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LIFELONG GUIDANCE IN FINNISH EDUCATION IN THE CONTEXT OF GLOBALIZATION

The Finns have built a goal-oriented policy of lifelong guidance, which promotes not only the climate of constant learning, but also the development of knowledge and skills needed for students and employees in XXI century. Finland's successful performance in OECD's PISA has contributed to its iconic status and position of an educational leader in the world.

The author wants to reveal the aspect of the outstanding lifelong-guidance, which is seen as sharing responsibilities among all people, who are involved in education to achieve high-level results. Professional capital, country's economic and political development since the Second World War have contributed to successful educational reforms and high results of students. Moreover, the country has omnipresent high-quality at each level of education. My one-week Erasmus visit in 2017 enabled me not only to use the library resources of University of Eastern Finland, but also consult the legitimacy of their use with academics at this university.

GLOBALIZATION AND EDUCATION

Globalization, which is perceived as a cultural paradox, unifies and varies people and their cultures. Global trends in education are omnipresent. They bring the process of standardization and unification of educational policy. In this stream, there are visible problems and threats, which are similar to those existing in a global context.

An international educational cooperation has accelerated at the global level. In an era of OECD's PISA, educational experts visit other countries to implement successful educational change. As a result, many ministers analyse global policy movements and reforms to find out useful structures. In this global context, they want to improve the quality of education in their countries.

According to Sahlberg¹, *Alternative Reform Movement* is being observed in Finland. Firstly, it is based on *loose standards*. It means that there are clear, but flexible standards for each school. Moreover, each school should introduce its own local solutions to all national goals in order to create the best learning opportunities.

Secondly, risk-taking and creativity are encouraged not only in leadership, but also in learning and teaching. Schools are eager to find out successful approaches in the process of teaching to find the most effective ways for each student. Thirdly, it is common in Finnish schools to put an emphasis on learning about the past and to honour traditional pedagogical, educational values based on creating relationship with pupils.

Moreover, teachers and mass media contributed to the creation of high-quality and high-trust at each level of education. Finland got rid of the external system of schools inspection, due to the fact that Finns believe that teachers could be trusted and there is no need to monitor and inspect them.

In the context of global educational change, especially „Fourth Way”, Finland *paid special attention to the quality of teachers’ work, which shaped the resilience of the education system and ensured the success of the student*². It is needed for teachers to understand not only their own emotions, but also their colleagues and students. It is especially significant in the postmodernist era, with its challenges and threats. *New patterns of consumption, the development of the Internet, and innovations in services, technology, and organization, along with the changing structure of employment, influence the necessary creation of market-oriented educational services*³. It is omnipresent.

FINNISH ECONOMY

Finnish modern economy is perceived in the world as highly successful. It is based on creativeness and innovation of knowledge economy. It resulted from Finland’s acceptance to the European Union, which took place in 1995.

After the collapse of the Soviet Union, which was the main trading partner, Finland was forced to diversify the strategy of its export. They had to change the forest industry and production of traditional industry to be more competitive and modern. As a result, Finland strongly invested in science and technology. *Connecting their technological future to their creative past, Finns would still retain their long-standing social values of equity, inclusion, and a strong welfare state*⁴.

The country’s success is based on cosmopolitan open-mindedness, which is socially acceptable. It combines the pragmatic lifestyle with slow consideration of what is good

¹ P. Sahlberg, A short history of educational reform in Finland, (file:///C:/Users/lenovo/Downloads/AshorthistoryofeducationalreforminFinland%20(1).pdf, access :07.02.2018)

² A. Suwalska, *English Educational policy, Contemporary Challenges in a Historical-Comparative Context*, Wydawnictwo Uniwersyteu łódzkiego, Jagiellonian University Press, Łódź-Kraków 2017, p. 159.

³ Ibidem, p. 156.

⁴ A. Hargreaves, D. Shirley, *The Global Fourth Way, The Quest For Educational Excellence*, Sage Publications, London, 2012, p.66.

or bad to adapt in the context of Finland's policy. As a result, the Finnish government excelled world tendencies after the economic recession in the 1990s and built up the national competitiveness policy.

