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# Finnish Education System in Integrated Social Education Context

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**Summary.** This article is based on Erasmus+ funded project called “Developing Interdisciplinary Economics, Ethics and Citizenship Education in Secondary Schools”. The project is carry out by The Lithuanian Free Market Institute together with Lithuanian University of Educational Sciences, the Vilnius Vytautas Magnus Gymnasium in Lithuania, the Riga Teacher Training and Educational Management Academy, Riga State Gymnasium No 1 in Latvia, Gustav Adolfs Gymnasium in Estonia and the JAMK University of Applied Sciences.

The main idea of the article is to analyze the quality and relevance of economics, ethics and citizenship and social education in the Finland. JAMK University of Applied Sciences’ one task is to present good Finnish education practices, theories and methodologies. In article presented a view of Finnish education system and presents theories which are used in upper secondary schools in Finland for integrated social education, learning methods used and general examples from Finland’s schools e.g. interviewed from Elina Kastepohja, social studies and history lecturer from Muurame Senior High School.

**Keywords:** *finnish education system, integration education, life – long learning.*

## Introduction

Social education in this article is perceived as a combination of economics, ethics and citizenship in order to analyze complex social reality as a whole so that political, economic

and moral issues are understood better in upper secondary school field. In this article, we answer to questions what is the role of economics, ethics and citizenship in social education and is it possible to teach these disciplines integrated. Economic, ethics and citizenship are key themes which develops student ability to make it in society, work-life and be an active citizen. These themes are the ones, which develops student's understanding about surrounding society, develops his or her readiness to grow and give interest in social issues. Teaching of social studies and subjects pays attention democratic basics like equality, social responsibility and freedom of opinions, respecting human rights, work and entrepreneurship. These themes are called cross – curricular and can be seen in every subject and even in school's operational culture. This kind of learning happens interact with student and other students, teachers, specialists and societies in different kind of environments (Finnish National Board of Education, 2015, p. 14 & 177).

Muurame is a municipality of roughly 9500 inhabitants that is located 14 kilometers south from Jyväskylä in Central Finland. Muurame Senior High School was founded in 1995 and there is circa 200 students and 20 teachers. Main priorities of school are entrepreneurship and sustainable development (certificated). School is testing new learning environments frequently and that is why every teacher have iPads to support their teaching, and roughly, 60 iPads are in student use. There is possibility to arrange mobile projects. School is active in social media (Facebook, Twitter and Instagram) and that's also a way to keep in contact with students. Muurame Senior High School's values are "We are Agile, Brave, Creative, Responsible and Visionary" (Muurame Senior High School). During the project's second meeting in Jyväskylä 25<sup>th</sup> January 2017, partners visited and got to know school's teachers, teaching methods and school environment.

The learning and teaching methods used in Finnish education system are presented in basic level so reader can adapt them to own education organization.

**Main purpose** of this article is to share these good practices and analyze theoretical background of social education integration. The concept of integrated education adapted to the national curriculum and Finnish education infrastructure are presented.

## **Finnish education system in upper secondary schools**

Finnish education system have got attention all around the world since its first participation to PISA – tests on year 2000. The results stunned everyone, how could that small country from Nordic area, Finland succeed so well? Is the reason in Finnish history, governmental and political decisions, schools and teachers' quality or something else? What are Finns doing differently? We could say the main factor is in all questions mentioned, but still we cannot just point out one single factor. Finnish education system has quite short history, but the seeds Finland have been collecting since the beginning of the 2000s are planted on 1970s. Period is quite short, but the whole education system

development has been a long, slow and steady process. Nowadays main points in Finnish education and core curriculum are the learner-centered, homing and community-based learning with self-reflection and constructive feedback. These points are supported with diverse integrated learning methods (Finnish National Agency for Education, 2015, p. 14). To learn from the Finnish education system, reader should get a basic level understanding how the Finnish education system is built, what things have affected to it and after that, we can picture the integrated learning, main theories and methodologies in upper secondary school level.

Finland's education system begun to change in the early 1970s with new national framework curriculum and guidelines, teacher education was transferred from teacher colleges and seminaries to universities, comprehensive education structure was unified and schools were restructured. These factors changed the teaching and learning in Finland, subjects and skills like mathematics, science, technology, problem – solving, teamwork, creativity and interdisciplinary studies kept on greater importance in Finnish curricula (National Center on Education and the Economy). In the 1980s, National Board of Education (NBE) created new curriculum that focused on decentralized education system and this curriculum gave education providers (municipals, schools) increased freedom even the common core curriculum and guidelines for classroom hour distribution maintained still in National Board of Education. Decentralization continued through the 1990s because of the economic recession of the early 1990s (National Center on Education and the Economy).

