Further information


www.minedu.fi/OPM/?lang=en
Ministry of Education and Culture
www.oph.fi/english
Finnish National Board of Education
Ministry of Employment and the Economy
Brochures on VET and vocational adult education
www.stat.fi/index_en.html
Statistics Finland
Confederation of Finnish Industries (EK)
www.sak.fi/english
Central Organisation of Finnish Trade Unions (SAK)
www.sttk.fi
Finnish Confederation of Professionals (STTK)
www.oaj.fi
Trade Union of Education in Finland (OAJ)
www.cimo.fi/frontpage
Centre for International Mobility (CIMO)
www.sakkinet.fi
National Union of Finnish Upper secondary Vocational Students (SAKKI)
http://samok.fi/en
Union of Students in Finnish Universities of Applied Sciences (SAKOK)

Source: Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.
Source: Eurostat, labour force survey, date of extraction 3.7.2013.
Source: Cedefop calculations based on Eurostat, labour force survey, date of extraction 8.7.2013.
Source: Cedefop calculations based on Eurostat, 2009 ad hoc module of the EU labour force survey, date of extraction 19.9.2012.
Vocational qualifications can be obtained in vocational upper secondary VET, apprenticeship training or as competence-based qualifications:

- **Most young learners complete their upper secondary VET, apprenticeship training or as competence-based qualifications**
- **Further, upper secondary vocational qualifications may also be obtained through competence tests independent of how vocational skills were acquired**
- **Competence-based qualifications are usually completed by adults**
- In addition to the 52 vocational qualifications offered, there are nearly 300 further and specialist qualifications in different fields available.

Vocational and further vocational qualifications are upper secondary level qualifications. The specialist vocational qualification is a post-secondary non-tertiary level qualification.

VET providers are responsible for the design and delivery of courses, the quality of learning experiences and outcomes.

VET providers may also be assigned tasks to develop and serve the world of work.

Professional associations and employers, trade union representatives, and the Trade Union of Education are involved in contributing to national qualification requirements, as well as in evaluating learning outcomes.

Authorities to provide VET are granted by the ministry. They cover provisions on VET fields, qualifications, number of students, language of instruction, locations, special educational technologies and any other issues that may be required.

In Finland, VET in the Finnish education and training system Distinctive features of VET Challenges

More than 40% of the relevant age group start vocational upper secondary VET, apprenticeship training or as competence-based qualifications immediately after basic education. The biggest fields are technology, communications and transport and social services, health and sports. In the proportion, however, varies greatly from field to field. Technology and natural sciences are still very male-dominated areas while healthcare and social services as well as tourism and catering are very female-dominated.

A career as a vocational education and training teacher is generally considered attractive. This is reflected in numbers of applicants for vocational teacher training programmes, which invariably exceed intake. Remaining places for upper secondary vocational qualifications are often filled by applicants who were admitted to training.

National qualification requirements have been based on a learning-outcomes approach since the early 1990s. In the past decade, flexibility and individualisation have become a means to respond to changing requirements of the world of work. Flexibility of vocational qualifications has been increased, for example, by diversifying opportunities to include modules from other vocational qualifications (including further vocational qualifications and specialist vocational qualifications) or polytechnic degrees. The goal is more flexibility – this will allow students to create individual learning paths and increase study opportunities for completing their studies.

Further, it is meant to give education providers an opportunity to meet demands of regional and local worlds of work more effectively. Studies in upper secondary VET are based on individual study plans, comprising both compulsory and optional study modules.

Study modules. Modularisation allows for a goal is more flexibility – this will allow students to create individual learning paths and increase study opportunities for completing their studies.

Furthermore, the youth guarantee programme from the beginning of 2013.

The youth guarantee offers everyone under 25, as well as recent graduates under 30, a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed.

Drop-out from vocational education and training is far more common than from general secondary education, although it is not high in European terms (9% in the 2010/11 school year). Prevention of drop-out from education and exclusion from society is a policy priority. The reasoning is that every individual who drops out of education and the labour market is seen as being both a personal tragedy and a significant cost to society. A programme was set up in 2012 to develop anticipatory and individualised procedures in guidance and counselling and create pedagogical solutions and practices supporting completion of studies as well as work-centred learning environments and opportunities. There is also emphasis on creating practices to recognise prior learning more effectively. An additional EUR 4 million has been allocated to this programme.

There is growing concern for risk of social exclusion of youth. Among 20-29 year-olds, around 110 000 only have a basic level of education and 55 000 young people are unemployed job-seekers. Youth unemployment is on the increase. Altogether, it is estimated there are 40 000 unskilled young people not working nor in education or training programmes. This costs the nation approximately EUR 300 million a year.

The government implemented the youth guarantee programme from the beginning of 2013.

