

Apprenticeship training

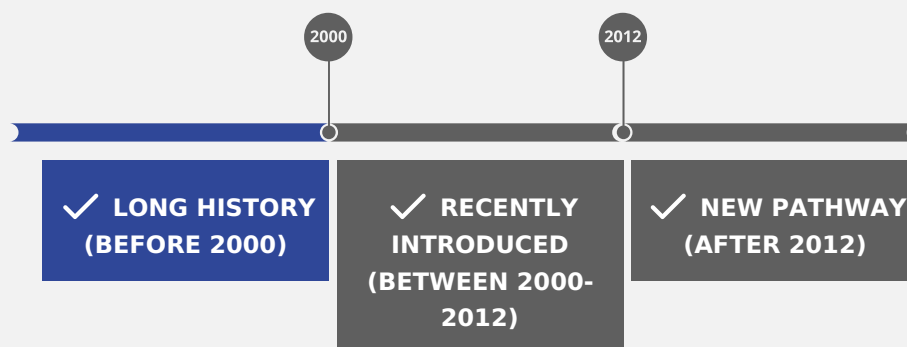
Ammatillinen perustutkinto

 Finland

Reference year 2019

① SCHEME HISTORY

Q1. When was the scheme introduced?



The first act concerning apprenticeship was enacted in 1923. Legislation was reformed in 1967 and after that in 1983, 1988 and 1992. The latest reform of VET was enacted from 1.1.2018 (finlex.fi > 531/2017).

The 2018 reform brought the Acts of vocational upper secondary education and training and vocational adult education and training together in a single act, which form a consistent whole, including apprenticeship.

The scheme has been continuously developed over the years.

Q2. How did the apprenticeship scheme originate?



✓ **TRADITIONAL CRAFTSMANSHIP (MASTER-APPRENTICE RELATION) TO PREPARE APPRENTICES FOR THE OCCUPATION**



✓ **SCHOOL-BASED VET TRACK BY INCLUDING MORE WORK-BASED LEARNING TO SUPPLY SKILLED WORKFORCE TO MATCH LABOUR MARKET NEEDS**



✓ **EX-NOVO**



✓ **OTHER**

The first legislation was set in 1923 and apprenticeships started in the field of craftsmanship. At that time, due to the industrialization there was a growing need for skilled employees in factories with no training capacity.

In 1993, a new law eliminated the age limit in apprenticeships. At the same time Finland developed a new degree system, competence-based qualifications for adults. The law of apprenticeship training made it possible to complete the competence-based qualifications through apprenticeship training.

During the last years, adults have been using apprenticeship training more and more to upskill and reskill to respond to the needs of working life in the Finnish information- and service-based society. The 2018 reform and the new act aim at increasing youth participation in apprenticeship training as a way to enter the labour market.

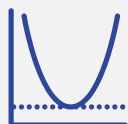
Apprenticeship training has always been used to promote employment. It is one important tool to facilitate integration on the labor market also for unemployed persons.

② BENEFICIARIES

Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



✓ **MINIMUM AND
MAXIMUM AGE
LIMITS DEFINED**



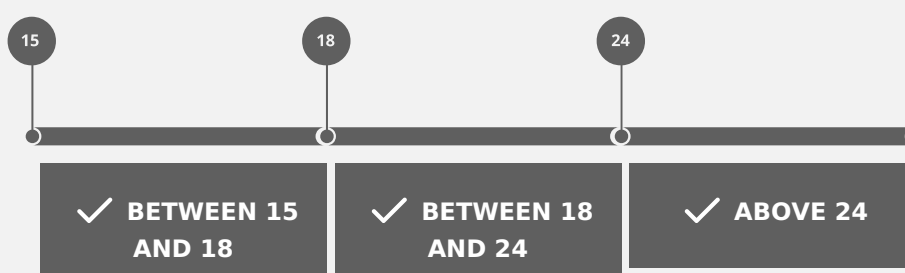
✓ **MINIMUM AGE
LIMITS DEFINED
ONLY**



✓ **OTHER**

Apprenticeship is a fixed term employment relationship or public service relationship between a student aged 15 at least and an employer.