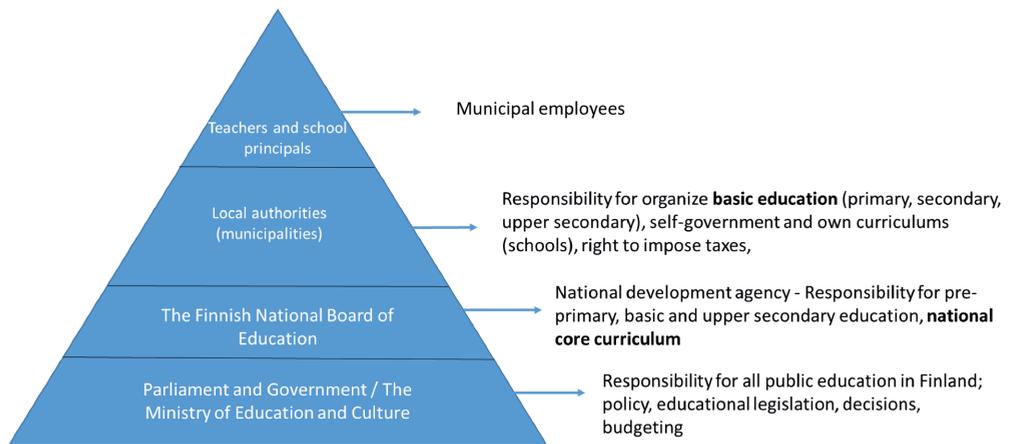
During the last decades, the development of the Finnish education system has largely followed other Western countries but still we can find two clear differences in Finnish education system:

1. There is no strong version of consequential accountability with national testing;
2. Standards are relatively open to local flexibility and diversity with a strong emphasis on basic literacy and numeracy concurrent with a wide-range education for all (Hautamäki, Karjalainen, & Kupiainen, 2008, p. 12) (Fig. 1).

GENERAL WESTERN MODEL	THE FINNISH SYSTEM
<p><b>Standardisation</b> Strict standards for schools, teachers and students to guarantee the quality of outcomes.</p>	<p><b>Flexibility and diversity</b> School-based curriculum development, steering by information and support.</p>
<p><b>Emphasis on literacy and numeracy</b> Basic skills in reading, writing, mathematics and science as prime targets of education reform.</p>	<p><b>Emphasis on broad knowledge</b> Equal value to all aspects of individual growth and learning: personality, morality, creativity, knowledge and skills.</p>
<p><b>Consequential accountability</b> Evaluation by inspection.</p>	<p><b>Trust through professionalism</b> A culture of trust on teachers' and headmasters' professionalism in judging what is best for students and in reporting of progress.</p>

Fig. 1. Education systems differences (Hautamäki, Karjalainen & Kupiainen 2008)

The Finnish education system include both state controlling and autonomous elements. The government and the Ministry of Education are responsible for all public education in Finland determining the general objectives of education and drafting legislation and government decisions and budgeting. The National Board of Education is responsible the core curriculum and its directive norms. Local authorities are responsible for the practical arrangement of schooling and composes the municipal curriculum. In addition, each school writes their own curriculum together with teacher staff based on national core curriculum and the municipal document (Hautamäki et al., 2008, p. 16; Finnish National Board of Education, 2015, p. 9–11) (Fig. 2).



*Fig. 2. The Finnish education system based on Hautamäki et al. (2008)*

## Upper secondary school level

In Finland, upper secondary school level comprises general and vocational education for students of 16–19-year-old. Education takes usually three years and students apply through a joint application system in which the student selection is based on students' basic education certificate and work experience (vocational institutions) (Fig. 3).

