



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# Guidance and counselling in VET in Finland

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# Guidance and counselling

- Subjective right
- Integral part of the curriculum
- Collective and individual approach
- Develops learning skills and career management skills
- Supports self-confidence, participation and personal growth
- Focus on transition points

# Guidance and counselling in VET

- The student has the right to receive teaching and guidance in diverse learning environments to achieve the skills and learning objectives defined in the qualification requirements
- In addition he/she is entitled to personal and other necessary guidance and counselling
- The practical principles of guidance and counselling are decided in the VET provider's curriculum
- Guidance and counselling in the beginning, during and in the end of studies (towards employment and further studies)
- All teachers participate, main responsibility lies with the guidance counsellor
- Reform: New **Individual learning plan** for each student including:
  - accreditation of prior learning, acquiring missing skills and competences, demonstration of skills, assessment plan, guidance etc

➔ Individual learning path makes the student guidance and counselling all the more important

# Criteria for Good Quality Guidance; Good guidance themes

Recommendation for basic and upper secondary education, FNBE 2014

Sufficient and multifaceted guidance

Supporting activity, participation and responsibility

Guidance is a shared task

Skilled and professional personnel

Promoting equality and equity

Guidance plan

Transition points in education

Guidance in supporting decisions on educational and career choices

Employability skills and introduction to working life

Interactive co-operation in support of guidance

Providing information on guidance services

Criteria for good guidance as part of a local quality management system

## Example: **Guidance plan**

The education provider has a specific institutional plan for guidance.

The goals, implementation, management, division of tasks, responsibilities and evaluation/monitoring of guidance are specified in the guidance plan.

This plan has been prepared in co-operation with the pupils, guardians and stakeholders.

The guidance plan is evaluated and updated on a regular basis.

# The Young Adults' Skills Programme

- Launched by MoEC for 2013-17, approx. 180 M €
- Target group: young adults aged 20-29 years who do not have an upper secondary qualification
- They are offered the opportunity to obtain a vocational, a further vocational or a specialist vocational qualification, or to get credits for part thereof
- Identification and reaching the target group:
  - The education providers utilised their cooperation networks: [TE office](#) (public employment and business services), [outreach youth work](#) and [youth workshops](#)
- Reengaging the target group into the education and learning:
  - Supporting the students' self esteem and group behaviour skills
  - Developing the students' preparedness for working life
  - An orientation period before starting the actual studies
  - Peer support between students, tutor counselling / personal coaching
  - Study modules had been divided into smaller sections

# Skills programme for the formerly young (ENO)

- Launched by MoEC for 2015-16, 20 M €
- Target group adults aged 30-50 years who do not have an secondary qualification
- Same principles applied as in NAO
- Both quantitative and qualitative results good, as well as in NAO



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# Thank You!

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