In 1993, there was the unemployment rate of about 20%, *Gross Domestic Product volume had declined 13%*⁵. In 1990s, a change based on strategy of diversifying away from timber and traditional industries into technology and mobile communication was introduced. The acceleration of liberalization of fiscal markets and accumulation of foreign companies in Finland was observed. The basic assumption was innovation in private sector with facilitation in this field. Moreover, the mutual cooperation between private entrepreneurs and public sector into investment in research and policy was seen. As a result, Finland transformed country's economy into the one, which is based on knowledge and information. *In 2001 Finland's ranking in the World Economic Forum global competitiveness index had climbed from 15th to 1st, and it has remained at or near the top in these rankings ever since*⁶.

Moreover, Finnish employers informed schools and universities what kind of skills and knowledge are needed for university graduates and secondary level school leavers. The heads of Finnish enterprises opted for mathematical education, IT and technological education. Contemporary business in Finland looks for young and creative employees, who are able to solve problems, work in a team and participate in cross-curricular projects.

In 2017, moderate growth continued according to Economic Forecast for Finland⁷. The document suggests the same economic trend for Finland, as in 2016, with annual rate almost like in 2016. Due to global demand and competitiveness, investments and private consumption remain as main growth drivers. *Supported by exports amid improving global demand and cost competitiveness, the economy is growing rapidly. Private consumption is healthy, thanks to job creation and low inflation. Business and consumer confidence have risen strongly in the past year, which along with low interest rates, has boosted both residential and business investment*⁸.

THE QUALITY OF TEACHING

Finnish teachers are successful, because they are professional. They uphold high standards of teaching and self-regulatory discipline. Moreover, they are autonomous and work together to solve school problems. Furthermore, they spend less time te-

⁵ P. Sahlberg, *Finnish lessons, What we can learn from educational change in Finland?*, Teachers College Press, Columbia University, New York and London, 2015, p. 154.

⁶ Finland: Slow and Steady Reform for Consistently High Results <https://www.oecd.org/pisa/pisaproducts/46581035.pdf>, p. 5, access date: 08.03.17.

⁷ Ministry of Finance, *Economic Survey*, Spring 2017, Helsinki 2017, file:///C:/Users/lenovo/Downloads/Economic%20Survey,%20Spring%202017.PDF, (access date 07.02.18, p.1)

⁸ Finland - Economic forecast summary (November 2017), OECD, <http://www.oecd.org/eo/outlook/economic-forecast-summary-finland-oecd-economic-outlook.pdf>, p. 1, (access date:07.02.18)

aching, about 600 hours per year. As a result, they have more time to: *plan, teach, diagnose, execute and evaluate*⁹.

High-quality interaction between teachers depends on perfect places for professionals, where they can meet. Furthermore, there is a need for the frameworks of teaching and curriculum, which could be changed freely by teachers, if they want to introduce innovations and new practice together. Teachers can also diagnose students with learning needs and use appropriate instructions. Outstanding leaders can also increase teachers' skills and improve their methods of teaching.

In the context of Global Education Reform Movement and Finnish Model of Educational Change¹⁰, teachers work is related to high level of collaboration between schools. In Finland, schools cooperate, help each other and support culture of cooperation between teachers and schools.

There is an indisputable fact in Finland that effective teaching is a product of three kinds of capital. There is human, social and decisional capital. In the human capital view, if Finnish society invests into education at a very high level, it returns later on. It is accepted and economically needed in Finland to state that students should start their education as fast as possible and continue it for the school years in forms of education and training. The presented situation takes place due to the fact that *teaching in Finland is not a temporary engagement. It is a permanent commitment- a job for life*¹¹.

Furthermore, there is omnipresent, intensive cooperation between all teachers, head teachers and the National Board of Education. They meet together, consult and discuss current problems. It is common that teachers, head teachers and directors of local municipalities work together at many seminars. If they follow the same values, they have freedom to organize their work. The presented-above social capital, of people involved in system of education, is based on cooperation, *pervasive feelings of trust among teachers as well as between teachers and those who work in a wider system, and in a collective sense of moral responsibility*¹².