Q4. What is the average age of learners in practice?



Apprenticeship is offered as an opportunity for all, but in practice the majority, which means 94 % of all apprenticeship students, were over 20 years of age in 2018.

Table: Apprentices in 2018, split by age group

Age	Share of apprenticeship learners
15 - 19	6 %
20 - 24	11 %
25 - 29	14%
30 - 34	15%
35 - 39	15%
40 - 44	13%
45 - 49	11%
50 - 54	9%
55 - 59	5%
60 -	1%

Statistics source: Education Statistics Finland www.vipunen.fi

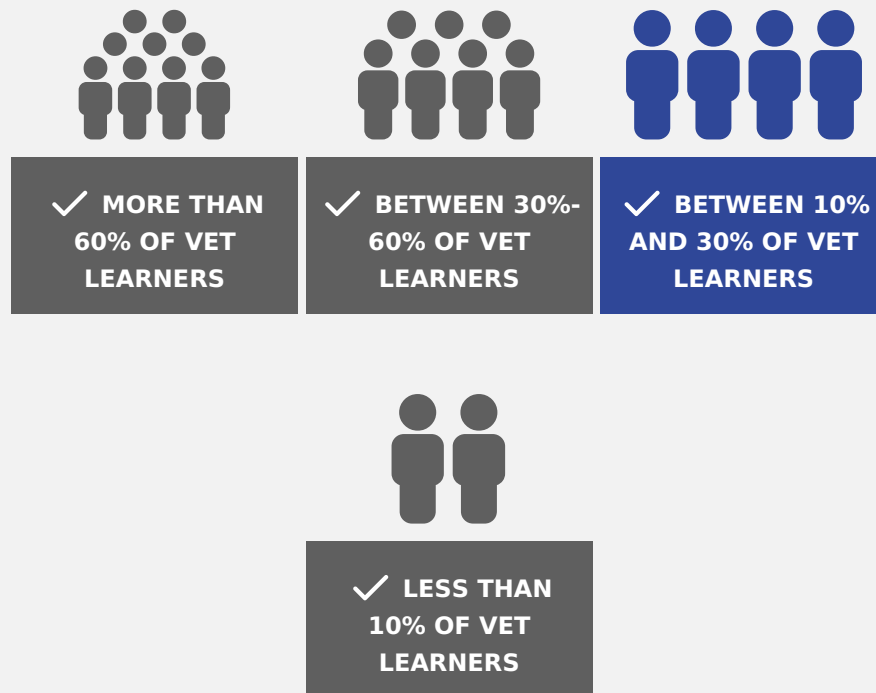
Q5. How many learners are enrolled in this scheme?

In 2018, 222 855 students enrolled in vocational education and training to acquire full qualification or a qualification module (i.e. not to cover more specific, partial learning needs). From those, 25 575 apprentices enrolled in that year, raising the total number of enrolled apprentices to 57 354.

About 26 % of VET students were in apprenticeship training in 2018 (see Q15).

Statistics source: Education Statistics Finland www.vipunen.fi

Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?



New enrolments in apprenticeships in relation to all VET (apprenticeships / VET):

- 2018: 27% (25 575 / 95 040 students)
- 2017: 20% (23 016 / 116 589 students)
- 2016: 19% (21 681 / 115 005 students)

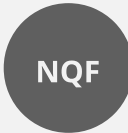
All apprentices in relation to all VET students (apprenticeships / VET):

- 2018: 26% (57 354 / 222 855 students)
- 2017: 19% (52 644 / 272 757 students)
- 2016: 19% (50 718 / 270 552 students)

Statistics source: Education Statistics Finland www.vipunen.fi

3 QUALIFICATIONS

Q7. Are the qualifications included in the National Qualification Framework (NQF)?



✓ YES

✓ NO

✓ THERE IS NO NQF

Initial vocational qualifications and further vocational qualifications are on level 4 and specialist vocational qualifications are on level 5 (EQF levels similarly).

