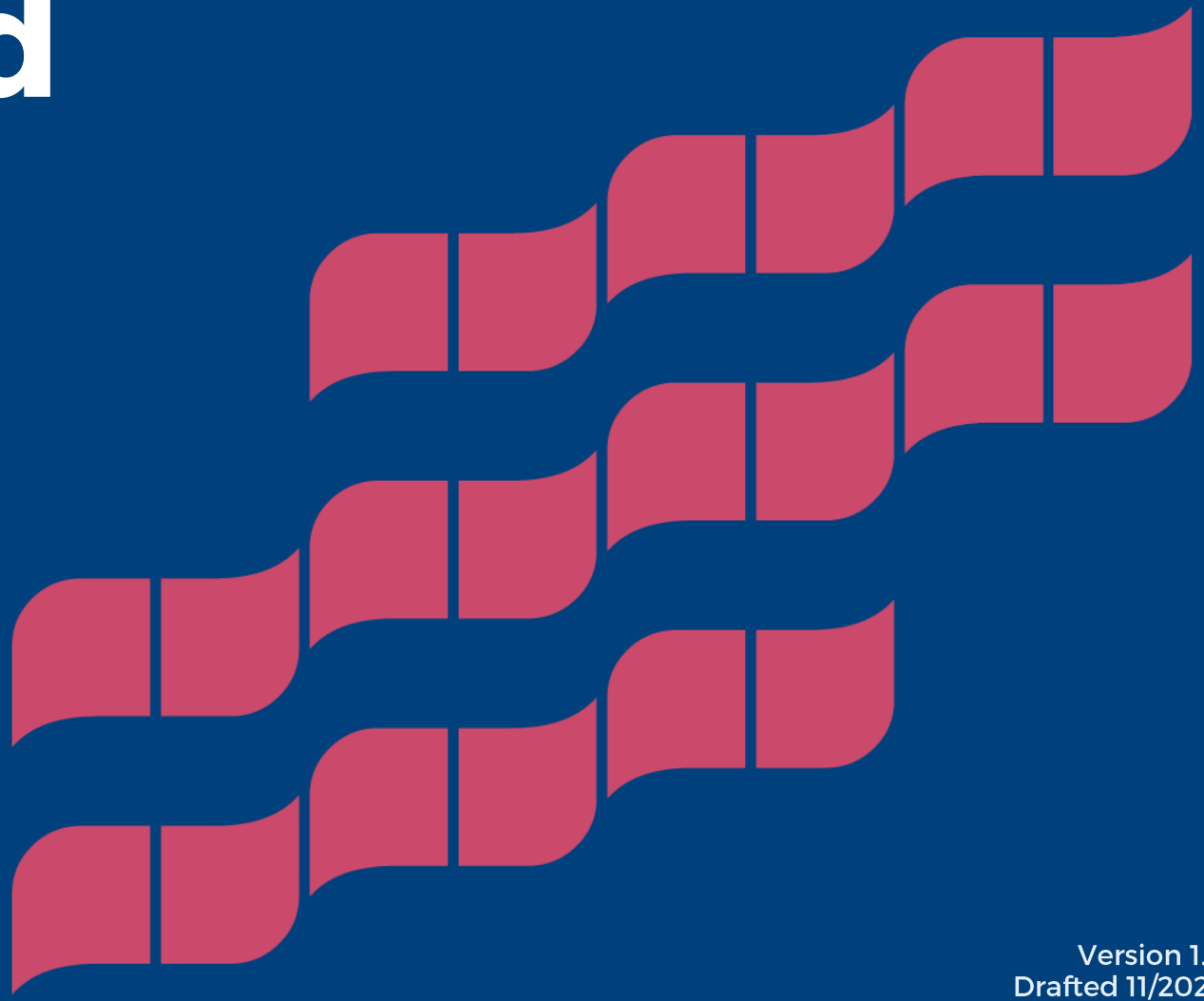
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FINLAND

Digital vision for Education and Upbringing



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Version 1.0
Drafted 11/2025

Digital vision for Education and Upbringing

We learn and utilise digitalisation in a smart and collaborative way

– individually, collectively and equally.



