

# Programme for quality and equality in VET

**POLICY DEVELOPMENT****PRACTICAL MEASURE/INITIATIVE** FINLAND

## Timeline

**2020 Implementation****2021 Implementation****2022 Completed****ID number 39429**

## Background

The Ministry of Education and Culture has launched a 3-year programme (Oikeus osata) (2020-22) for assessing the quality and equality of VET. The programme is part of the implementation of the Government programme.

Regional, socioeconomic and gender disparities and the correlation between the level of parental education and the education performance of children have all become more noticeable. The Ministry of Education and Culture has also remarked on gender segregation in education and work. The education achievement and skills of first and second-generation immigrants, disabled people, and other vulnerable groups lag behind those of the rest of the population. Meanwhile, problems with young people's mental health and their ability to cope have increased to an alarming extent.

Despite an upper secondary qualification having been recognised as the minimum level of education for anybody to find work and participate in a modern society, 16% of the age cohort (16-18) fails to complete this level.

The ministry needs to reinforce the implementation of the reform of VET, particularly supporting the provision of full-time hours of learning, workplace learning and the development of apprenticeships. Together with education providers, it must draw up a model to implement full school days for VET provision, which may also be delivered by making use of workplace learning and by promoting innovative local solutions. This should be done together with increasing the number of teachers and funding for VET.

## Objectives

The 2020-22 Oikeus osata programme aims at raising the level of VET learner competence, strengthening the equality of education, reducing learning gaps and achieving objectives related to improving quality in VET. In addition, the programme helps prepare the government's key measures, such as extending compulsory education, reforming continuous learning and integration.

Over EUR 270 million has been allocated for 2020-22 to implement the programme.

The development programme for improving quality and increasing equality in VET includes four sets of measures:

- (a) improving learning outcomes and learning opportunities — strengthening the quality of VET;
- (b) increasing wellbeing, a sense of community and participation;
- (c) advocating VET providers to reform their procedures and practices and supporting their management;
- (d) improving the capacity of education providers to respond to changes.

## Description

The programme to develop quality and equality in VET is mainly implemented through comprehensive development projects funded by the Ministry of Education and Culture and the Finnish National Agency for Education. The projects are mainly wide-ranging network projects with one coordinator. This secures the efficient direction of the projects and the transition of the results as part of national development and VET provider everyday routine.

### 2020 Implementation

In 2020, the Ministry of Education and Culture granted 109 VET providers (out of 145) an additional EUR 80 million for recruiting teachers and instructors to make sure all learners are given the teaching, guidance and support they need, and for raising the number of teaching hours for existing untenured teachers. Funding can also be used to recruit teaching assistants, which would allow teachers to focus on actual teaching.

A comprehensive follow-up group was appointed in 2020 to direct, follow and support the implementation of the development programme. In addition, the ministry has granted EUR 15 million of strategy funding to VET providers to improve the quality of teaching and guidance and counselling. The funding supports measures, which strengthen the development of basic and vocational skills of learners who belong to underrepresented groups, like migrants and those who have learning difficulties. Funding was also granted for the development of learning environments, which support the realisation of individual learning paths and utilisation of digital learning solutions.

### 2021 Implementation

The projects in the programme for quality and equality in VET (Oikeus osata) have improved the quality of guidance and counselling and supported learners with special educational needs and others affected by changes brought about by the extension of compulsory education. The projects have also strengthened the basic skills of all learners to improve their readiness to apply for courses of study after graduation, learner wellbeing and a sense of community/participation. They have also improved the operating culture of VET providers by updating their service processes and by creating networks for peer support and for exchanging good practice. In 2021, several events were organised to create forums for exchanging good practice acquired while implementing the projects, and to offer/receive support to/from other projects.

### 2022 Completed

In 2022, to ensure the quality of VET, the Ministry of Education and Culture granted 70 million euros for strengthening instruction and guidance in VET. An external impact assessment was made. It focused on 35 development projects and was published in June. The development projects ended in 2022, except for one running until February 2023.

To spread the results of the development projects carried out within the programme, an event was organised in June. In November, the ministry organised a closing seminar of national education development programmes, one being the programme to develop quality and equality in VET. The term of the follow-up group of the programme and the programme itself ended in 2022.

Ten projects, related to the contents of the programme, were launched in 2022 and are set to operate after the end of the programme, until 2025.

## Bodies responsible

- Ministry of Education and Culture
- Finnish National Agency for Education (EDUFI)

## Target group

### Learners

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Young people not in employment, education or training (NEETs)  
Learners with migrant background, including refugees  
Learners at risk of early leaving or/and early leavers  
Learners with disabilities  
Unemployed and jobseekers  
Persons in employment, including those at risk of unemployment  
Low-skilled/qualified persons  
Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET  
Further developing national quality assurance systems

### Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers  
Supporting teachers and trainers for and through digital

### Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education  
Lifelong guidance  
Ensuring equal opportunities and inclusiveness in education and training

## European priorities in VET

### VET Recommendation

VET promoting equality of opportunities

### Osnabrück Declaration

## Subsystem

IVET CVET

### Further reading

[Programme to Develop quality and equality in vocational education and training, Ministry of Education and Culture news](#)

[Three-year plan for developing vocational education and training — EUR 80 million for recruiting teachers and instructors, Ministry of Education and Culture press release](#)

[EDUFI started, in December 2020, the Oikeus osata programme by financing 42 development projects, EDUFI news](#)

[EUR 15 million strategy funding for VET development \(15 miljoonaa strategiarahoitusta ammatillisen koulutuksen kehittämiseen\)](#)

[EUR 70 million for hiring vocational education teachers, Ministry of Education and Culture news](#)

### Related policy developments

**2021 Completed**

#### **Roadmap for skills and learning until 2040**

The targets presented in the roadmap and the measures needed to achieve it are based on the state of play in education and research as well as on key factors for changing the education and research environment.



**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

**2023 Completed**

#### **Reinforcing the 2018 VET reform**

A new Act on VET was adopted in June 2017 and entered into force in January 2018. The focus of the implementation of this latest reform is on the following elements:



**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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**2024 Implementation**

**Reform of continuous learning**

The reform of continuous learning, in line with the Government Programme for 2019-23, is prepared by a parliamentary group that includes members from all parliamentary parties.



**Type of development**

Strategy/Action  
plan

**Subsystem**

CVET

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**2024 Completed**

**Extension of compulsory education**

Preparations to raise the minimum school leaving age to 18 years of age and introduce free upper secondary education help avoid discontinuing education due to the financial costs of attending VET.



**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**2024 Implementation**

**Quality strategy in VET 2030**

The strategic goals included in the Quality strategy are to be put into practice by using development measures. The development measures proposed for each VET actor have been set out for the next 3 years (2020-22).



**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2021 Completed**

## **Systematic and coherent continuous teacher training**

In 2016, the Teacher education development programme (*Opettajankoulutuksen kehittämishohjelma*) was launched by the Ministry of Education and Culture and coordinated by Jyväskylä Educational Consortium Gradia.



**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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**2024 Implementation**

## **Integration of immigrants in VET**

In May 2016, the Finnish government launched an action plan for the better integration of immigrants in all types and levels of education, including vocational training.



**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2021 Completed**

## **The 2015 evaluation of VET provision and quality improvement measures**

Based on the results of the 2015 evaluation, the Ministry of Education and Culture supported the development of the quality assurance system for VET providers.



**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/39429>