

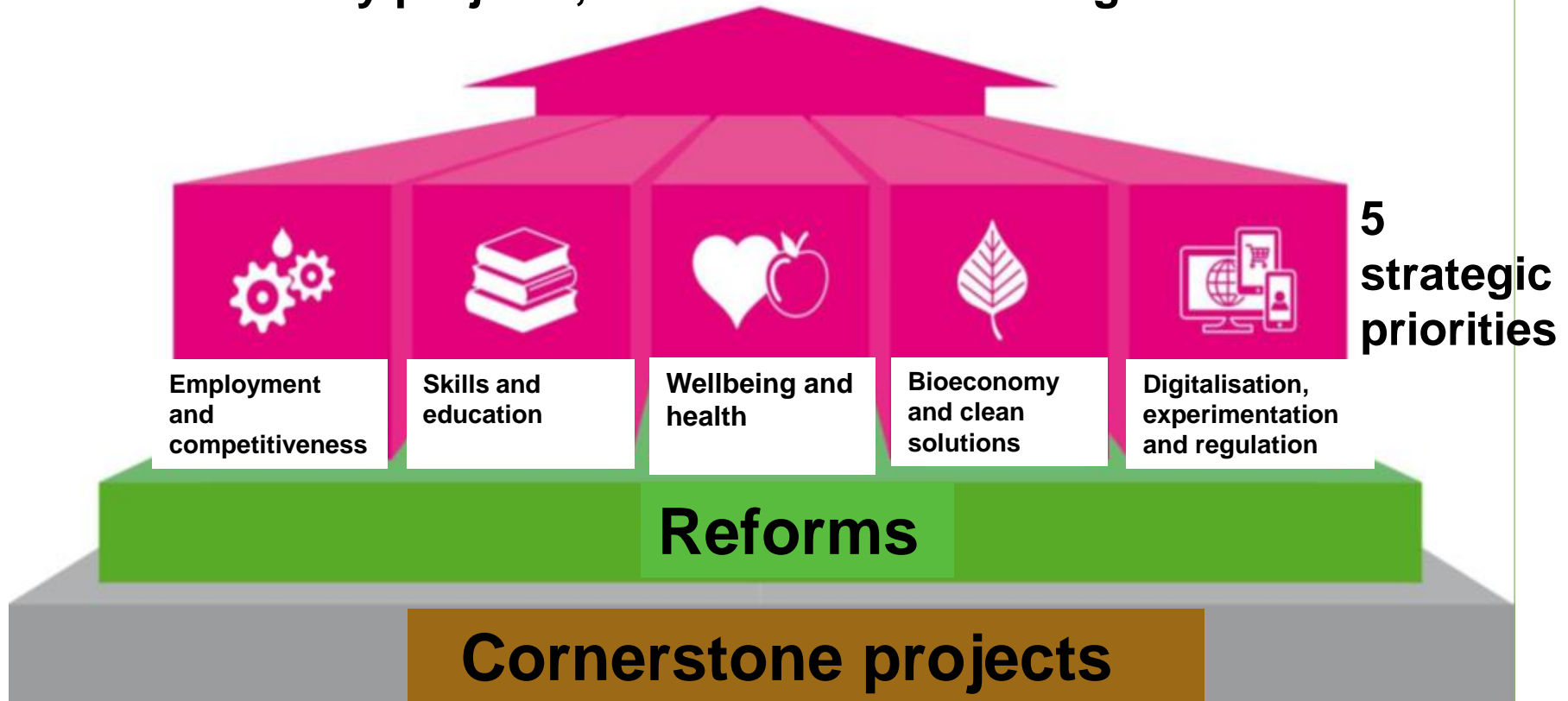
REFORM OF VOCATIONAL EDUCATION AND TRAINING

OPETUS- JA KULTTUURIMINISTERIÖ
UNDERSVINGS- OCH KULTURMINISTERIET

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Finland's vision for the future: Finland 2025 – built up together

The strategic objectives are materialised in the form of 26 key projects, the reform of VET being one of them