Finnish education system

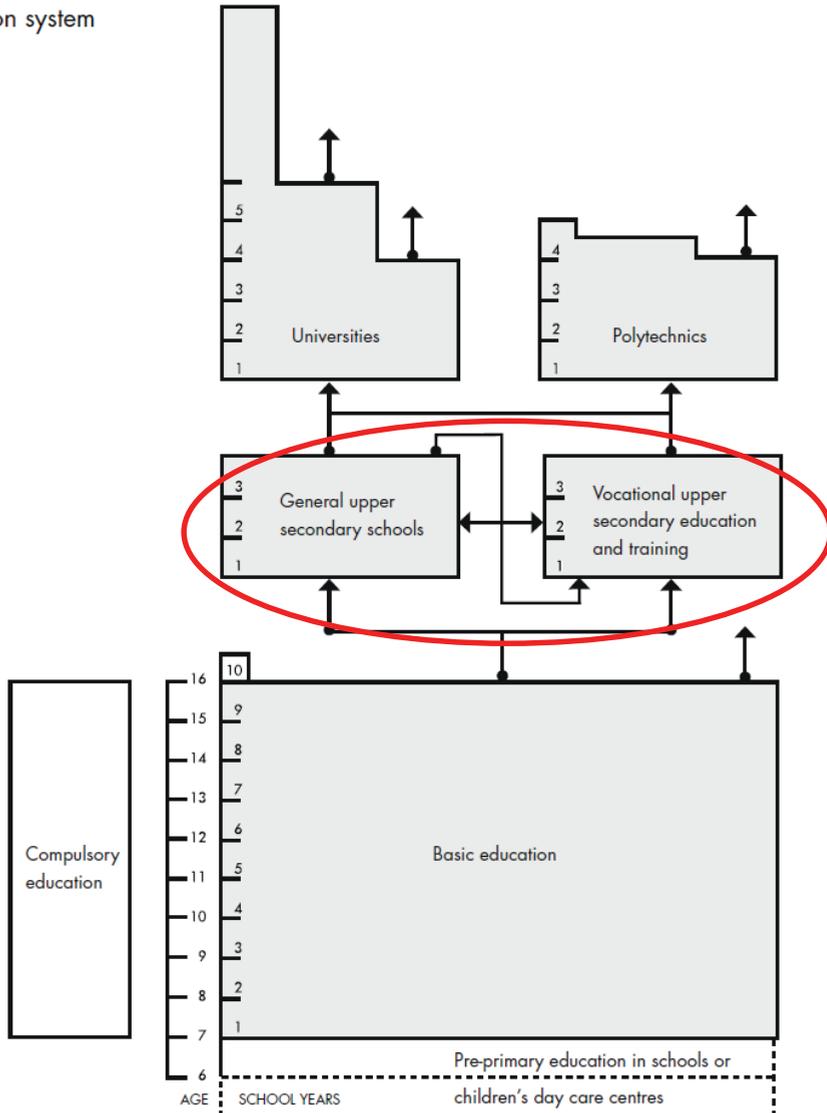


Fig. 3. The Finnish education system – upper secondary school level marked (Finnish National Board of Education, 2003)

Upper secondary school education comprises of 75 courses minimum, and it contains compulsory, advanced and applied courses. Studies are not tied to year classes and students can decide their individual study paths and schedules. Student must include on his or her schedule compulsory and elective studies. It is also possible to complete upper secondary education due to the modular structure, in which student combines studies from both general education and vocational education and training. In Finnish education system,

first and only national level test (a *matriculation examination*) implements end of the upper secondary school, which enables students to continue their studies in universities, polytechnics or vocational institutions. The Matriculation examination comprises four compulsory tests: mother tongue and three subjects according to candidate's choice:

- the second national language
- a foreign language,
- mathematics or humanities and natural sciences<sup>1</sup>.

## **The integrated learning**

In the Finnish education system, control of learning is left to schools and individual teachers. Schools have to draw up their own curriculums in such a way as to take account the operating environment, local value choices and competence strengths. In addition, teachers have lot of influence for drawing curriculum too, because this group has a main role in practical level. Teachers can decide which learning methods and environments they want to use and because of that, the variety of used methods and environments is high in Finland. What comes to drawing school's own curriculum and perceiving the surrounding environment, secondary school in Helsinki have much more different environment and region than in school in Northern Finland. The regional environment, history, economic and cultural life will add local color to the curriculum and that is the one main thing to schools to understand, be part of region and participate. School must provide for student's abilities to plan their own future, further and higher education and future career. With surrounding environment and enabling collaboration with e.g. local companies will help students to become familiar with working and economic life and entrepreneurship (Finnish National Board of Education, 2015, pp. 9–11). According to the Finnish core curriculum (Finnish National Board of Education 2015, p. 14), learning is a result of student's active, focused and homing actions aimed to process, interpret and analyze received information presented in different kind of forms. Learning situations builds up new knowledge and therefore deepens student's knowledge based on his or her existing knowledge structures. This kind of learning is called *constructivism*-based learning. Overall, the learning happens in interaction with other students, teachers, specialists and communities in different kind of environments. Students are guided to plan their studies and build their own study paths and schedules, evaluate their working skills and take their responsibility of their own learning. Student who is aware of his or her learning processes can evaluate and develop his or her study and learning strategies