Q8. Is the scheme included in the ISCED 2011 mapping?



✓ YES

✓ NO

Apprenticeship is included in the mapping of initial vocational qualifications (ISCED 354), further vocational qualifications (ISCED 354) and specialist vocational qualifications (ISCED 454).

Q9. Are the qualifications offered only through apprenticeships?



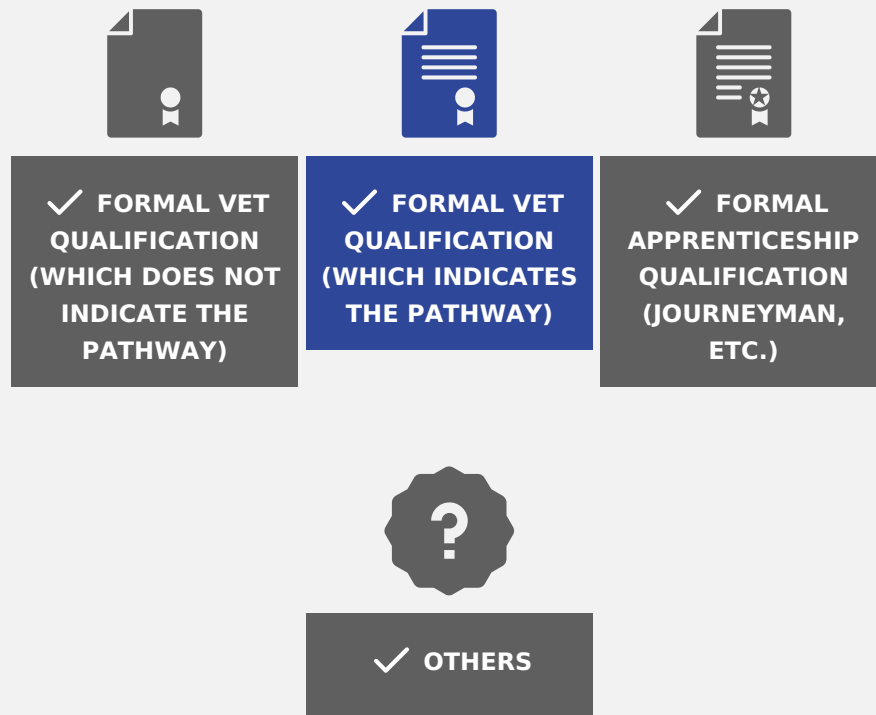
✓ QUALIFICATIONS CAN ONLY BE OBTAINED THROUGH THIS APPRENTICESHIP SCHEME

✓ THE SAME QUALIFICATIONS CAN BE ACHIEVED ALSO THROUGH OTHER SCHEMES (I.E. SCHOOL-BASED VET)

Apprenticeship training can be used in all vocational qualifications that are also offered by school-based VET: initial, further and specialist vocational qualifications.

Q10. Which is the type of qualification obtained through the apprenticeship

scheme?



Apprenticeship training can be used in all vocational qualifications that are also offered by school-based VET: initial, further and specialist vocational qualifications. It can cover the full qualification or a module or part of that to meet specific skill needs.

The Finnish National Agency for Education draws up the national qualification requirements, which are the same for young and adult students. The number of qualifications for which apprenticeship can be offered is 164 (2019).

Q11. Does the scheme provide direct access to higher education?



Vocational education graduates, including apprenticeship graduates, have general eligibility for further studies at polytechnics and universities. The polytechnics and the universities have their own admissions criteria and the eligibility requirements may vary from one programme to another.

Vocational education and training have been developed as an integral part of the education system, with the aim to lead to both employment on the labour market and further studies in either tertiary education or further vocational qualifications. Individual study pathways are open from basic education to higher education with no dead ends. Cooperation between secondary and tertiary VET is increasingly becoming a commonplace.

4 GOVERNANCE

Q13. Is there any organization at the national level with roles in co-ordinating the scheme?



