization of education

**The national curricula on all
levels of education**

Finland's Digital Compass

National Literacy Strategy 2030

**Policies for the
digitalisation of education
and training until 2027**

**Artificial intelligence in
education – legislation and
recommendation**

Photo: Getty Images



FINNISH NATIONAL
AGENCY FOR EDUCATION

Finland's Digital Compass

Skills: Strategic objectives and key results for 2030

OBJECTIVE 1: Finland has a high level of digital Bildung, with everyone having the capabilities necessary for participating in the digital world, and mutual respect and trust are at a high level.

OBJECTIVE 2: Basic digital skills in Finland are among the best in the world and help promote the sustainable development of society.

OBJECTIVE 3: Digital skills and competences support innovation, competitiveness and wellbeing. Education, training and research generate the expertise needed in society. ---

"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."

- ❑ Digitalisation promotes equal opportunities for everyone to learn and develop.
- ❑ Digital tools and environments support the individual needs of learners and promote equality and the accessibility of education.
- ❑ Digitalisation supports cooperation between actors and learning at different stages of life.
- ❑ The promotion of digitalisation will be based on knowledge and follow the principles of sustainable development.

Policies for the digitalisation of education and training until 2027

2025

Artificial intelligence in education – legislation and recommendations



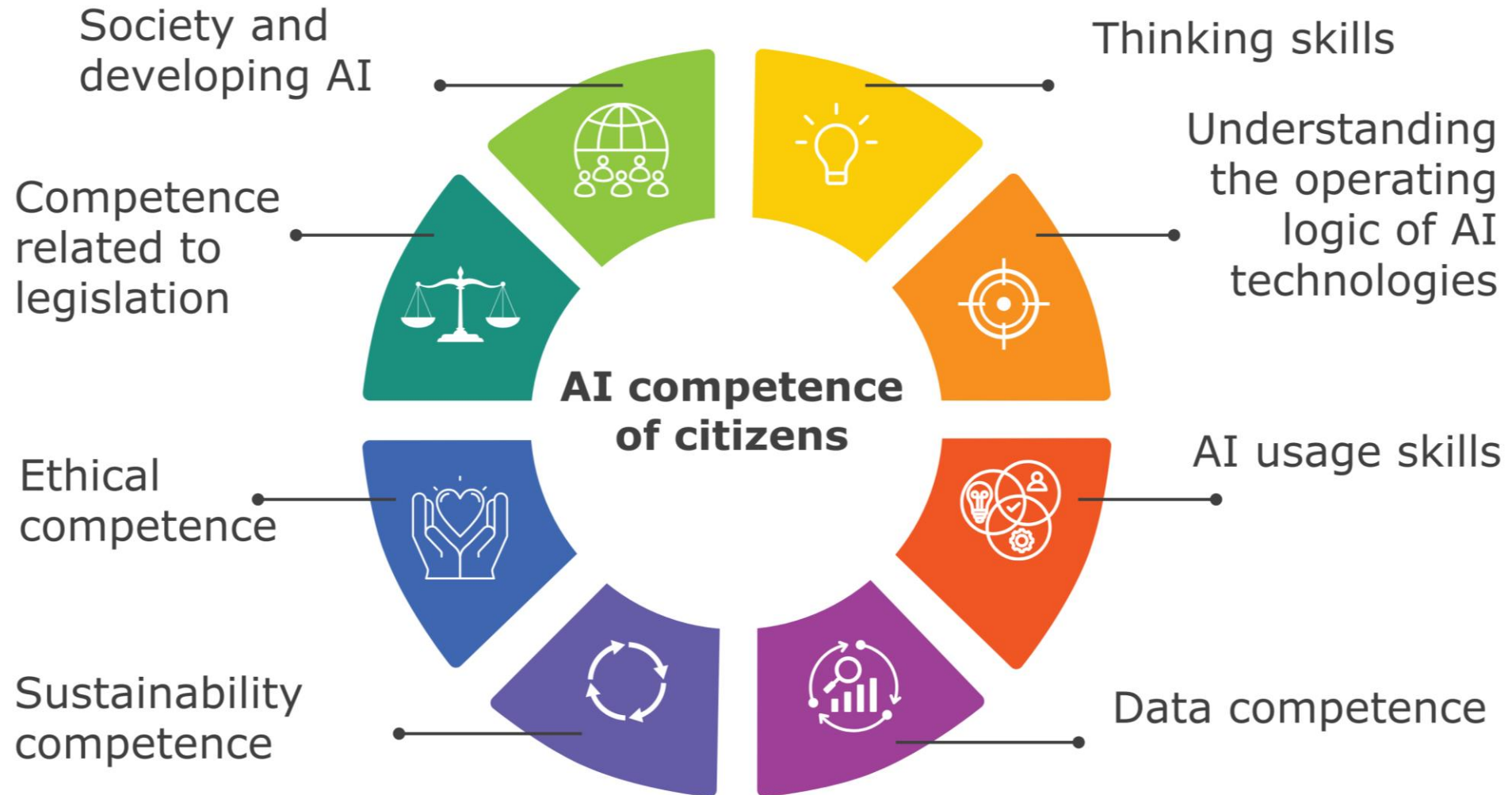
FINNISH NATIONAL
AGENCY FOR EDUCATION

MINISTRY OF EDUCATION AND CULTURE

Artificial intelligence in education – legislation and recommendations: background material

- What is artificial intelligence?
- The Artificial Intelligence Act
- Data protection and privacy
- Copyright in the educational use and development of AI
- AI Bias and Misinterpretation
- Potential of AI in supporting teaching and studying
- AI in the assessment of learning and competence
- AI literacy
- AI and sustainable development
- AI and ethics in education

AI competence as part of digital education





OPETUSHALLITUS
UTBILDNINGSSTYRELSEN

CURRENT PHENOMENA AND CHALLENGES

- 
- ❑ **Polarization of the debate** (For example, digital devices and literacy or digital devices and physical activity)
 - ❑ **Discussion of so-called "basic skills" and digital skills**
 - ❑ **Concerns about the increasing use of AI**
 - ❑ **Digitalization as a threat to well-being**
 - ❑ **Restrictions on the use of phones**

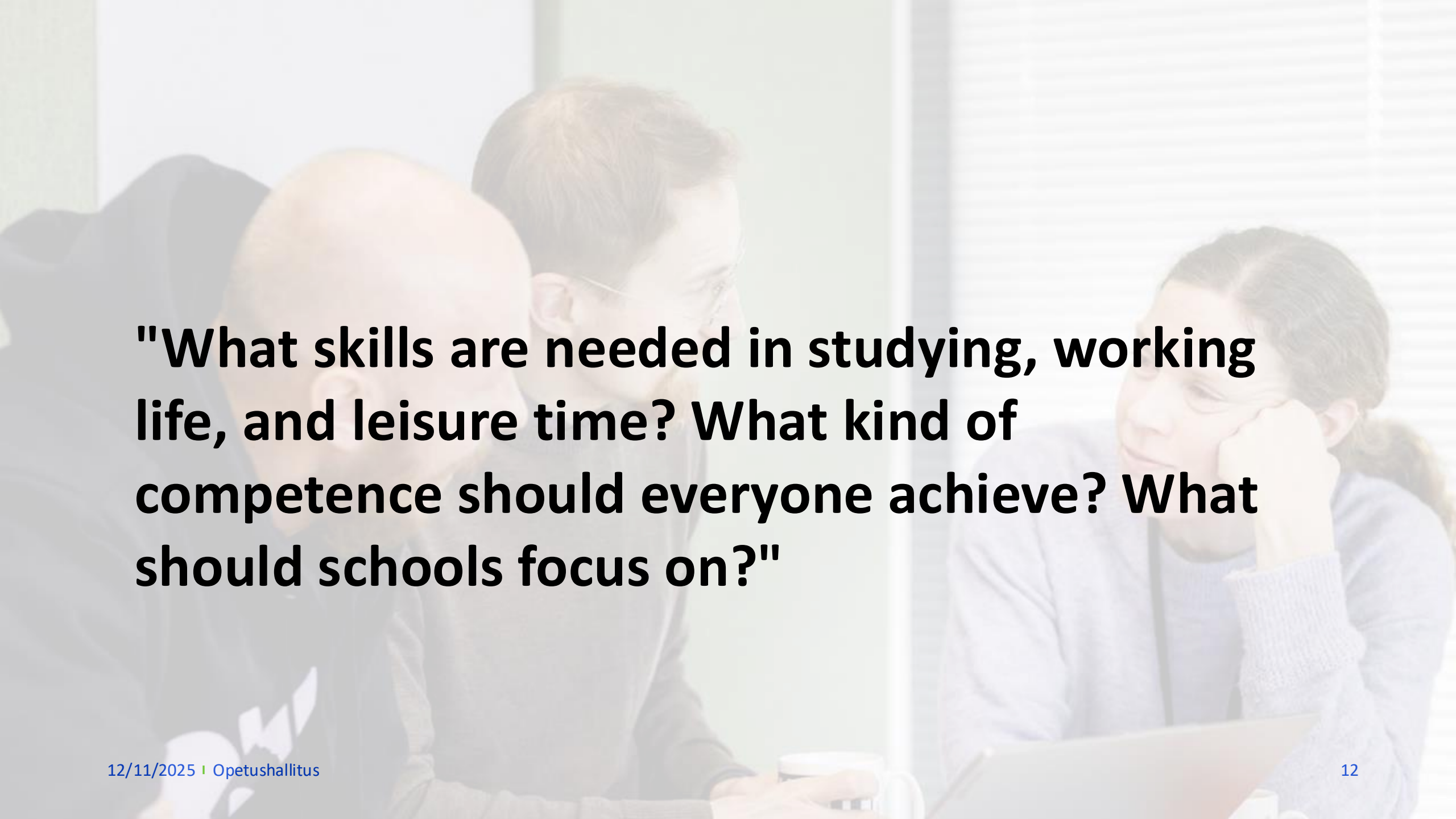
Proper use of digital devices supports learning.