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<sup>1</sup> Ministry of Education and Culture; Finnish National Board of Education, 2015, p. 17; Ministry of Education and Culture et al., 2012, p. 17–18

and this helps him or her to get the idea to be *lifelong learner*. This means less knowledge sharing responsibility for a teacher but more responsibility to teach student to learn.

According to Ministry of Education and Culture's and The Centre for International Mobility's (CIMO) Finland 2020-strategy, Finland is going to be top country of know-how, participation and creativity in the year 2020. This means that understanding the big pictures, being open-minded for new, seeing variety as richness, being aware of own preconceptions and readiness to be in interaction with different kind of people must be taken into account in education infrastructure and also in teaching and learning methods used (CIMO, 2010, p. 3). All previous mentioned factors can be seen as part of integrated learning that helps student to develop his or her multifaceted expertise and grasps the interrelationships in the real world. Integrated learning is adapted to the national curriculum, education infrastructure and the autonomous possibility for schools and teachers to act and create education plans.

## Economics, ethics and citizenship

According to the core curriculum for upper secondary schools in Finland, the curriculum for social studies is built to develop student's economics, ethics and citizenship skills overall. These subjects/themes can be seen as a social studies and core curriculum for upper secondary schools determines the specific subjects of social studies:

- Politics and society, which includes:
  - o Finnish society,
  - o Constitutional state and internal safety,
  - o Well-being and equality,
  - o Power, means of influence and policy making;
- Economics, which includes:
  - o National economy and individual economy,
  - o Market, business cycle and economic life,
  - o Economic policy,
  - o Global economic and Finland;
- Finland, Europe and changing world, which includes:
  - o Europeanism and European identity,
  - o European integration's goals and actions,
  - o Safety and future's changing challenges;
- **Specialization course** – Citizens and law, which includes:
  - o The basics of law,
  - o Citizens' basic legal transactions,
  - o Criminal and procedural law.

First three courses (Politics and society, Economics and Finland, Europe and changing world) are mandatory courses (Finnish National Board of Education, 2015, p. 177).

In addition, the core curriculum includes the cross-curricular themes and extensive areas of expertise to all other subjects and school's culture. In vocational education, these are also known as key-skills of lifelong learning:

- Active citizenship, entrepreneurship and work-life,
- Safety and well-being,
- Sustainable development and global responsibility,
- Cultural identity and knowledge of cultures,
- Multiliteracy and media,
- Technology and society.

These themes/subjects are taken account in other subjects and school's operational culture. The core curriculum (Finnish National Board of Education, 2015, p. 35) gives guideline and examples how these themes can be implemented in school's operational culture. For example, "Active citizenship, entrepreneurship and work-life" based learning environments are developed together with students and different kind of organizations and businesses. In Muurame Senior High School, located in Central Finland, following practices are popular ways to involve students; practical training, student council, making own businesses, local company sponsor-activity and working together with businesses and universities in different kind of projects (Kastepohja, 2016). "Cultural identity and knowledge of cultures" themes will be handled in authentic and multilingual learning environments e.g. study abroad and exchange student-programms, events and traditions. For example, Muurame Senior High School have also an active exchange student-programme and lot of visiting specialists and teachers around the world (Kastepohja, 2016).

## **Evaluation and feedback**

Core curriculum instructs that evaluation on social studies must be based on student's data acquisition, self-expression and argumentation skills, self-evaluation and student's ability to evaluate and interpret social phenomena and verbal, numerous and graphic information presented in different ways. It is important that teacher gives feedback and evaluates during the learning processes, because this develops student's ability to handle specific concepts, evaluate connections between different issues, causes and effects and their purposes and gives feeling of success and joy (Finnish National Board of Education, 2015, pp. 177–178) Nowadays assessment of learning cannot be just exam-based grading. In addition, student's activity, self-evaluation, peer review, portfolio, learning-diary, project-works etc. can be assessment for learning alongside the exams. This is because education and learning/teaching methods encourages and demands student's activity

in groups and constructing his or her own point of views and justifying them, learning happens in different forms and in different environments in daily life.