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Vocational qualifications can be obtained in vocational upper secondary VET, apprenticeship training or as competence-based qualifications:

- apprenticeship training is a post-secondary vocational qualification
- competence-based qualifications are usually demonstrated in upper secondary qualifications as competence-based qualifications:
  - polytechnic master’s degrees
  - polytechnic bachelor’s degrees

Vocational qualifications may also be obtained through competence tests independent of how vocational skills were acquired.

- for evaluating learning outcomes.

Authorisations to provide VET are granted by the ministry. They cover provisions on VET fields, qualifications, number of students, language of instruction, locations, special educational tasks and any other issues that may be required. VET providers may also be assigned tasks to develop and serve the world of work.

VET providers are responsible for organising training in their areas, for matching provision with local labour market needs, and for devising curricula based on national qualification requirements. They also decide independently on issues such as type of education and training provided and the method for completion of studies within the limits of their authorisation from the MoEC. A VET provider may be a local authority, municipal training institution, the MoEC, a VET provider may be a local authority, municipal training institution, the MoEC, a local labour market. Further, upper secondary vocational qualifications may also be obtained through competence tests independent of how vocational skills were acquired.

- competence-based qualifications are usually completed by adults. In addition to the 52 vocational qualifications offered, there are nearly 300 further and specialist qualifications in different fields available. Vocational and further vocational qualifications are upper secondary level qualifications. The specialist vocational qualification is a post-secondary non-tertiary level qualification.

There are no dead-ends within the education system. From the late 1990s the vocational track has given eligibility to access polytechnics and universities. With this reform upper secondary education has given eligibility to access polytechnics and universities. With this reform upper secondary VET, apprenticeship training or polytechnic degrees. The youth guarantee offers everyone under 25, as well as recent graduates under 30, a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed.

Drop-out from vocational education and training is far more common than from general secondary education, although it is not high in European terms (9% in the 2010/11 school year). Prevention of drop-out from education and exclusion from society is a policy priority. The reasoning is that every individual who drops out of education and the labour market is seen as being both a personal tragedy and a significant cost to society. A programme was set up in 2012 to develop anticipatory and individualised procedures in guidance and counselling and create pedagogical solutions and practices supporting completion of studies as well as work-centred learning environments and opportunities. There is also emphasis on creating practices to recognise prior learning more effectively. An additional EUR 4 million has been allocated to this programme.

There is growing concern for risk of social exclusion of youth. Among 20-29 year-olds, around 110 000 only have a basic level of education and 55 000 young people are unemployed job-seekers. Youth unemployment is on the increase. Altogether, it is estimated there are 40 000 untrained young people not working nor in education or training programmes. This costs the nation approximately EUR 300 million a year.

The government implemented the youth guarantee programme from the beginning of 2013. The youth guarantee programme is aimed for those young people who have left education, either because of their age, a personal reason or the lack of education and the labour market is seen as being both a personal tragedy and a significant cost to society. A programme was set up in 2012 to develop anticipatory and individualised procedures in guidance and counselling and create pedagogical solutions and practices supporting completion of studies as well as work-centred learning environments and opportunities. There is also emphasis on creating practices to recognise prior learning more effectively. An additional EUR 4 million has been allocated to this programme.

NB: EQF levels have not yet been defined. ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.

More than 40% of the relevant age group start vocational upper secondary VET immediately after basic education. The biggest fields are technology, communications and transport and social services, health and sports. Although the proportion, however, varies greatly from field to field. Technology and natural sciences are still very male-dominated areas while healthcare and social services as well as tourism and catering are very female-dominated.

A career as a vocational education and training teacher is generally considered attractive. This is reflected in numbers of applicants for vocational teacher training programmes, which invariably exceed intake. Recently, the MoEC has for the first time adverted for 90% applicants were admitted to training.

National qualification requirements have been based on a learning-outcomes approach since the early 1950s. In the past decade, feasibility and individualisation have become a means to respond to changing requirements of the world of work. Flexibility of vocational qualifications has been increased, for example, by diversifying opportunities to include modules from other vocational qualifications (including further vocational qualifications and specialist vocational qualifications) or polytechnic degrees. The goal is more flexibility – this will allow students to create individual learning paths and increase student responsibility for completing their studies. Further, it is meant to give education providers an opportunity to meet demands of regional and local worlds of work more effectively. Studies in upper secondary VET are based on individual study plans comprising both compulsory and optional study modules in accordance with students’ degree of individualisation of qualifications.
Vocational qualifications can be obtained in vocational upper secondary VET, apprenticeship training or as competence-based qualifications:

- **Most young learners complete their upper secondary vocational qualifications at vocational institutions. All qualifications include at least six months on-the-job learning.**
- **Vocational qualifications may also be completed in apprenticeship training, which contains courses arranged at vocational institutions.**
- **All apprentices are adults.**
- **Further, upper secondary vocational qualifications may be obtained through competence tests independent of how vocational skills were acquired.**
- **Competence-based qualifications are usually completed by adults.**

Vocational education and training became equal to general upper secondary education as a pathway to higher education. The Finnish National Board of Education has given eligibility to access polytechnics and universities. From the late 1990s the vocational track has been purposefully developed and serving the world of work is essential. In addition to competence-based qualifications, number of students, language of training and skills demonstrations, regional and local worlds of work.