Research-based knowledge as a foundation for development.

Digitalization can support the development of all skills, also so-called *basic skills*

Good digital skills promote digital well-being.

Restricting phone use ensures a peaceful study environment. **Children and young people need support to concentrate. Phones are still a tool for learning numerous skills.** In order for digital devices to become a tool for learning, **studying with digital devices must be practiced.**

A blurred background image showing three people in a meeting. On the left, a man with glasses is looking down. In the center, a man is looking towards the right. On the right, a woman is resting her head on her hand, looking towards the center. They appear to be in a professional setting, possibly a conference room or office.

"What skills are needed in studying, working life, and leisure time? What kind of competence should everyone achieve? What should schools focus on?"

Competences in primary and lower secondary education (2014)



Transversal competences:

- ✓ a common goal for all subjects at school
- ✓ support development as a human being and as a citizen.

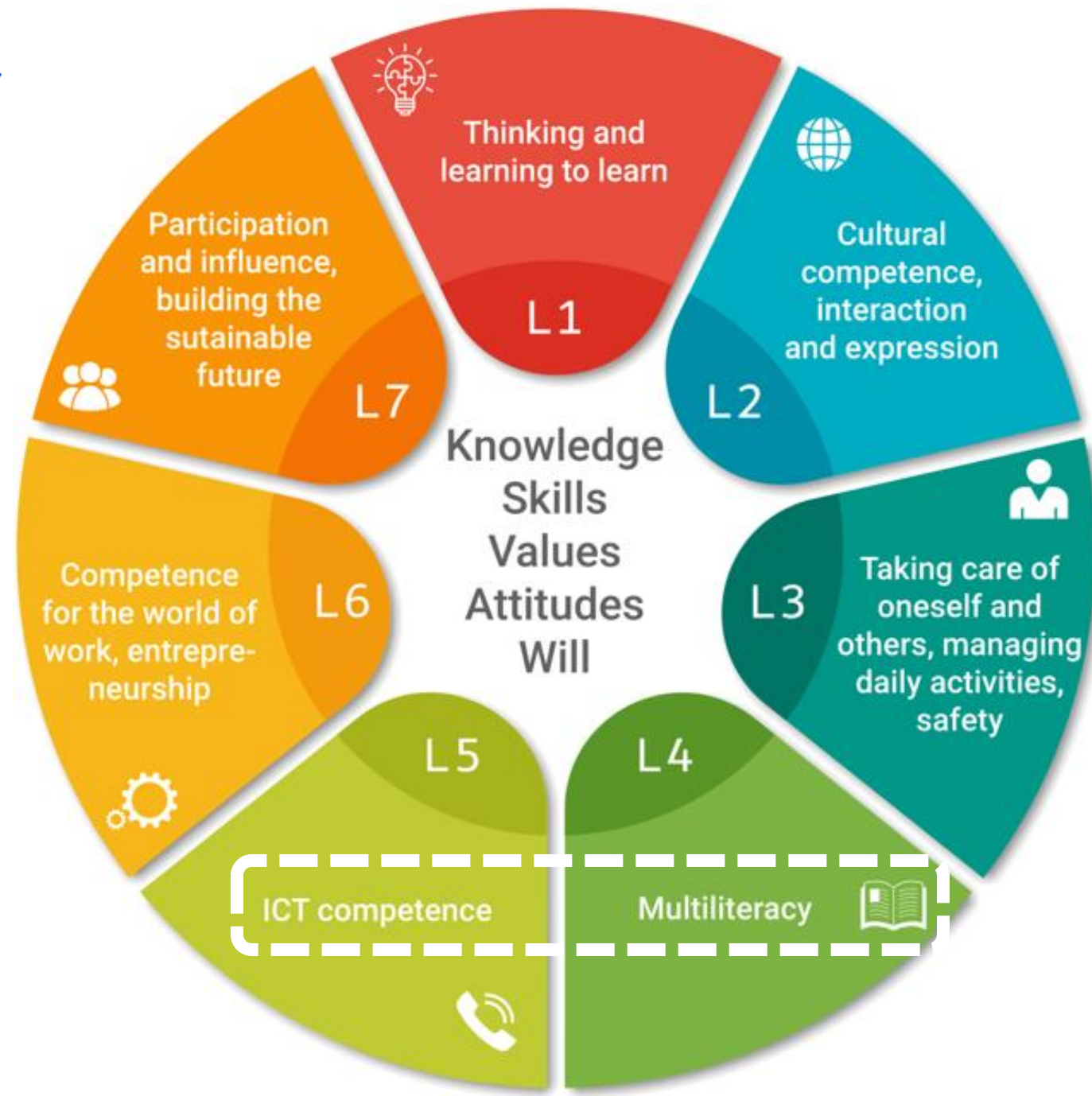


Figure: Esko Lindgren, University of Helsinki

12/11/2025 | Finnish National Agency for Education

The core subjects studied in primary and lower secondary education

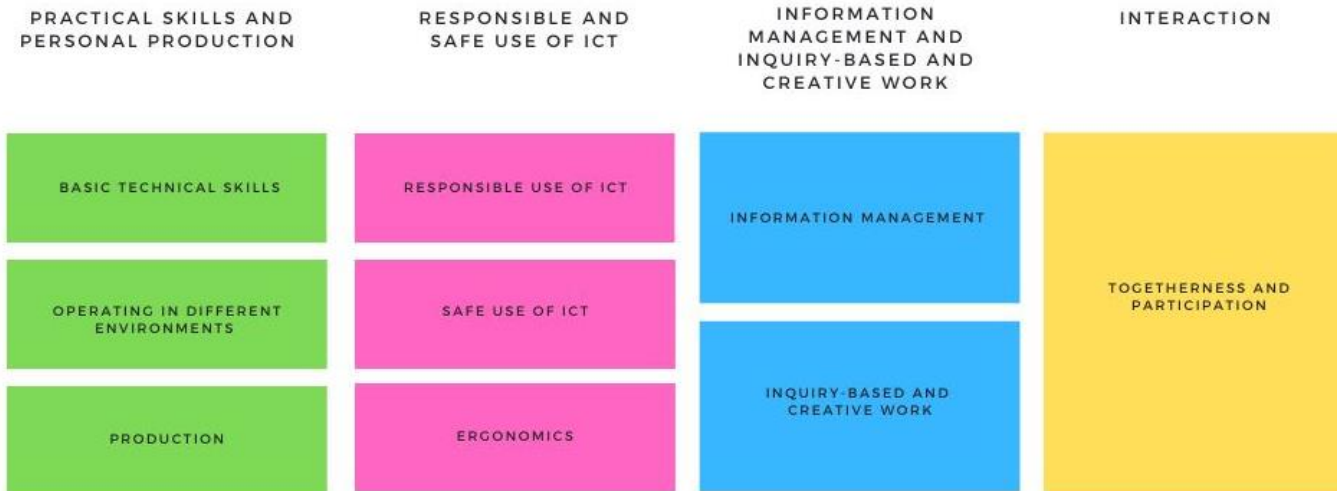
Multiliteracy and digital competence are integrated in all subjects.