## **Learning theories and methods in social education**

Constructivism can be seen as main learning theory in Finnish education system. Constructivism is like an umbrella-term and gathers similar kind of learning theories under it. Because of that, in this report we have included some social constructivism perspectives under constructivism. According to constructivism, the main context of learning is based on student's own active role in learning and learning happens with different kind of activities, which are social and collaborative. The current understanding of learning contains both individual and communal processes. Learning must be based on student's own activity, perceptions and conclusions in social environment to support student's learning process (Puolimatka, 2002, pp. 91–92).

Society, community and culture has a deep meaning in learning and these parties can be so active they want or they already are, but the learning happens inside of student's head and that's the key factor. Student makes his/her own construction process from information given and reflects his or her previous knowledge and experience to it. It is important that issues that student encounters are relevant in education and that student can truly feel those issues for his or her own and important. These are also the factors that Finnish core curriculum highlights and is based on (Rauste-von Wright, 1997, p. 19; Puolimatka, 2002, p. 68 & 82; Suomen virtuaaliyliopisto; Finnish National Board of Education, 2015, p. 14).

In constructivism, teacher's role is more a facilitator of learning than a teacher is. Teacher have to recognize students' different ways to learn and classroom activity may be quite noisy compared to "old-fashion" teaching because of conversation and debating tasks, letting students to come up with their own opinions and thoughts. Teacher also must support student's active knowledge building by creating learning environments that awakes questions and helps to create answers so student knows where the learning process is leading. The typical ways to support this kind of action is to pose relevant questions from the subject and creating varied assessments of learning. Lot of learning can happen in a group/society even there is minimum amount of teaching because:

1. Community offers the tools to participate in practical activities and reach the big picture at the end;
2. Interact with community members is wide-ranging and that spreads knowledge of different kind of problem solving skills and;
3. Mutual rules and procedurals are transparent so member of community can assess them. These three things are encouraging the practical learning (Rauste-von Wright, 1997, p. 19; Puolimatka 2002, p. 93 & 238).

## **Lifelong learning**

The Finnish education policy is built on the lifelong learning principle. Purpose of lifelong learning is that learning continues throughout the lifespan and in all steps of life. Because surrounding world is changing fast (population, globalization, new information technology, economic structures and public sector) we must cover education development and progress of the individual in education and in working life in with it. Education must provide the tools for student and support them to develop and find their own learning methods, evaluating and thinking skills (Ministry of Education and Culture, 2012, p. 15; Finnish National Board of Education, 2015, p. 14; Council for Lifelong Learning, p. 1).

Lifelong learning highlights basic skills like learning to learn, coping in information society, entrepreneurship and working-life skills. The key basis in lifelong learning is civic education, which educates active and democratic citizens (Council for Lifelong Learning, p. 2) These are the main skills, which lifelong learning strives to develop, but after all everything must be based on, individuals own willing, motivation and responsibility. Public mechanism (e.g. schools, economic infrastructure, public services) is just build in supportive and encouraging role and it must enable same rights for everyone (Silvennoinen & Tulkki, 2004, p. 9).

In lifelong learning, the learning is seen as conscious reflection, processing new information and thinking. Student learns by doing and taking advantage from coming learning situations. Learning is happening interact with an individual and group/other people/society. It is known that every student has already different kind of knowledge of different kind of issues/things and during the lessons or different kind of learning situations student processes and reflects the new knowledge and gained information to the previous knowledge he or she already had. In addition, teacher's role is more like a coach or guide (Silvennoinen & Tulkki, 2004, pp. 181–184).

