



FINNISH NATIONAL
BOARD OF EDUCATION

Success factors of Vocational Education and Training (VET) in Finland

12 October 2016, Vilnius

Esa Karvinen

Director

*Vocational Education and Training
Finnish National Board of Education*



FINNISH NATIONAL
BOARD OF EDUCATION

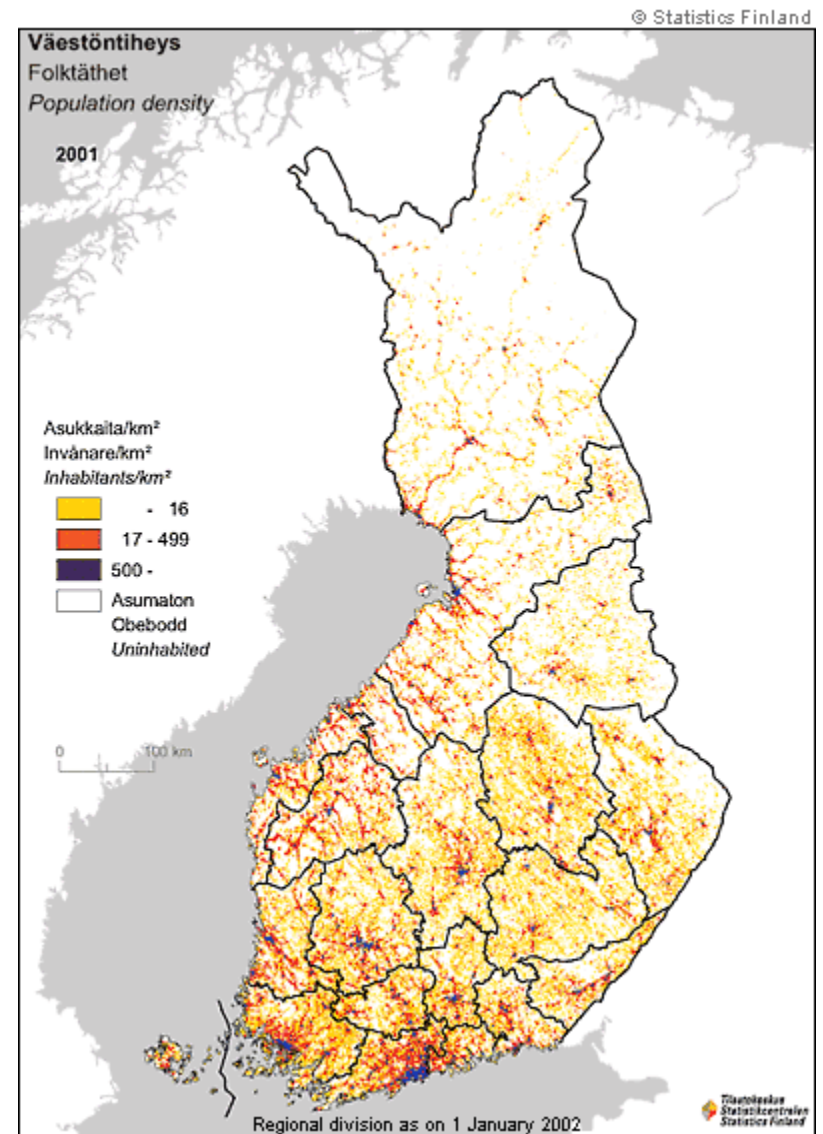