VET reform: guidelines

- High esteem of VET.
- Funding system that is based on performance and outcomes.
- The structure of VET keeps the various educational pathways open (no dead ends).
- A regionally comprehensive VET network (equal access).
- Enhanced cooperation between VET institutions and working life (e.g. work-based learning incl. apprenticeship training and training agreement, development cooperation).
- Elimination of unnecessary overlaps in VET by promoting e.g. identification and recognition of prior learning.
- One VET system for all -> VET for young people and adults in the same framework.
- Intensification of the activities of VET providers.
- Reform of apprenticeship training (easier administration and less financial burden for the employers).
- Cuts in the funding of VET: 275 MEUR by 2018.

VET reform: objectives

- Competence-based and customer-oriented VET system
- Better capacity for VET to respond to the skills needs of individuals and the working life: fast, flexibly and timely.
- From supply-oriented approach to demand-driven VET
 - The needed skills are the starting point for the building of educational pathways for individuals.
 - Flexible and customer-oriented pathways to skills and competences.
- Effective, high-quality and efficient VET
 - Identification and recognition of prior learning (part of the studies)
 - focus on reskilling and skills gaps of individuals
 - improving the completion rate of VET programs and reducing discontinuation of studies
 - stronger focus on the quality management of VET providers
 - modernising learning environments – digitalisation (content orientation)!
 - guaranteeing access to training
- Expanding work-based learning
 - Developing and increasing apprenticeship training and other forms of work-based learning
- Strengthening cooperation between VET and world of work
- Supporting lifelong learning

VET reform 1

- The reform of vocational education and training is one of the key projects included in Prime Minister Juha Sipilä's Strategic Government Programme.
- The objective of the VET reform is to renew vocational education and training by creating a competence-based and customer-oriented system and to improve efficiency.
- One VET system for all: VET for young people and adults in the same framework -> VET system based on lifelong learning
- Intensification of the activities of VET providers
- Enhanced cooperation between VET institutions and working life
- The entire VET system will be reformed by 2018

VET reform 2

- Separate funding systems (apprenticeship training, institution-based training) will be integrated into one coherent funding system
- The role of quality and effectiveness of training will be expanded in the new funding system
 - Funding will be more strongly based on the outcomes of the education providers (qualifications and modules)
 - Stronger role for the performance-based funding (employment, feedback from students)
- More strategic approach to the national steering of VET
- More emphasis on the role of quality and effectiveness in the steering of VET providers
- Increasing the attractiveness of apprenticeship training and other forms of work-based learning (the new “training agreement” model)

Why is VET being reformed?

- **Skills and competence needs of the working and business life are changing ever more rapidly.**
- **Students' needs are becoming more individualised.** Flexible and individual study paths need to be created.
- **All young people are offered a study place** immediately after they finish comprehensive school (educational guarantee). Efforts must still be taken to decrease the number of those who discontinue their studies.
- **Finland's economic growth and competitiveness** require that resources allocated for education be effectively utilised.

Response to the working life's and students' needs

- New VET will produce skills and competences needed in the future working and business life in a well-targeted, timely and flexible manner.
- Educational services will be built to meet the competence needs of the working life and students.
- Flexible admissions will enable students to begin their studies when needed.
- Individual study paths will be created for students; guidance and support included.
- Modes of operation within VET will become clearer and be increasingly based on the needs of the working life.
- Funding reform will encourage to intensify learning, decrease discontinuation of studies and shorten the duration of studies.
- VET will support the development of the working and business life.

REFORM OF VOCATIONAL EDUCATION AND TRAINING

WHAT WILL WE DO?





NEEDS-BASED AND HIGH- PERFORMING EDUCATION SYSTEM

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Flexible application and admission system

- Enrolment for education will be based on a **year-round admission system**.
- Comprehensive school graduates and others without upper secondary qualification will apply to education through **the joint application procedure**.
- The joint application procedure covers also preparatory education and special needs education.
- More detailed provisions on VET providers' role in the guidance of applicants during the application procedure will be issued.