There is the high level of moral capital among teachers, too. They teach all students equally. They take into consideration justice and care. Moreover, teachers devote time to get to know students' problems and to help them. They teach not only geniuses, but first of all they lift up the level of each child. In Finland, the wide and flexible definition of special education exists, because more than half of all students work with special tutor or support service. Furthermore, the students with learning difficulties are taught in small classes with no more than 24 students. In the presented context of education, it is easier to know children better if the school is small, with no more than 400 students. The

⁹ A. Hargreaves, M. Fullan, *Professional Capital, Transforming teaching in Every School*, Teachers College Press, Amsterdam, 2012, p. 82.

¹⁰ P. Sahlberg, *Finnish lessons, What we can learn from educational change in Finland?*, Teachers College Press, Columbia University, New York and London, 2015, p. 149.

¹¹ A. Hargreaves, D. Shirley, *The Global Fourth Way, The Quest For Educational Excellence*, Sage Publications, London, 2012, p.56.

¹² A. Hargreaves, D. Shirley, *The Global Fourth Way, The Quest for Educational Excellence*, Sage Publications, London, 2012, p. 52.

highly accepted status of teachers is reinforced by positive symbolic capital of teachers. Teachers are not only respected in Finnish society, but also admired.

The Finnish success is related to the changes of the contemporary world. In this context it makes sense three times to think and rethink all aspects, which are connected to school. Furthermore, Finnish success relies on the perfect recognition of skills and competences, which are needed in society of the future, due to the changing working conditions.

LIFELONG GUIDANCE IN FINNISH EDUCATION

Finland has followed the paths, which were published by *EU Council Resolution on guidance* in 2004 in which we read:

*In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used*¹³. Government's rules in Finland were presented in 2011. They were prepared to reduce poverty, inequality and to influence sustainable economic growth, level of employment and competitiveness of the country on the global market.

The Ministry of Employment and the Economy, the Ministry of Education and Culture and the Ministry of Social Affairs and Health launched a project to diminish the unemployment tendency in groups of youth. The main issue of the project was to prepare and introduce a social guarantee for young people (by 2013) to be offered a job. It was based on the social rule that they will get job within 90 days after becoming unemployed. Young people under 25 and those, who recently graduated under 30 years old, were included in this project.

Finland is perceived as an indisputable leader in quality of guidance and counselling services, according to abroad experts. Factors, which influence positive outcome were identified. According to the National Board of Education in Finland, good guidance has some criteria. Firstly, to support equity and social justice. Finland leads diversify guidance at the highest level, together *with the strong research base in the Finnish guidance services, which is seen to ensure their high quality*¹⁴.

Secondly, in Finland, policy-makers, who know each other well, support the process of guidance implementation at each level of education. It leads to successful guidance policy. On the other hand, having good relations and connections with guidance services

¹³ EU Council Resolution on guidance, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p.4 (access: 21.03.2017)

¹⁴ http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p.3, (access: 21.03.2017).

abroad, Finland improves its own system of guidance. Thirdly, this service is prepared for children and youth, regardless of their geographical location or another conditions.

Lifelong guidance in Finland is under pressure of economic situation and employment, which reacts rapidly to changes not only in working life, but also in labour market. Finnish modern economy is perceived in the world as a highly successful one. The term “sisu” means acceptance of all obstacles and difficulties in life. Being some kind of a sandwich country, between Sweden and Russia, Finland had no choice as to do everything to sustain their country’s identity. In Finland, there are omnipresent elements of Soviet communism style and western Europe style, with the tradition of Swedish parliamentary democracy. The mentioned changes in guidance and counselling are strictly connected with economy. All presented factors create economic and educational policy, which influences national and regional employment in Finland.

To sum up, the constant development in the field of guidance and counselling is observed. Its main aim seems to be the information and advice in guidance services, which are available for all citizens. Moreover, guidance and counselling will be strengthened constantly at all levels, including web-based information.