## **Blended learning**

*Blended learning* is quite new concept in Finland and we can say it is quite popular learning method nowadays because it takes account integration of class and online learning. According to *Finland 2020-strategy* technology and digitalization are developing all the time and they are going to change communication formats and communication ways. Technologies and digitalization enables faster teaching and learning methods e.g. student can choose where he or she learns (school, home or elsewhere) and when (school days, evenings or weekends). This is an important point because this gives a student possibility to influence in his or her learning strategies. Teacher's responsibility is to determine what part of course is performed in online and which on in the class. However, of course the tools for online teaching and learning must be built to ensure great quality of material and

task sharing, discussion and assessing of learning. Blended learning gives elasticity for both teacher and student (individual and communal working), enables flipped learning methods, own scheduling and better availability of education e.g. for everyone around the world thanks to technology, and finally yet importantly, it enables cost-effectiveness (CIMO, 2010, p. 5 & 9; Its learning, 2012, p. 2; Pesonen, 2013).

## Methodologies

To understand better the theories in practical level we are presenting few practical examples about methodologies in teaching acknowledging theories presented before. It's important to understand that presented theories have lot of similarities arranging the learning environment, individual and communal aspects, teacher's role and how learning is seen overall but let's agree that *blended learning* is the main theory in background when presenting learning methods. This is because blended learning comprises everything presented in this report.

In Muurame Senior High School, lecturer Elina Kastepohja takes relevant real-life factors to her teaching so the teaching subject can be easily reflected to student's own life. For example in economic studies as a one task (chosen from three options) student can keep track of his or her own economy. Main purpose is to analyze own economy and own learning at the same time while the main teaching subject and lessons are going on. Result is going to be that student understands and learns the main factors e.g. in fiscal policy and interest rates easier because the micro level topic (own economy) is reflected to the teaching subject (Kastepohja, 2016). This kind of learning process and the reflection to real life makes learning for student more important and personal. The learning results are more impressive than in just subject based teaching.

One learning method that acknowledges the surrounding environment and region of school and social studies is a *work-life integration*. For example in Muurame Senior High School students runs their "own business, a cooperative activity Kisälli, founded in 2003. It is one of the first co-op and business models in upper secondary school level in Finland developed by school's students and teachers. Main purpose of the co-op is to familiarize students to work-life and give them business responsibility. Co-op enables easier encountering of other local business and students. It also enables an integration between student's learned subjects and practical level activity e.g. from economics, social responsibility (taxes, social security payments etc.), group working and running a business. Teacher's role is to coach and encourage students to act and take responsibility. Elina Kastepohja mentions also other work-life integration and social and citizen growth form they have: local business sponsor-activities and student council (Kisälli; Kastepohja, 2016). It's important to school be an active with surrounding environment and region so every party can learn as much as possible (student, teacher, school, local businesses etc.).

One popular methodology is a *flipped classroom* learning in which student become acquainted with subject on the table in advance and at own pace. This enables student's readiness and orientation in lesson and enables time-effectiveness working and learning. In best cases teacher can use more time to work with individual student instead of a whole classroom. Technology and online environments have a huge role in this kind of teaching and learning. For example, teacher can present the next handled teaching subject in online environment via video, voice record, webpages or written tasks and ask student to do a quick digital test which measures student is learning about given subject. This works as a homework for student and gives teacher lot of information student's knowledge before the lesson. Because of this teacher can plan the lesson more time-effectiveness and tasks that requires more problem-solving skills and critical thinking will be carried out in classroom so teacher can support, help and challenge student to think (Its learning UK, 2012, p. 7).

*Learning café* is a collaboration method where main learning methods are built around conversation, creating the knowledge and sharing everyone's previous knowledge. This learning method is suitable for groups of 12 person or more. Class is shared to different tables and in every table a group is handling the same given theme or subject but from different point of views. For example, teacher gives students a tasks like Finnish public right of access or something that develops school practical culture. In one table students have to read basics of that topic and have a conversation about it, in second table students have to gather all meaningful and personally important public right of accesses etc. There is also a host and hostess in every table whose responsibilities are to create discussion, keep discussion in track and to create conclusions of others discussion and ideas. Every round takes about 15 to 30 minutes and after every student has participated in every section whole class talks through the subject, and learned things. This learning method enables time-effectiveness to classroom activity but it is also a very communal way to build student's individual knowledge and learning around the given subject (Its learning UK, 2012, pp. 8–9; Innokylä).

## Conclusions

The factors that have affected to Finnish education system's development are great decisions by public and governmental organizations and decision-makers; compulsory and free education for all (equality), giving an autonomous position for schools and teachers to draw up their own curriculums, teachers education level and respecting the teacher's value as a societal and individual educators.