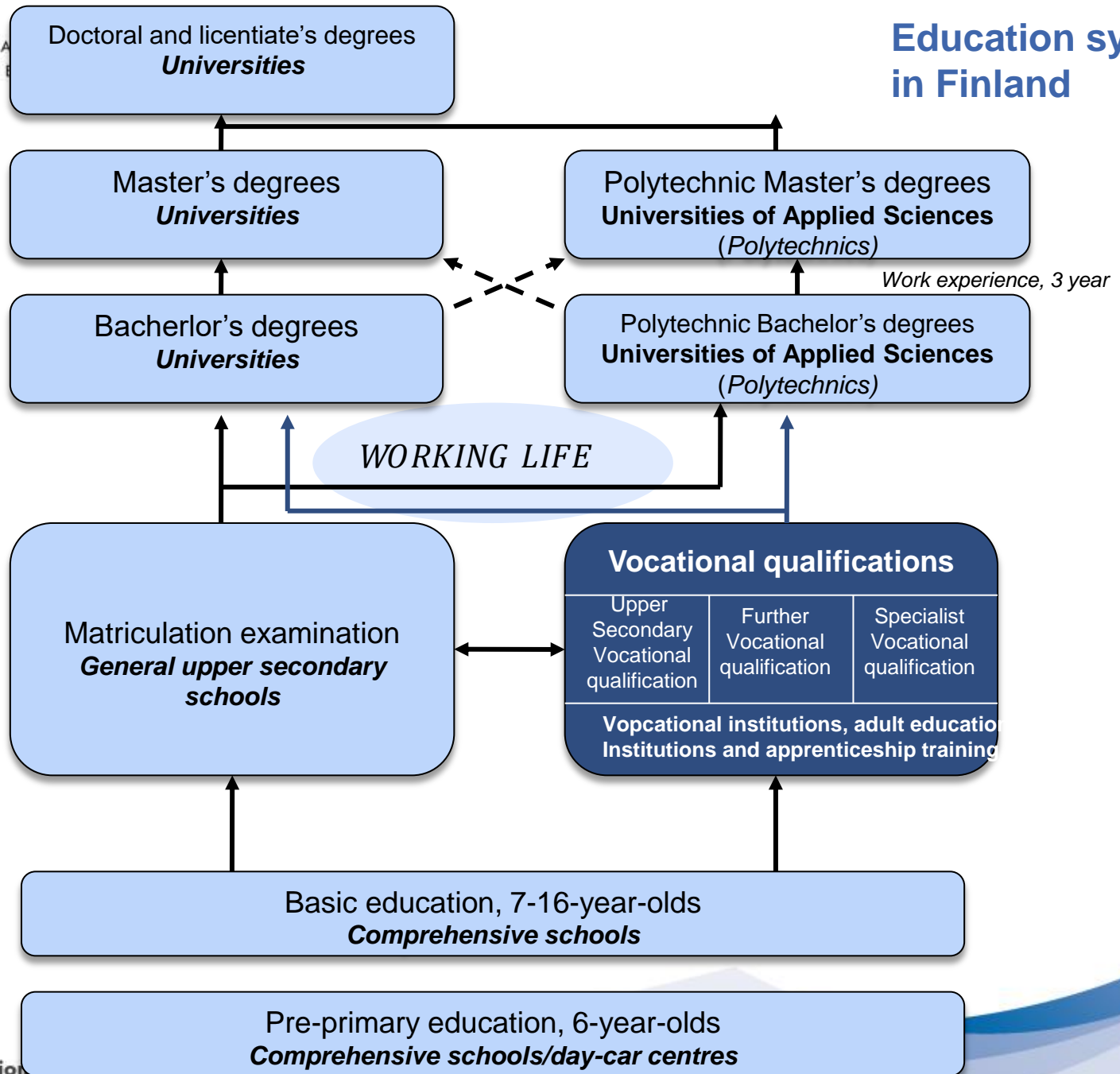
For education and learning



FINLAND AT A GLANCE

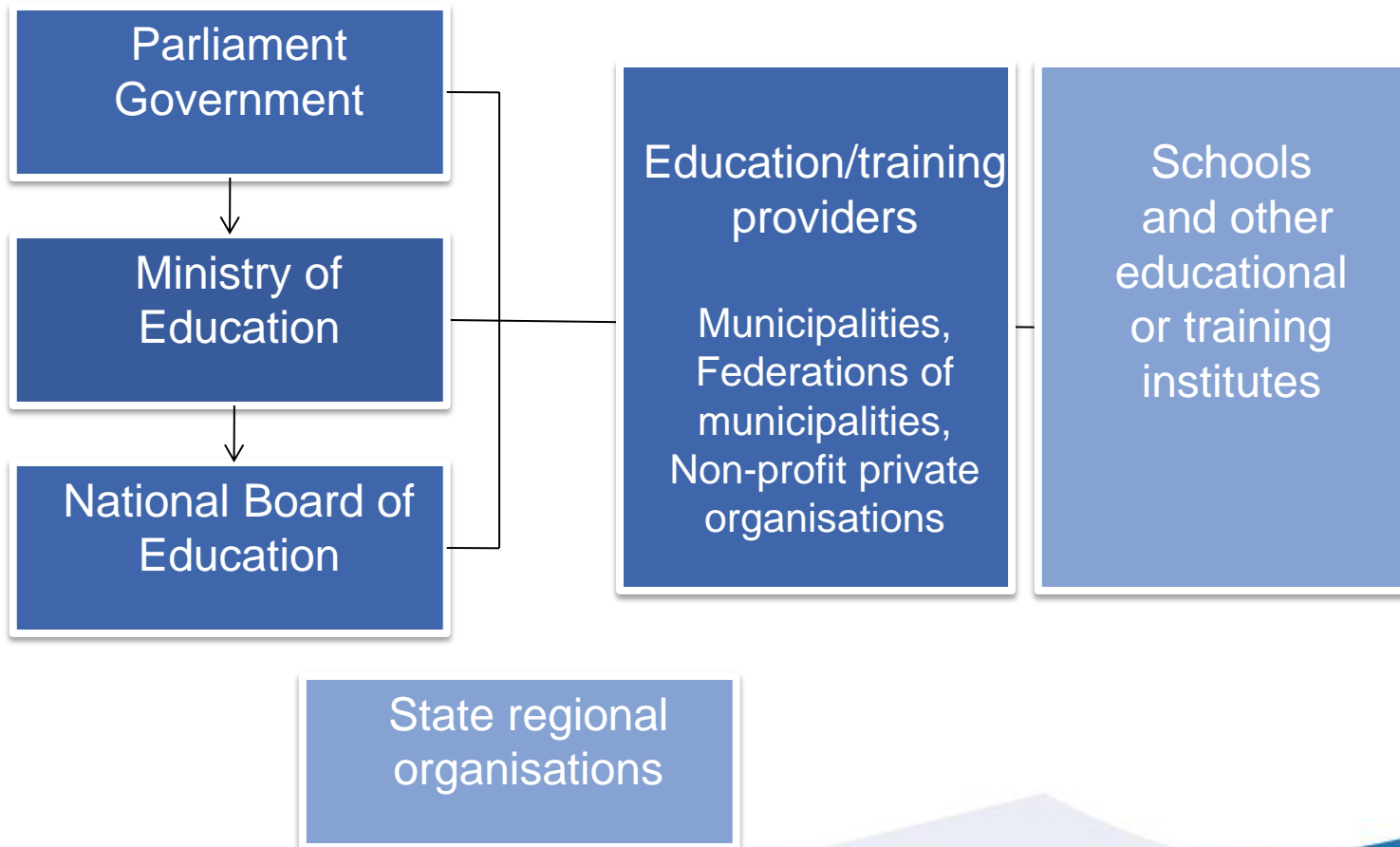
- independent since 1917, member of the European Union since 1995
- total area 338,000 km², population 5.5 million (17 inhabitants / km²)
- two official languages: Finnish 92 %, Swedish 6 %, (Sami 0,03%)
- religion: Lutheran (85 %), orthodox (1 %)
- immigrants: 2 % of population
- main exports: electronics, metal and engineering, forest industry
- 3 493 basic schools / 564 000 pupils
- 439 general upper secondary schools / 113 000 students
- 174 vocational upper secondary schools / 325 000 students (total participated, not full-time)