Stakeholder roles are based on legislation. The legislation is prepared by The Ministry of Education and Culture.

The Finnish National Agency for Education guides and co-ordinates the implementation of the scheme on national level (EDUFI, oph.fi/en). Its role is to guide, advise and co-ordinate development and implementation of vocational education and training on national level and cooperate with VET providers who implement VET in practice. EDUFI cooperate also with other key stakeholders, including from the world of work. These tasks cover all vocational education and training, including apprenticeship. The overall and common aim is the high quality of VET.

EDUFI prepares the national qualifications and preparatory education and training for VET. It also develops education and training through funding projects, increases the productivity of education and supports internationalisation.

Within the limits of their respective VET providers licences, legislation and other regulation, VET providers can decide independently on the allocation of education they offer, in which educational institutions and learning environments, and how education is organised.

The experts on apprenticeship training in EDUFI are working in the Learning and internationalisation, Vocational education and training unit.

Q14. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?





✓ NO ROLE

The employers and employee´s representatives:

- are involved in developing the vocational education and training system at national level and at education providers level; this work is done through different collaborative networks (advisory/consultative role),
- design qualification requirements so that they respond to the changing competence needs of working life; this work is done together with The Finnish National Agency for Education (advisory/consultative role),
- ensure the quality of the implementation of competence demonstrations and competence assessment; this work is done by committees representing the world of work (advisory/consultative role); these are 39 committees set by the Finnish National Agency for Education operating in different fields during 3-years term.

Trade unions negotiate the collective agreements that apply in apprenticeships too. They also have a major role in marketing apprenticeships as an option for learners.

The student unions are an important partner as well.

Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



✓ ROLE IN FINAL ASSESSMENT OF APPRENTICES



✓ ROLE IN ACCREDITATION OF COMPANIES



✓ ROLE IN MONITORING OF THE IN-COMPANY TRAINING



✓ OTHER



✓ NO ROLE

The employers´ and employees´ representatives role is to

- monitor that the apprenticeship training is implemented as agreed,
- act as workplace instructor; teach and guide the student,
- arrange for the student the competence demonstration opportunity at work place together with education provider (if this can be done in the work place in question), (see more in Q38)
- act as competence assessor,
- give feedback to contribute the quality improvement.

5 TRAINING AT THE WORKPLACE

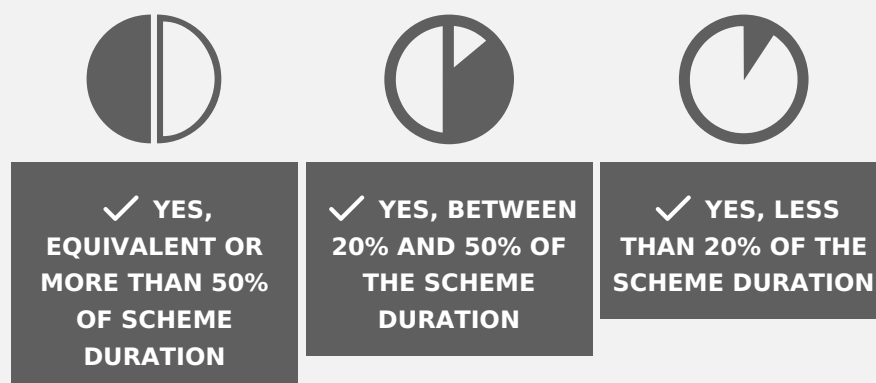
Q17. Is it compulsory to alternate training between two learning venues (school and company)?



Since the 2018 reform, there is no indication in the legislation where the theoretical part should be acquired. In fact, the word 'theory' is no longer in use. Instead, the terminology applied refers to 'learning in the working place' and 'learning in other environments'.

Skills suitable for a vocational qualification can be acquired in multiple learning environments, for example the theoretical part of the learning can be integrated in learning at work or it can undergo at virtual environments or leisure activities, in addition to the facilities at the educational institution. If the student has prior learning and competences, they can be identified and recognized.

Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?





