

National skills anticipation groups

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 FINLAND

Timeline

2017 Approved/Agreed 2018 Implementation 2019 Implementation
2020 Implementation 2021 Completed

ID number 28203

Description

In 2017, 30 national education and training committees were replaced by nine skills anticipation groups, each representing different vocational fields and together with the steering group formed the National forum for skills anticipation. The members of these groups are representatives of employers, employees and entrepreneurs, as well as VET providers, higher education institutions, teaching staff, researchers and education administrators. The current mandate of the anticipation groups lasts until 2020. Their tasks include:

- (a) analysing existing and new competences and working life-related skills needs, and their implications for education programmes;
- (b) strengthening cooperation between upper secondary VET and higher education;
- (c) providing public authorities with recommendations on new development needs and cooperation between the world of work and education.

2017 Approved/Agreed

2018 Implementation

2019 Implementation

In 2019, the National forum for skills anticipation produced the report Competences and skills 2035. It investigated changes in the importance of competences and skills and anticipated the most important skills required for 2035. In addition, skills needs in the growth sectors were anticipated according to task structures. The report also discussed the challenges facing continuous learning. The starting point in the report was the anticipation process of the National forum for skills anticipation, in which experts in the world of work, education and training have anticipated skills and education needs and reflected on proposals for the development of education and training.

During 2019, the following skills anticipation groups made initiatives, proposals or recommendations to EDUFI and the education ministry for the development of VET in their field: natural resources, food production and the environment; transport and logistics; hospitality services; built environment; social, health and welfare services; process industry and production.

The Competence structure 2035 (Osaamisrakenne 2035) report was published. It examined the changing importance of sectoral competence needs and key competences for 2035 from the viewpoint of different sectors and looks at medium-term changes in competence needs and language proficiency requirements in different vocational fields (until 2025). The results indicated that different types of competence are to be emphasised in different sectors in the future. In the sectors covered by the anticipation group for transport and logistics, for example, particular skills that are to increase in importance were problem-solving, mastering complex entities and responsiveness. They were generic, or transversal, all-round skills. In the social and health care sector, workplace-relevant competences and basic digital skills are to become more important. The results also include education and training needs cards and skills cards by sector group and skills cards by vocational field. Some industries and sectors have been anticipated more closely, such as media and communication, water, exercise and climate change.

2020 Implementation

The Ministry of Education and Culture appointed a new National forum for skills anticipation for 2021-24.

The report *Education and demand for labour by 2035* (*Koulutus ja työvoiman kysyntä 2035*) was published. It examined the need for labour and the education and training required for the labour force by 2035: of the staff who will be recruited, the proportion with a higher education degree will be 56%; the proportion with a vocational qualification will be 42%. The proportion of jobs in which skills below the level of a vocational upper secondary qualification were sufficient will be significantly under 5%.

2021 Completed

The system has been established. The Competence Foresight Forum (OEF) became a joint foresight expert body of the Ministry of Education and Culture and the Finnish National Agency for Education (EDUFI). Its task was to promote dialogue between education and working life together with the Ministry of Education and Culture and the Finnish National Agency for Education (EDUFI).

Bodies responsible

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

Target group

Learners

Learners in upper secondary, including apprentices

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Subsystem

IVET

Further reading

[Cedefop's Skills panorama, Skills anticipation in Finland. Analytical highlights series](#)

[Competences and skills in 2035: the first results of the work of the National forum for skills anticipation](#)

[Forecast results, EDUFI website](#)

[Anticipation of future skills needs continues, EDUFI press release \(in Finnish\)](#)

Related policy developments

2019 Completed

Reforming the qualifications structure

As part of the 2018 reform the Ministry of Education confirmed in February 2017 the restructuring of vocational qualifications as of January 2019.

 FINLAND

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2018 Completed

Reform of the vocational qualifications requirements

There was a need to strengthen the learning outcomes approach of vocational qualification requirements, the modular structure of qualifications, flexibility and individualisation in learning paths and validation of prior learning.

 FINLAND

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2020 Completed

National anticipation model for adult education

The Finnish National Agency for Education has been developing and coordinating the skills anticipation model for adult education since 2016. The participatory and interactive process ensured an opportunity to participate in developing and piloting the model as extensively as possible.

 FINLAND

Type of development

Practical
measure/Initiative

Subsystem

CVET

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