The education system in Finland Administration





Administration / main duties

PARLIAMENT Legislation
State budget

GOVERNMENT Government decrees
General policymaking

**MINISTRY OF
EDUCATION
AND CULTURE** Educational policymaking and development plans
Regulation and financing
Lists of qualifications

**FINNISH
NATIONAL
BOARD OF
EDUCATION** National core curricula and qualification requirements
Development programmes
Services for schools
Education and training committees

**PROVIDERS OF
EDUCATION** Maintenance of schools
Local planning and organising of VET
Local links to workplaces
Local training committees and advisory groups

National Education
and Training
Committees
(tripartite)

Qualification
Committees



VET Administration

- About 170 independent, multi-branch providers of VET
- Institutions are owned and operated mostly by municipalities or groups of municipalities
- Administrative trends since the 1990's
 - decentralisation
 - deregulation
 - from inspection to evaluation and feedback
 - mergers of small schools





Education and Qualification Requirements for VET Teachers in Finland

Vocational teacher education builds on degree
and work experience



- Appropriate Master's degree or polytechnic degree (or highest possible qualification in their own occupation)
- Minimum of three years' of working experience in their own field
- Pedagogical studies with a scope of 60 ECTS



Being a VET teacher in Finland...

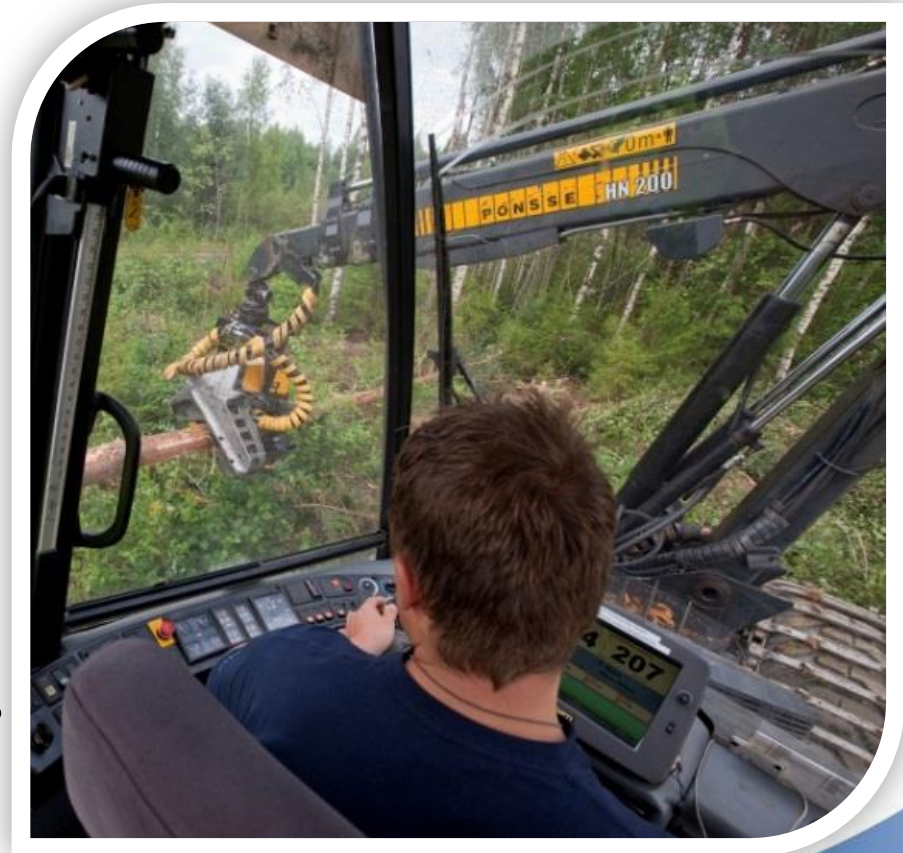
- Teaching profession has high esteem
- VET teachers seen as their own specific group within the teaching profession
- Strong connection with working life