What are we aiming for with the vision?

Cornerstones of the digital vision

1 Operating culture
Competence, inclusion, learning together

Supporting community spirit digitally

Digitalisation is managed based on knowledge

Development of digital competence



2 Learner's digital path
Individualised, consistent and smooth learning progress

Personalised learning environments and learning tools

Artificial intelligence and learning analytics

3 Infrastructure
Interoperable devices, apps, support processes, and learning environments

A technically functional foundation

Educational institution administration systems

Pedagogical digital tools

Measuring impact

Goals of the digital vision

1 Operating culture

Competence, inclusion, learning together

We invest in digital competence.

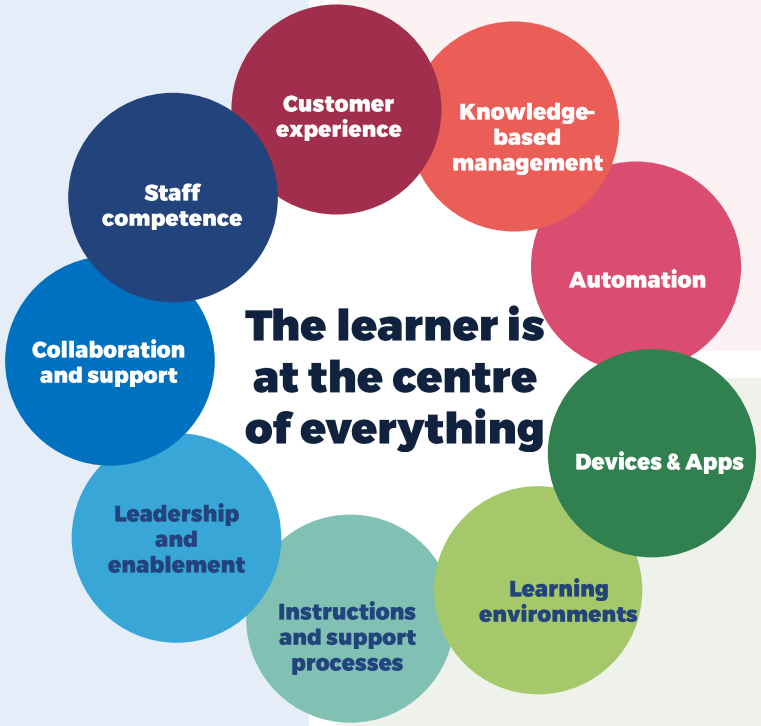
We enable equal participation for all learners, guardians and staff by offering accessible digital solutions.

We develop the operating culture together, clarify the roles and encourage experimentation and curiosity.

We strengthen leadership and support by building knowledge-based structures and engaging management.

We regularly assess the effectiveness of the digital vision and develop our operations based on feedback and analytics.

We take information security and data protection into account in all our operations.



2 Learner's digital path

Individualised, consistent and smooth learning progress

We will build a seamless digital path from early childhood education to upper secondary education, ensuring that learning data follows the learner.

We utilise pedagogically sound technology, such as artificial intelligence and learning analytics.

We create a safe and nurturing everyday environment where we take care of brain health and responsible digital behaviour.

3 Infrastructure

Interoperable devices, apps, support processes, and learning environments

We build an accessible and reliable technical foundation. Devices, applications, and support processes enable smooth learning.

We are renewing the systems of educational institution administration, in which planning, communication and timetables work seamlessly.

We provide the technical prerequisites for planning, monitoring and measuring the effectiveness of learning, so that analytics supports continuous development.

How does the vision appear to different parties?