GUIDANCE COOPERATION AND COORDINATION AT THE NATIONAL LEVEL

The Ministry of Employment and Economy, the Ministry of Education and Culture have prepared cooperation at the national level to promote and develop the national, regional and local information of guidance and advice services. Moreover, strategic objectives were defined, with the main aim to develop Lifelong Learning Guidance in Finland¹⁵.

The group of professionalists, who worked at the national level prepared objectives for lifelong guidance in Finland. Firstly, the services will be equally accessible for all citizens. Secondly, there will be the strengthened individual career management skills. Furthermore, the quality of the guidance system will be developed, which will function in a holistic way. Moreover, Finns built a goal-oriented policy of lifelong guidance, which promotes not only the ambience of constant learning, but also the development of knowledge and skills needed for students and employees in XXI century.

Guidance is seen at different educational levels according to Finnish Education Policy. As a result, the whole Finnish population is involved in guidance based on promotion of well-being and the needs of the changing society. The whole process starts at the age of six, a year before the compulsory education begins. Despite the fact that participation at this time is voluntary, about 97 percent of children take part in it. During basic (compulsory) education, students grow as members of Finnish society and obtain knowledge and skills, which are indispensable in their lives.

¹⁵ Lifelong Learning Guidance in Finland, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, (access date: 07.02.18)

GUIDANCE GOALS FOR BASIC EDUCATION AND YOUTHS

A good guidance in Basic Education means sufficient and versatile guidance, skilful and professional staff. Moreover, there is a guidance plan and information about guidance services. Comprehensive school (1st to 9th grade) is the first step of guidance learning. There is a big pressure on enhancing well-being, preventing exclusion and marginalisation. Moreover, after secondary education, youths become full-authorized, active and responsible members of Finnish society. There are significant transitional phases in this process, after 6th, 9th and 19th grade. *In Finland, the Committee of Lifelong Learning has taken the following measures: a stronger basis of learning; a broader selection of learning opportunities; public recognition of learning; greater information and support for the building of educational paths; updating of teachers' and educators' skills; and a more comprehensive policy of improving learning*¹⁶

According to the National Board of Education, in the case of Guidance Goals for Youths, there is a big emphasis on self-knowledge strengths and areas of development, life-long education and career choice-making. Moreover, the need to improve abilities of being a part of group or community is seen, as well as the ability for further studies and working-life. As a result, students are able to develop professional identity, design life and career paths. *Career plans can also be tackled in youth workshops arranged by a range of associations and societies in co-operations with social services, education administration and the authorities in employment and economy. The youth workshops are not a part of the official education system*¹⁷.

Supporting learning and studying is possible in Finland due to the fact that on the first level, a teacher is engaged, an Assistant teacher and a Special education teacher. Moreover, on the second level, there are participants of the first level, plus a principal, a nurse, a psychologist, a social worker and a school career counsellor. The third level includes not only the first and second levels' participants, but also youth care, health and social care, physical education and services, cultural services, employment and business services, companies and organizations.

In Finland, students during the first and second year of school can participate in supervised groups before and after school hours. There are also special needs hours before and after school. According to specifications prepared by Finnish National Board of Education, activities involve not only playing and creativity, but also positive experience.

On the other hand, if learning difficulties are observed among students, they obtain remedial teaching programme and special needs education tailored to their needs. Moreover, in the case of students, who do not have sufficient skills in Finnish language, there are preparatory classes for compulsory education.

¹⁶ A. Antikainen, *Is Lifelong Learning Becoming a Reality? The Case of Finland from a Comparative Perspective*, European Journal of Education, Vol. 36, No. 3, 2001, p. 381.

¹⁷ Lifelong Learning Guidance in Finland, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p. 14, (access date: 07.02.18)

To sum up, guidance and counselling are actively present at basic education. Moreover, all teachers fully participate in them, to support all students, especially those with study difficulties. Students are entitled to participate in 76 hours of guidance and counselling in 7 to 9 grades or the last three years of their primary education. As a result, there are class-based lessons, which include guidance and counselling, with emphasis on studying skills, training options, students' future posts and the knowledge of the world of work. Furthermore, Finnish teachers find time to meet parents to present pupil's progress and future career paths.