Meet the needs of working life

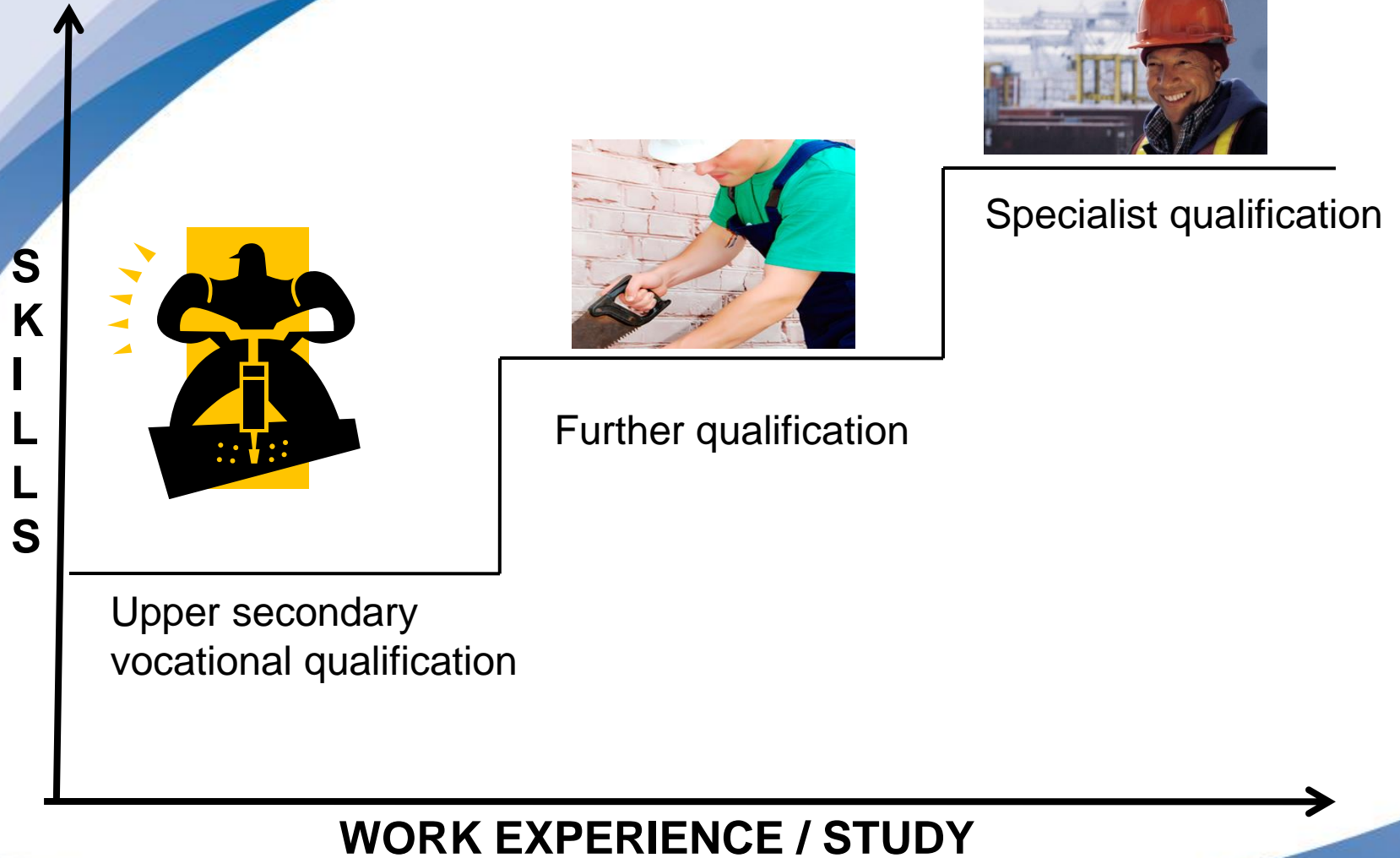
- Anticipation of skills needs and design of national qualification requirements in cooperation with working life
- Individual learning pathways
- Work-based learning periods
- Competence-based-qualifications (for adults)





Three types of competence-based qualifications

- **Vocational qualifications** indicate competence to enter employment in the field.
- **Further vocational qualifications** indicate the vocational skills required of skilled worker in the field.
- **Specialist vocational qualifications** indicate a command of the most demanding tasks in the field.