The digital vision for different groups



1 The vision for learner's path is central and provides the starting point for the other paths.



2 The vision for the service path focuses particularly on guardians and supports the learner's path.



3 The vision for the Education and Upbringing staff clarifies their role and how it is changing.

1 Vision for the learner's digital path

The learner's digital path refers to the step-by-step learning of digital skills. Digitalisation supports learning and belonging to the learning community, as well as changes in transition phases. We described a high-level vision of the learner's path from early childhood education to upper secondary education based on customer understanding.

I have the opportunity to explore the digital world together with others.

Adults teach me how to use digital devices safely as part of a wide range of activities.

I get to take advantage of digitalisation so that it strengthens my motivation and helps me advance on my own path.

In each year, I learn the core digital skills I need for life and further study.

Digitalisation does not disrupt my learning, wellbeing or safety in everyday life.

I can see where I am and how I'm progressing.

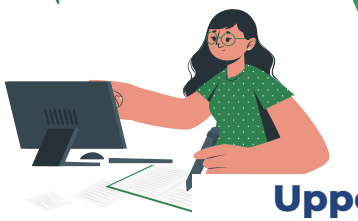
Starting upper secondary school is smooth when I know the basic skills and know what is expected of me.

We support community, wellbeing and calm learning by spending time together without devices.

I develop good digital skills for work and life.









Digitalisation enables flexible learning and motivates different learners.

Early childhood and pre-primary

Basic education

Upper secondary

Children under school age	Grades 1-9	General upper secondary education	Vocational education and training

2 Vision for the service path

In this context, the service path refers to the steps taken by the learner and their guardian throughout the learning journey. It includes various points, such as enrolments, applications, interaction with a teacher, educational institution or administration, monitoring the progress of learning, graduation and various changes in services. The vision of the service path emphasises supporting the role of guardians in supporting learning and school attendance. Digitalisation and the change in operating culture bring completely new opportunities for this.

Early childhood education and pre-primary education

Children under school age



Digitalisation supports cooperation with guardians.

Digital services are straightforward and easy to use.

Basic education

Grades 1-9



Starting school goes well when information is accessible. The systems are easy to use.

Common rules and clear instructions make it easier to take care of the child's well-being and safety.

I know what kind of things my child should learn about digitalisation at different stages of the school path. I know how to support my child when needed.

Upper secondary education

General upper secondary education

I receive information on supporting my child when much of their learning takes place on a computer.

Vocational education and training

Digital tools strengthen our sense of community. As students become more independent, information still flows and support remains available.



I understand why and how digital skills are learned. I get information about the pedagogical grounds for the use of the devices.

3 Digital path for Education and Upbringing staff

The digital path for Education and Upbringing staff describes their ability and opportunities to use digital tools appropriately at each stage of the learner's path. It identifies the factors that help staff support learners individually and equally. Staff experience and confidence in using digital tools are important to achieving the vision.

I can focus on teaching when digital solutions work, information flows and I get support quickly when needed.

Learner information transfers smoothly at transition points.

Digitalisation makes it easier to interact with guardians.

I know how to guide and assess the learning of digital skills in different grades – and when to worry, when to encourage.

I receive support and training for my skills, such as knowledge and skills to use digitalisation to support individual learning.

I explore the digital world and its possibilities with children.

I understand how digital tools can be used safely as part of play and wide-ranging activities.

I get to utilise digitalisation in my work in an appropriate way

I guide learners to act responsibly online and use digital tools securely in my work.

I know how to utilise and teach digitalisation in a way that supports pupils' learning, well-being and development.

Digital tools free up time for guidance. I also know when learners should focus without devices.

Upper secondary education goes beyond the matriculation examination, but its format strongly influences our choice of digital tools and environments.

Teaching content and tools reflect working life. Digitalisation enriches teaching and makes it more flexible.

I receive support and tools for varied teaching methods, including guidance.