A clearer range of qualifications

- Less qualifications – qualifications that better meet the needs of the working and business life (351 -> 164).
- No need to always establish a new qualification when new competence needs arise, as more freedom of choice within a specific qualification is enabled.
- Three types of qualifications: vocational upper secondary qualification, further vocational qualification and specialist vocational qualification.
- Qualifications consist of compulsory and optional modules.
- Eligibility for higher education studies is preserved.
- A vocational qualification may be completed simultaneously with studies in an upper secondary school and a matriculation examination, i.e. vocational and general upper secondary education can be combined.

Skills and competences can be acquired in many different ways during work and study career

- through completing a vocational qualification
- through completing vocational modules
- through participating in preparatory education for VET
- through participating in education preparing for working life and independent living
- through completing modules of preparatory education
- through completing other VET studies that do not lead to a qualification

Qualifications are completed through practical competence tests

- Vocational skills are primarily demonstrated in practical work situations at workplaces (=competence test)
- Competences are assessed as per module of a qualification or preparatory education.
- In a competence test, the student's competence is assessed by a teacher and a representative of working life together.
- Competence and skills matter – the time used for studies does not.
- Working and business life will be given a strong role in assuring the quality of skills: a representative of working life is one of the two assessors, and working life committees will ensure the quality of vocational skills at national level.

Individual study path for all

- Objectives for competence development will be written down in a personal competence development plan.
- A teacher will draw up the plan together with a student.
- An employer or another representative of a workplace or other cooperation partners may also participate in the preparation of the personal competence development plan, where needed.
- The plan will include information on, for example, identification and recognition of prior learning, acquisition of missing skills, competence tests and other demonstration of skills, and the necessary guidance and support.
- Duration of studies will be shortened through focusing on the acquisition of missing skills in a manner most suitable for the student.
- Education providers will have an obligation to recognise prior learning.
- Studies and the related guidance and support will correspond to the objectives, needs, life situation and skills of the student.

More versatile learning environments

- Education providers will be responsible for and decide on the contents of education and the manner in which it is provided.
- Education providers will have versatile possibilities to make use of different learning environments and pedagogical solutions (such as traditional contact teaching, simulators and other digital learning environments, and workplaces).
- The contents of education must comply with the national qualification requirements or the core curriculum for preparatory education.
- If a student pursuing vocational upper secondary qualification does not have any experience or competence in the practical work tasks related to the qualification, such training must be arranged at the workplace in connection with the practical work tasks.

More guided learning at workplaces

- Training at workplaces in connection with the practical work tasks will be arranged as apprenticeship training or training based on a training agreement.
- **Apprenticeship training:**
 - Based on a fixed-term employment relationship or public-service relationship (status: employed person)
 - Students are paid salary and employers are paid training compensation.
 - May apply to the entire qualification or to an individual module.
- **Training agreement:**
 - Students are not in an employment relationship (status: student).
 - Students receive no salary and employers receive no training compensation.
 - Is made as per module.
- A student may flexibly transfer from a training agreement to apprenticeship training, when the prerequisites for concluding an apprenticeship agreement are met.

A single licence to provide education and award qualifications

- All vocational education and training will in future be governed by a single licence to provide education.
- Qualifications are awarded by education providers.
- Education providers may within the limits of their licence decide what kind of education and training they will provide.
- The steering and regulation system consists of licences to provide education and annual performance decisions that form the basis for funding.

Outcomes and effectiveness as bases for funding (1)

- The funding system will be more coherent and simple than before.
- Funding will be paid to the education providers.
- Funding will be imputed and universal – no earmarked portions.
- Funding will in future be based on budget appropriations, not on actual costs as before. Increase in costs will be taken into account by using an index.
- Funding consists of four elements: core funding, performance-based funding, effectiveness-based funding and strategy funding.
- In core and performance-based funding, the weight of a certain performance indicator is determined in relation to all performance indicators that form the basis for funding (awarded qualifications, completed modules).

Outcomes and effectiveness as bases for funding (2)

- The core funding (50%) guarantees that vocational education and training continues to be provided in all fields and for all students also in future.
- The weight of performance and effectiveness will be increased (performance-based and effectiveness-based funding = 50%).
- Students' needs will steer the decisions made by education providers more strongly, as the entire VET field will have uniform performance indicators (the number of student-years, qualifications and modules) and funding criteria.