COMPETENCE-BASED QUALIFICATIONS

Number of titles of qualifications (2015)

Sectors	Vocational qualification	Further vocational qualification	Specialist vocational qualification	Total
Natural Resources Sector	6	25	14	45
Technology and Transport Sector	26	99	66	191
Business and Administration Sector	1	14	8	23
Tourism, Catering and Home Economics Sector	3	10	6	19
Health and Social Services Sector, Leisure and Physical Education	6	13	13	32
Culture Sector	6	17	13	36
Humanistic and Educational Sector	3	5	3	11
Natural Sciences Sector	1	1	1	3
TOTAL (2015)	52	184	124	360
TOTAL (2018)	43	64	59	166



Vocational Upper Secondary Qualifications 1.8.2015

- 52 Upper Secondary VET qualifications/120 competence areas -
Scope of **180 competence points**

Qualification includes:

- | | |
|---|---------------|
| • vocational units (compulsory and optional) | 135 cp |
| • common units (compulsory and optional) | 35 cp |
| • free-choice units | 10 cp |
- Vocational units based on functions of working life
 - Fragmentary and narrow core subject units merged into broader competence-based common units
 - Flexible learning pathways
 - At least 30 competence points of required competence must be to acquired by on-the-job learning



Common units 1.8.2015

35 competence points

1. Communication and interaction competence, 11 cp (3 cp optional)

(all sections are compulsory)

1. Mother tongue
2. Second national language
3. Foreign language

2. Mathematical and natural scientific competence, 9 cp, (3 cp optional)

(all sections are compulsory)

1. Mathematics
2. Physics and Chemistry
3. Information and communications technology and innovation of it

3. Social and labour market competence, 8 cp, (3 cp optional)

(all sections are compulsory)

1. Social competences
2. Labour market competences
3. Entrepreneurship
4. Maintaining work ability, physical and health education

4. Social and cultural competence, 7 cp (student must choose at least one section)

1. Cultural knowledge
2. Art and culture
3. Ethics
4. Psychology
5. Environmental competences
6. Additional modules from units 1 - 3



Three different ways of acquiring a qualification

- School-/curriculum based education (initial vocational education)
- Competence-based examinations
- Apprenticeship training



Individualisation of learning pathways



Key features of Finnish VET

- Vocational competences for a changing world
- VET is an attractive choice
- About 50 % of comprehensive school leavers continue in upper secondary vocational education
- Competence and flexibility
- Equity, support and maximising potential
- Effectiveness and quality – main responsibility lies with education providers
- Vocational teachers are respected professionals
- No student fees (main rule)
- The possibility of further studies



FUTURE 2018 - VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING REFORM

- 1. Reform vocational upper secondary education and training to meet future competence needs.**
- 2. Integrate funding and the steering of education to establish a uniform entity.**



Proposed changes in VET reform

A single operating law for VET

- existing laws on vocational upper secondary education and training and VET for adults will be combined to form a new law
- basis: competence-based and customer-oriented

Remove barriers to youth and adult VET

consolidate the educational offering, funding and steering to establish a uniform entity under the aegis of the Ministry of Education and Culture

The competence needs of working life and industry and those of the individual will be met with

- 1) qualifications and units
- 2) a non-qualification-oriented mix of skills
- 3) training entities that provide coaching
rapid transition to qualification-oriented VET