GUIDANCE AND COUNCELLING AT SECONDARY LEVEL, APPRENTICESHIP TRAINING

The aim of guidance and counselling at general upper secondary school levels is to help students in: career paths, life plans and types of fields of study. It provides *an all-round education leading to a matriculation exam and qualifying students for further studies*¹⁸. 38 hours are offered for students in compulsory class - base course and 38 hours of additional, advanced level course. Not only learning methods, timetables of study, further educational possibilities, but also work places and positions are presented. Students study how to draw up a plan of their study and get useful and necessary study skills. Moreover, students get the important knowledge in terms of using the Employment and Economic Development Offices.

The secondary level guidance and counselling includes vocational education and training. There are many institutions like: educational centres, music schools, training centres, and sports education, which are obliged to conduct guidance and counselling. Moreover, vocational models, which are typical for initial vocational education require on-the-job-learning and studies in fields of entrepreneurship in connection with the final project. Therefore, there are omnipresent supplementary vocational modules with emphasis on language studies or other educational areas. In terms of on-the-job-learning, written contracts with future employers are signed.

Students, who are involved in on-the-job-learning, are responsible, in front of teachers and employers' representatives, for planning, implementing and checking on-the-job-learning, which must be compatible with the goals in curriculum. Moreover, students can build up their demonstrative skills to be able to master their professional skills. On the other side, some well-motivated students are able to complete the initial vocational education and matriculation exam at the national level. It takes three years for students to obtain a degree in initial vocational education.

Apprenticeship training can be completed in a form of the initial vocational education qualifications or specialist qualifications, as competence-based qualifications.

¹⁸ Lifelong Learning Guidance in Finland, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p. 15, access date: 07.02.18)

Apprenticeship training usually takes place in the workplace, where it is conducted by the instructor. Furthermore, theoretical education in vocational institution is provided and money is paid to the apprentices. *The employer pays the apprentice's wages according to the relevant collective agreement for the period of workplace training*¹⁹.

GUIDANCE AND COUNCELLING IN HIGHER EDUCATION

There are two complementary parts of the Finnish higher education system. The first part includes university, which is responsible for research and teaching at the highest level. The second part, a more professionally-oriented one, is known as universities of applied sciences or polytechnics. After passing the national matriculation exam, students can apply for studies. Some of them finish a three-year, initial, vocational qualification, or obtain a similar certificate abroad.

Not only polytechnics, but also universities provide basic counselling services for students and applicants. Moreover, there are institutions, which employ psychologists to counsel students and financial aid service is offered. Furthermore, higher education institutions employ study affairs secretaries and counsellors to help students in planning, to be in charge of coordination of studies, develop guidance and prepare study guides. There are proven methods of individual guidance, study affairs guidance, web-based and distance guidance in careers and recruitment services. Moreover, labour market information and training to develop working-life skills are introduced to students. Furthermore, students learn how to make first contacts in the field of labour-market, among traineeship and project leaders.

According to The Lifelong Learning for All (1996), OECD report,

*Everyone should be capable, motivated and actively encouraged to learn throughout their life.(...) OECD presents three objectives: the foundations of lifelong learning in the educational system must be improved; transitions in learning and work must be supported; and the roles and responsibilities of the government, the educational administration and other parties must be reviewed*²⁰.

ADULT EDUCATION

There are many opportunities for adults (18-70 years old) to go on and finish the educational path, which was started in the past. As T. Gmerek wrote, *Finnish Virtual*

¹⁹ Lifelong Learning Guidance in Finland, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p. 19, (access date: 07.02.18)

²⁰ A. Antikainen, *Is Lifelong Learning Becoming a Reality? The Case of Finland from a Comparative Perspective*, *European Journal of Education*, Vol. 36, No. 3, 2001, p. 381.

*University has been introduced*²¹ recently. There is general upper secondary education for adults in Finland, which includes general upper secondary schools, adult high schools and folk high schools. Students, who study at the level of general upper secondary education have their own plans of studies.