Early childhood and pre-primary

Children under school age

Basic education

Grades 1-9

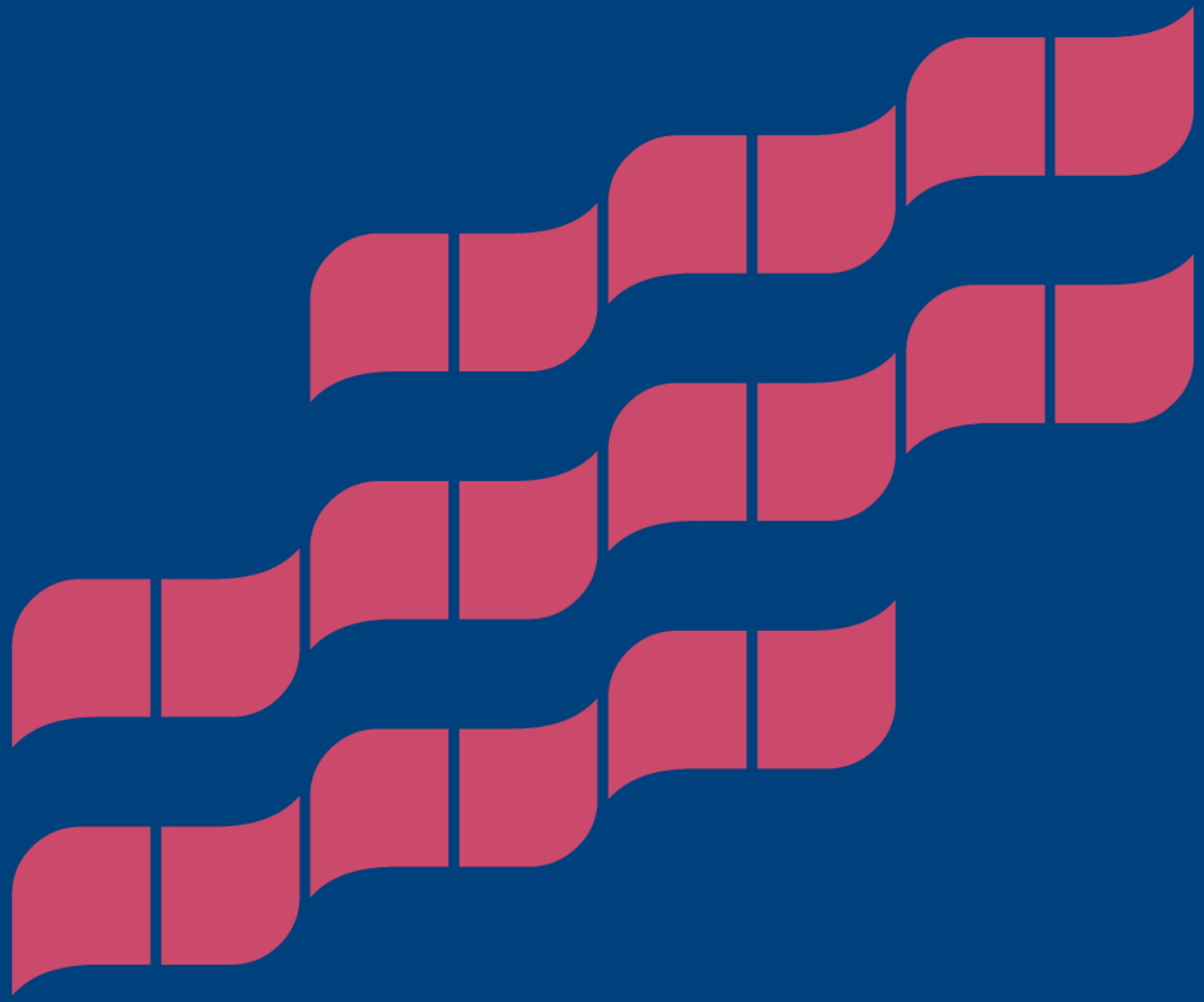
Upper secondary

General upper secondary education

Vocational education and training

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Thank you.



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