Proposed changes in VET reform

One individualisation process

applies to all VET clients and client groups
youths and adults

One competence-based approach to completing a qualification

independent of the method by which competence is acquired
primarily completed at a workplace
two-part evaluation
local boards for vocational skills demonstrations will be discontinued
one qualification certificate from an education provider

Qualifications and qualification requirements

broadening of qualification content and reduction in number of
qualifications
particularly further vocational qualifications and special vocational
qualifications
functionality of qualification requirements

Proposed changes in VET reform

Student admissions that promote competence-based and customer-oriented operations

opportunity for continuous application

New regulation and steering of education, which will be based on

- 1) the authorisation to provide education (one)
- 2) the funding decision
- 3) performance-based management mechanism

Funding system that supports competence-based activities and steers effective, efficient operations

clearly-defined, consistent, predictable and uniform

Four elements:

- 1) basic funding
- 2) performance-based funding
- 3) effectiveness-based funding
- 4) strategic funding





Proposed changes in VET reform

Information architecture

Supports the interoperability of information systems as well as competence-based and customer-oriented operations

Strong quality management

All education providers have functional quality management procedures
Enhancing the assessment of competence

Labour policy education

Qualification-oriented and some non-qualification-oriented labour policy education to be integrated with the new VET system

Training agreement

Proposal submitted to the Ministry of Education and Culture 13 April 2016





New funding system (4 elements) for VET

- State finance 1,9 billion euros
- Paid to education providers (1,9 mrd euros)
- Computational, in which key educational cost factors are taken into account
- Education provider decides on its use
- Total amount determined in the national budget + index adjustments
- All VET is to be funded by a common funding system

1) Basic funding (30–50%)

Student-years (prior activities + Ministry discretion)
Predictable basis for education provision
For all VET client groups

2) Performance-based funding (30–50%)

Qualifications and units
Scope determined by means of competence points
Number of outputs would not be regulated
Primarily not at the discretion of the Ministry





Preparation proposals

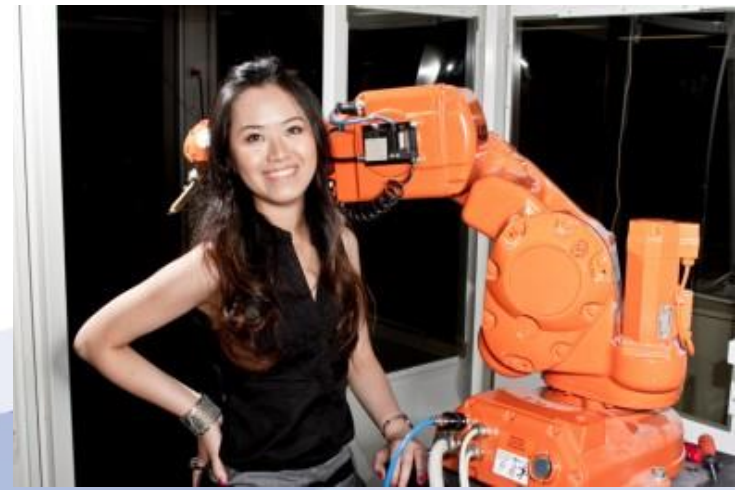
New funding system (4 elements) for VET

3) Effectiveness-based funding (10–20%)

Employment and further studies in higher education institutions
review period: completion of a qualification at the end of the next year
status

4) Strategic funding (2–4%)

Mergers, trials, development projects, skills competition
Sudden structural changes





How do you feel about the future of VET?

FNBE online brainstorming session; 1,348 respondents



4%



41%



36%



15%



5%



FINNISH NATIONAL
BOARD OF EDUCATION

VOCATIONAL EDUCATION IN FINLAND - More Information

www.minedu.fi

Ministry of Education

www.edu.fi

the Finnish education portal
*information in Finnish,
Swedish and English*

www.oph.fi

Finnish National Board of
Education

*information in Finnish,
Swedish and English*





FINNISH NATIONAL
BOARD OF EDUCATION

Have a nice autumn! 😊