For Kaisu Lager-Ruuti²², a guidance counsellor from Tampere Upper Secondary School for Adults, job includes also meeting people at different ages. She is responsible for administrative work in terms of monitoring the students' progress. Moreover, her duties include graduation, working on schedules and advising on subjects for matriculation exam. She cooperates with the Employment and Economic Development Offices and many networks, which help her motivate students better. She finds her job challenging, because she encourages students to be motivated and to practice foreign language skills to find well-paid jobs. On the other hand, the other perspective in guidance and counselling in Finland in Adult education is seen. Educational institutions deepen the need to acquire knowledge and active forms of spending free time.²³

VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

In Finland, vocational education and training is not intended only for unemployed people. The employed people can participate in it, too. It is possible to study at all levels, only high level of self-motivation and submission of application are needed. After being qualified, into vocational education, students can get financial support.

According to competence-based qualifications, mature students can attain vocational qualifications. They are obliged to present their professional skills in real work life situations. Moreover, students participate in preparatory trainings to learn more about necessary skills. Competence-based qualifications in terms of students participating in vocational education and training include practical work assignments and written or oral tests. The existing students' knowledge is taken into account. As a result, they can apply directly to educational institution.

It is popular in Finland to participate in work trial. It is an option to handle person's ability to work at particular position. The guidance and counselling service presents career choices and supports all steps related to coming back to working life. In terms of those, who continue their work after trial period, strong guiding elements to enable them to apply for education are given.

²¹ T. Gmerek, *Szkolnictwo wyższe w krajach skandynawskich, studium z pedagogiki porównawczej*, Wydawnictwo Wolumin, Poznań 2005, p. 219.

²² Lifelong Learning Guidance in Finland, http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf, p. 27, access date: 07.02.18)

²³ *Systemy edukacji w krajach europejskich*, (eds.), E. Potulicka, D. Hildebrandt-Wypych, C. Czech -Włodarczyk, Wydawnictwo Impuls, Kraków 2013, p. 401.

On the other hand, it is popular that employees develop their working skills according to employer's needs and employers pay for them. In this light, Finland is perceived as a country with moral attitude at every level of guidance and counselling.

Summing up

The comparative pedagogy (education) helps us not only to understand educational changes, but first of all teaches us how to implement them in Polish educational reality. Finland shows us how to conduct lifelong guidance. Moreover, we perceive the significance of cooperation between teachers and institutions, which build relationships in lifelong learning to *take collective responsibility for curriculum development and children's learning*²⁴. Finnish lifelong guidance makes us aware of the importance of choosing the best school leavers for teaching profession.

In order to be successful in guidance and counselling, it is significant to take into consideration contemporary European trends and challenges. It is indispensable to honour traditional pedagogical values based on creating relationship with pupils. Moreover, there is a need to analyze successful reforms in Finland to understand how to cover spaces between schools and entrepreneurs in Poland better.

To sum up, it is important to follow innovations in methodology and new approaches in guidance to conduct effective guidance in Poland.

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²⁴ A. Hargreaves, D. Shirley, *The Global Fourth Way, The Quest for Educational Excellence*, Sage Publications, London, 2012, p. 66.

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Arleta Suwalska: Poradnictwo przez całe życie w edukacji fińskiej w kontekście globalizacji

Streszczenie

Finowie opracowali ukierunkowaną na cele politykę poradnictwa przez całe życie, która promuje nie tylko klimat ciągłego uczenia się, ale także rozwój wiedzy i umiejętności. Fiński sukces związany jest ze zmianami we współczesnym świecie. Polega on na poznaniu umiejętności i kompetencji, które są potrzebne społeczeństwu przyszłości w związku z różnymi warunkami pracy niezbędnymi uczniom i pracownikom w XXI wieku.

Słowa kluczowe: poradnictwo przez całe życie, poradnictwo i doradztwo, globalizacja i edukacja

Title: Lifelong guidance in Finnish education in context of globalization

Summary: The Finns built a goal-oriented policy of lifelong guidance, which promotes not only the climate of constant learning, but also the development of knowledge and skills. The Finnish success is related to the changes in the contemporary world. It relies on the perfect recognition of skills and competences, which are needed in society of the future due to the different working conditions, which students and employees of XXI century have to face.

Key words: lifelong guidance, guidance and counselling, globalization and education