REFORM OF VOCATIONAL EDUCATION AND TRAINING

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Project planner Erno Hyvönen
Department for VET
Upskilling Pathways in three key steps.

**Step 1 – Skills assessment**
- This is to enable adults to identify their existing skills and any needs for upskilling. It may take the form of a "skills audit": a statement of the individual's skills that can be the basis for planning a tailored offer of learning.

**Step 2 – Learning offer**
- The beneficiary will receive an offer of education and training meeting the needs identified by the skills assessment. The offer should aim to boost literacy, numeracy or digital skills or allow progress towards higher qualifications aligned to labour market needs.

**Step 3 – Validation and recognition**
- The beneficiary will have the opportunity to have the skills she or he has acquired validated and recognised.
EQF-levels in Finland

- Basic education syllabus at level 2
- The Matriculation Examination and the general upper secondary school syllabus at level 4
- Upper secondary vocational qualifications and further vocational qualifications, Qualification at level 4
- Specialist vocational qualifications at level 5

http://www.oph.fi/english/curricula_and_qualifications/qualifications Frameworks
Finnish VET in the Spotlight

- VET comprises initial and further training (IVET & CVET)
- VET has many target groups: young people, adults and people in working life who need upskilling or reskilling, unemployed — VET is lifelong learning
- About 280,000 students annually — (200,000 in IVET and 80,000 in CVET)
- VET is available in institutions (contact, distance, multiform teaching) or as apprenticeship training
- VET is attractive: 44% of comprehensive school-leavers continue in IVET
- In 2018, total operating costs of vocational institutions amounted to 1.700 million € (average funding/student/year is approximately 9,500 €)
- National-level evaluations with no inspectorate
- 165 VET-providers: municipalities, joint federations of municipalities and private organisations
VET reform: objectives

- Stronger capability to respond to the changing skills needs of both individuals and world of work - flexibility and agility
- Quicker access to employment or further studies
- Focus to customers and learning outcomes: From supply-oriented approach to demand-driven VET
- Enhancing possibilities to life-long (or life-wide) learning
- Effective, high-quality and efficient VET
- Clear and more easily approached VET-system
- Stronger cooperation between VET and world of work
- Easier access to the VET-system

All of this is UP Step 2 – Learning offer
NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students’ needs are becoming more and more individualistic. Skills need to be updated throughout careers.

VERSATILE LEARNING ENVIRONMENTS

Learning at work
PERSONAL COMPETENCE DEVELOPMENT PLAN

From classroom to workplace and simulators

Teachers guide, support and evaluate

Skills are acquired

Flexible study time, shorter duration of studies

Flexible admissions

FUNDING THAT ENCOURAGES EFFECTIVENESS
Students do not drop out, they complete their studies, obtain a vocational qualification, access employment or continue studying

A SINGLE ACT, A SINGLE AUTHORISATION TO PROVIDE EDUCATION
No boundaries between young people and adults

BROAD-BASED QUALIFICATIONS, 164 qualifications instead of 351

Skills are demonstrated in practical work

QUALIFICATION

Higher education studies

Employment

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NEEDS-BASED AND HIGH-PERFORMING EDUCATION SYSTEM
Qualifications are completed through competence demonstrations

- Vocational skills are primarily demonstrated in practical work situations at workplaces (=competence demonstrations) UP Step 3 – Validation and recognition
- Competences are assessed as per module of a qualification or preparatory education.
- In a competence demonstration, 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. **UP Step 1 – Skills assessment**

- 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.
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)

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<th>50% Core Funding</th>
<th>35% Performance-Based Funding</th>
<th>15% Effectiveness-Based Funding</th>
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<td><strong>Access to Employment</strong></td>
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**MINISTRY OF EDUCATION AND CULTURE**
**UNDERVISNINGS- OCH KULTURMINISTERIET**

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THE REFORM BENEFITS ALL PARTIES
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

All of this is UP Step 2 – Learning offer
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