**Spotlight on VET**

Vocational qualifications requirements have been increased, for example, by diversifying opportunities to include modules from other vocational qualifications (including further vocational qualifications and specialist vocational qualifications), polytechnic degrees. The goal is more flexibility, this will allow students to create individual learning paths and increase student autonomy and for completing their studies.

There is growing concern for risk of social exclusion of youth. Among 20-29 year olds, around 110 000 only have a basic level of education and 55 000 young people are unemployed job-seekers. Youth unemployment is on the increase. Altogether, it is estimated there are 40 000 untrained young people not working or in education or training programmes. This costs the nation approximately EUR 300 million a year.

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**Vocational education and training in Finland**

**More than 40% of the relevant age group start vocational upper secondary VET, apprenticeship training immediately after basic education.** The biggest fields are technology, communications and transport and social services, health and sports. Women are over-represented in the proportion, however, varies greatly from field to field. Technology and natural sciences are still very male-dominated areas while healthcare and social services as well as turismo and catering are very female-dominated.

A career as a vocational education and training teacher is generally considered attractive. This is reflected in numbers of applicants for vocational teacher training programmes, which invariably exceed intake numbers. Recent graduates were admitted to training. National qualification requirements have been based on a learning-outcomes approach since the early 1990s. In the past decade, flexibility and individualisation have become a means to respond to changing requirements of the world of work. Flexibility of vocational qualifications has increased, for example, by diversifying opportunities to include modules from other vocational qualifications (including further vocational qualifications and specialist vocational qualifications), polytechnic degrees.

**Distinctive features of VET**

VET in Finland VET in the Finnish education and training system

**Challenges**

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**Goal of education**

This goal is more flexibility, this will allow students to create individual learning paths and increase student autonomy and for completing their studies. Further, it is meant to give education providers an opportunity to meet demands of regional and local worlds of work more effectively. Studies in upper secondary VET are based on individual study plans, comprising both compulsory and optional study modules in accordance with learners’ degree of individualisation of qualifications.
FINLAND

Education and training in figures

Learners in upper secondary education enrolled in vocational and general programmes
% of all students in upper secondary education, 2011

Tertiary education by type
% of 30-34 year-olds with tertiary education by type, 2012

Lifelong learning
% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2012

Employment rates by highest level of educational attainment
20-34 year-olds no longer in education by highest level of educational attainment, 2009

Further information


Source: Eurostat, UOE data collection on education systems, date of extraction 28.6.2013.
Source: Eurostat, labour force survey, date of extraction 3.7.2013.
Source: Cedefop calculations based on Eurostat, labour force survey, date of extraction 8.7.2013.
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ISCED 5B Vocational 30.4 ISCED 5A-6 General 69.6

ISCED 5A-6 Vocational 43.7 ISCED 5B General 56.3

ISCED 4 Vocational 47.4 ISCED 4 General 52.6

ISCED 3-4 Vocational 53.9 ISCED 3-4 General 46.1

ISCED 2 Vocational 50.5 ISCED 2 General 49.5

ISCED 1 Vocational 57.3 ISCED 1 General 42.7

ISCED 0-2 Vocational 65.6 ISCED 0-2 General 34.4

ISCED 0-1 Vocational 76.9 ISCED 0-1 General 23.1

ISCED 0 Vocational 87.3 ISCED 0 General 12.7

0-4 Vocational 97.8 ISCED 0-4 General 2.2

0-3 Vocational 97.8 ISCED 0-3 General 2.2

0-2 Vocational 97.8 ISCED 0-2 General 2.2

0-1 Vocational 97.8 ISCED 0-1 General 2.2

0-0 Vocational 97.8 ISCED 0-0 General 2.2

0 Vocational 97.8 ISCED 0 General 2.2

1 Vocational 91.7 ISCED 1 General 8.3

2 Vocational 77.7 ISCED 2 General 22.3

3 Vocational 67.7 ISCED 3 General 32.3

4 Vocational 59.7 ISCED 4 General 40.3

5 Vocational 51.7 ISCED 5 General 48.3

6 Vocational 42.7 ISCED 6 General 57.3

7 Vocational 33.7 ISCED 7 General 66.3

8 Vocational 24.7 ISCED 8 General 75.3

9 Vocational 15.7 ISCED 9 General 84.3

10 Vocational 6.7 ISCED 10 General 93.3

Education and training in figures

Further information
FINLAND

Education and training in figures

Further information


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% of all students in upper secondary education, 2011

Tertiary education

% of 30-34 year-olds with tertiary education by type, 2012

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