Presented theories and methodologies in this article can be seen as successful ways to arrange social studies because, for example, basics of *constructivism* and *lifelong learning* takes into account individual and communal responsibilities. Teachers are encouraged

to use different kind of learning strategies. Variety of teaching methods and environments enables that teaching, learning can happen everywhere, and that mirrors the real life nicely. Overall, the key basis is in learning to learn, coping in information society, entrepreneurship, working-life skills and civic education. The communal aspect brings the opportunity to student build his or her knowledge and opinions and taking account others' opinions in surrounding environment and in changing world. Collaboration between schools and regional environment (e.g. businesses) develops student's ability to build interrelations between study subjects and real life.

## Challenges

Respecting the teacher's value is going to be more and more important because near future's challenges are going to affect to education system a lot. Near future challenges to Finnish upper secondary school education are going to be immigration, multicultural development and cultural differences, digitalization, change of working life, core curriculum's development toward individual learning, teaching and individual study paths. For example in bigger cities in Finland share of immigrant students in some schools is already over a half (FNAE). Cultural differences and its effects on education system must be taken into account when developing curriculums and teaching methods while enabling equal opportunity for all participate and to get high-quality teaching.

Finnish education system is an excellent example about using individual and communal learning methods and Finland develops and puts effort to the online learning systems and environments according to the Finland 2020-strategy and exploits these in teaching. Digitalization enables faster development in teaching methods, but in the other hand, it also brings challenges. When part of teaching is kept via online, teacher's relationship on students may decrease and that is why teacher's ability notice individual student's problems and possible difficulties in studies is important. In addition, building the lesson must be planned properly and the possibility of individual support time for every student must be noticed.

Overall, all mentioned challenges are going to be huge step to teachers and teacher education in near future. Teacher's specialty in multicultural field, ICT-skills, developing learning methods and pedagogical skills are demanded more and more in changing world. These challenges touches also integrated individual and communal learning. Especially subjects of economics, ethics and civilization, which are also the cross-curricular themes, must take into account when developing teaching and ICT-based learning environments. For example education field have to support student to be an active citizenship, to get skills of creating own opinions and justify them while listening and respecting others opinions even teaching and learning is happening via online. Student's own responsibility of learning and individual study paths calls for methods that are more specific from schools

and teachers to recognize the know – how and ways to be interactive in different ways and in different channels. Teacher’s role is going to be more facilitator or coach, which recognizes the know – how of his or her students, supports their own learning methods, study paths and builds up proper learning environment to students. All these takes lot of preparation time from teacher but also school’s culture and supportive technology must be prepared, arranged and agreed properly.

## DOs and DON’Ts

According to this article, we can pick some DOs and DON’Ts to don’ts from Finnish education system and its structure so reader can reflect new ways to create/arrange the learning and teaching (Fig. 4).

Dos	DON’Ts
<b>Autonomy of drawing the school’s own curriculum – school and teachers</b>	<b>Too strict standards and directions to build curriculum from governmental organization</b>
<b>Involving the surrounding environment and region e.g. businesses to studies (social growing)</b>	<b>Not taking part of regional development and not being interact with local businesses</b>
<b>Teacher’s freedom of choice how to teach and what learning methods are used (integrated learning)</b>	<b>Too authoritarian and traditional ways of teaching</b>
<b>Student’s own responsibility of learning and building up his or her study path</b>	<b>Same study paths for all students</b>
<b>Assessments of learning e.g. peer-review, verbal feedback and portfolio (not only exam-based assessment)</b>	<b>Only exam-based assessment of learning</b>

*Fig. 4.* DOs and DON’Ts from Finnish education system

It is important to enable affecting possibility for schools and teachers to draw up their own curriculums, because of differences of schools’ regions and environments. Involving the businesses and regional level operators to studies makes possible more societal learning for students but also for schools. The integration between study programme and regional environment develops students understanding of surrounding society, develops his or her readiness to grow and give interest in social issues, being an active citizen. Also enabling student’s own responsibility of his or her learning and building study path develops these skills while teacher can choose the best teaching methods autonomously. Reader have to recognize that best feature of Finnish education is based on different kind of pedagogical impression than traditional authoritarian impression. Pedagogical impression is phenomenon-based integrated learning that takes into account student-centered, homing actions, communal and self-direction approaches.

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## Suomijos švietimo sistema integruoto socialinio ugdymo kontekste

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