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

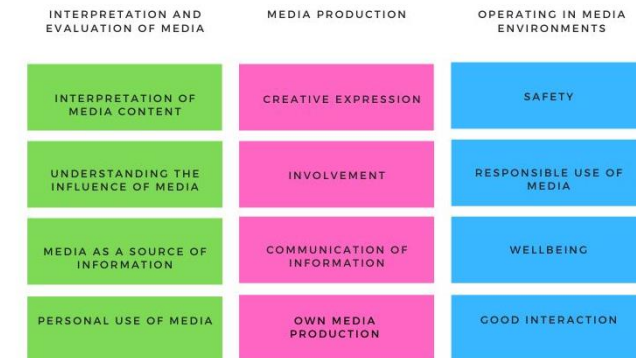
FRAMEWORK FOR DIGITAL COMPETENCE

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

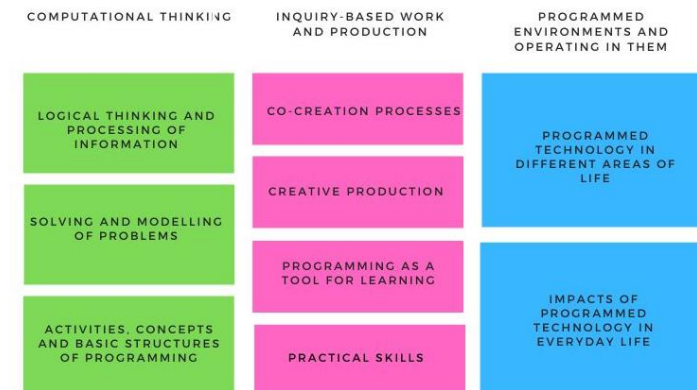
DIGITAL COMPETENCE ICT COMPETENCE



MEDIA LITERACY



PROGRAMMING COMPETENCE



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

Miro [Digital competence 2.0](#)

**Digital services are both a subject of learning
and a tool for new learning. Students are
active participants and producers.**



FINNISH NATIONAL
AGENCY FOR EDUCATION

Digital environments support individual ways of learning

E.g.
Seeing
Writing
Moving
Reading
Listening
Speaking
Producing
Explaining
Visualizing
Participating
Remembering
Concentrating
Demonstrating
Communicating



FINNISH NATIONAL
AGENCY FOR EDUCATION



FINNISH NATIONAL
AGENCY FOR EDUCATION

TEACH



- ❑ The operating logic of artificial intelligence.
- ❑ Critical thinking.
- ❑ Fact checking.
- ❑ Rights and responsibilities.
- ❑ Awareness of the effects of using artificial intelligence.
- ❑ Perseverance and tenacity.

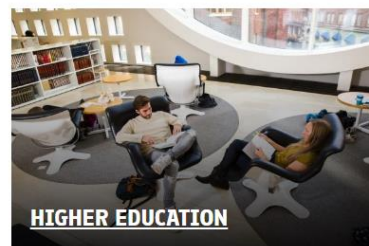
Strong literacy skills are also the foundation of artificial intelligence literacy.

Education Finland



EDUCATION
FINLAND

- **Governmental cluster** promoting Finnish educational expertise globally
- **Funded by:** Ministry of Education and Culture
- **Coordinated by:** Finnish National Agency for Education
- **Programme period:** 2024–2027
- **Members:** ~120 + 25 emerging edu-export companies
- **Membership:** Finnish ownership, stable finances, ≥2 yrs export experience
- **Commitments:** Code of conduct, membership logo use
- **Services:** All education levels (ECEC → Higher Ed) ; From online learning to system-level consultancy & corporate training
- **Focus:** Finnish know-how for teaching & learning worldwide
- **Special feature:** Dedicated pages & services for e.g. [Education in Development](#) and [School Meals](#)
- **Located** in the same unit as **FinCEED** (The Finnish Centre of expertise in Education and Development)
 - See also [Exploring Finnish Digital Education](#)



How schools use EdTech solutions/tools, what is the guidance, how do they find the right tools

- In Finland educational autonomy is high at all levels.
- Education providers are responsible for practical teaching arrangements as well as the effectiveness and quality of its education.
 - The teachers have **pedagogical autonomy**. They can decide themselves which teaching methods and learning materials to use.
 - The education provider decides which digital services are chosen for teachers and students.
 - The use of digital devices and services is goal-oriented and always **promotes the objectives of the curricula**.
 - A good digital service is high quality in terms of pedagogical usability.

Links

[Government report: Digital Compass
Policies for the digitalisation of education and training until 2027](#)

[Artificial intelligence in education – legislation and recommendations | Finnish National Agency for Education](#)

[National literacy strategy 2030 | Finnish National Agency for Education](#)

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

[Valtioneuvoston selonteko: Eettistä tietopolitiikkaa tekoälyn aikakaudella](#)

[Valtioneuvoston koulutuspoliittinen selonteko](#)

[EU:n digitaalisen vuosikymmenen tavoitteiden kompassi 2030](#)

[EU:n digitaalisen koulutuksen toimintasuunnitelma 2021-2027](#)

[EU:n datastrategia](#)



FINNISH NATIONAL
AGENCY FOR EDUCATION

Thank you!

Let's connect on LinkedIn!



Päivi Leppänen
paivi.leppanen@oph.fi