FUNDING SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

STRATEGY FUNDING

(a maximum of 4% of the total funding)

IMPUTED FUNDING

((a minimum of 96% of the total funding)

50%

CORE FUNDING

- student-years

Creates

- preconditions for the future provision of education in all fields and for all students
- a foreseeable foundation for the provision of education and qualifications

35%

PERFORMANCE-BASED FUNDING

- qualifications and modules

Guides and encourages to

- target education and qualifications in accordance with competence needs
- intensify study processes
- complete qualifications and modules in accordance with the set objectives

15%

EFFECTIVENESS-BASED FUNDING

- access to employment
- further studies

Encourages to

- redirect education to fields where labour force is needed
- ensure that education corresponds to the needs of the working life and is of high quality
- provide readiness for further studies

Labour policy education will become a part of the VET system

- Labour policy education leading to qualification will become a part of the VET system.
- In labour policy education, student admissions are handled by the employment and economic development authorities.
- In targeting labour policy education, the education providers and the employment and economic development administration cooperate also with the regional government.
- The education authorities are responsible for the quality and funding of the education.



THE REFORM BENEFITS ALL PARTIES

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Quicker access to employment

- Students may begin their studies flexibly at any time of the year due to the year-round admission system.
- Access of comprehensive school graduates to education will be secured through the joint application procedure system.
- Studies take better account of students' individual objectives, needs, skills and life situation.
- Duration of studies is shortened and a more rapid access to employment or further studies is enabled as the purpose of studies is to acquire only the missing skills and competences.
- Guided learning at workplaces lowers the threshold for finding employment.
- Students will be provided with guidance and support at different stages of their studies:
 - instruction and guidance in different learning environments
 - feedback on their competence development during studies
 - personal and other necessary study guidance
 - special support also for students pursuing further and specialist vocational qualifications, where needed.

Skilled labour force for the needs of working life

- The VET system will become clearer and easier to approach.
- Vocational qualifications and education will better than before be based on the competence needs prevailing in the working life.
- Private companies and workplaces in the public sector will receive more comprehensive services from the education providers.
- Vocational education and training will have uniform processes and operating principles, which will make cooperation between the educational field and the working and business life smoother.
- Working and business life will have a stronger role in ensuring the high quality of education and its relevance to working life, while the education provider is responsible for the administrative work.

More authority and responsibilities for education providers

- Education providers will have more authority and responsibility in ensuring that the education meets the needs of both the working and business life and individuals.
- Operations will be re-organised so that students can receive the necessary skills quickly and effectively.
- Resources will be targeted at ensuring good performance, effectiveness and high quality, because funding will be based on these.
 - A well-functioning quality management system as the basis for operations.
 - Education providers will also have responsibility for those in need of more support.

Teachers' job will include more guidance

- Teachers are experts in pedagogy who aim to build well-functioning study paths for students together and in cooperation with the working and business life.
- Individual study paths will increase the importance of the guidance and support provided for students.
- Teachers will assume a guiding and coaching approach in their work and have active cooperation with working life.
- Students' learning objectives will steer the operations towards effective solutions that support learning.
- Skills will be acquired and students guided increasingly also in other learning environments than in educational institutions, especially at workplaces.



**For more information,
visit our website:**

<https://minedu.fi/amisreformi>

Read more

- **Strategic Programme of Prime Minister Juha Sipilä's Government:**
http://valtioneuvosto.fi/documents/10184/1427398/Ratkaisujen+Suomi+EN_YHDISTETTY_netti.pdf/8d2e1a66-e24a-4073-8303-ee3127fbfcac
- **Action plan for the implementation of the key projects and reforms defined in the Strategic Government Programme:**
<http://valtioneuvosto.fi/documents/10616/1986338/Action+plan+for+the+implementation+Strategic+Government+Programme+EN.pdf/12f723ba-6f6b-4e6c-a636-4ad4175d7c4e>