✓ NO, NO
MINIMUM SHARE IS
COMPULSORY

If everything can be learned at the workplace, there is no need to complement studies elsewhere.

In practice, it is common that learners complement their studies in other learning environments offered by the education provider.

The average weekly working hours must be at least 25 hours.

Q19. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?



✓ YES, THE
LEGAL FRAMEWORK
MAKES THIS
DISTINCTION



✓ NO, THE LEGAL
FRAMEWORK
MAKES NO
DISTINCTION

No distinction has been set per regulation between what is to be learned at the workplace and what is to be learned in other environments (at the institution, by online learning etc.). The forms and time of training are based on the personal competence development plan.

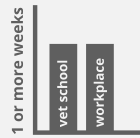
In apprenticeship training students gain most of the skills by completing practical job-specific tasks at the workplace. If everything can be learned at the workplace, there is no need to complement studies elsewhere.

In practice, it is common that learners complement their studies in other learning environments offered by the education provider. Students who learn skills at work during weekends, evenings or summer holidays may have them recognized as part of their studies.

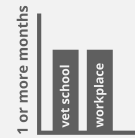
Q20. What is the form of alternation of training between workplace (company) and school?



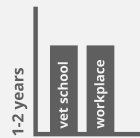
✓ **EVERY WEEK INCLUDES BOTH VENUES**



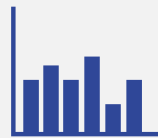
✓ **ONE OR MORE WEEKS (LESS THAN 1 MONTH) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE WEEKS AT WORKPLACE**



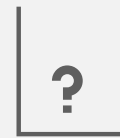
✓ **ONE OR MORE MONTHS (LESS THAN 1 YEAR) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE MONTHS AT WORKPLACE**



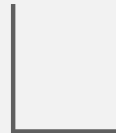
✓ **A LONGER PERIOD (1-2 YEARS) SPENT AT SCHOOL FOLLOWED BY A LONGER PERIOD SPENT TRAINING AT WORKPLACE**



✓ **VARIOUS - DEPENDS ON AGREEMENTS BETWEEN THE SCHOOL AND THE COMPANY**



✓ **OTHER**



✓ **NOT SPECIFIED**

It depends on agreements between the school and the company based on individual needs of student. The training is planned together with the education provider, the employer and the student and it is defined in the personal competence development plan.

Q21. What is the basis for the training offered?



✓ THE SCHEME IS IMPLEMENTED VIA A SPECIFIC APPRENTICESHIP PROGRAMME



✓ THE SCHEME IS IMPLEMENTED ON THE BASIS OF THE SCHOOL-BASED VET PROGRAMME



✓ THE SCHEME IS IMPLEMENTED BASED ON THE VET STANDARDS (VALID GENERALLY FOR ALL VET SCHEMES)



✓ OTHER

Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?



✓ YES, THE TRAINING PLAN IS BASED ON THE NATIONAL/SECTORAL REQUIREMENTS FOR THE IN-COMPANY TRAINING



✓ YES, THE TRAINING PLAN IS AGREED AT THE LEVEL OF SCHOOL AND COMPANY



✓ NO, IS NOT REQUIRED FORMALLY

Workplace training is based on Act on Vocational Education and Training and Government Decree on Vocational Education and Training. On this basis, the education provider and workplace agree the content of the apprenticeship training. An individualised personal competence development plan (PDCP) is agreed and annexed to the contract. It specifies key learning tasks at work, studies and their timing in other learning environments, the responsible workplace instructor and required support and guidance (see also in Q27).

Q23. What are the requirements on companies to provide placements, as per

regulation?



✓ HAVE TO
PROVIDE A
SUITABLE
LEARNING
ENVIRONMENT



✓ HAVE TO
PROVIDE A MENTOR
/ TUTOR / TRAINER



✓ OTHER

The workplace, as per regulation and as per national qualification requirements for VET, must offer:

- sufficient production and service activities
- necessary tools
- staff, which have professional, educational competence and by work experience; one of those is assigned as the responsible workplace instructor.

Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?



✓ YES



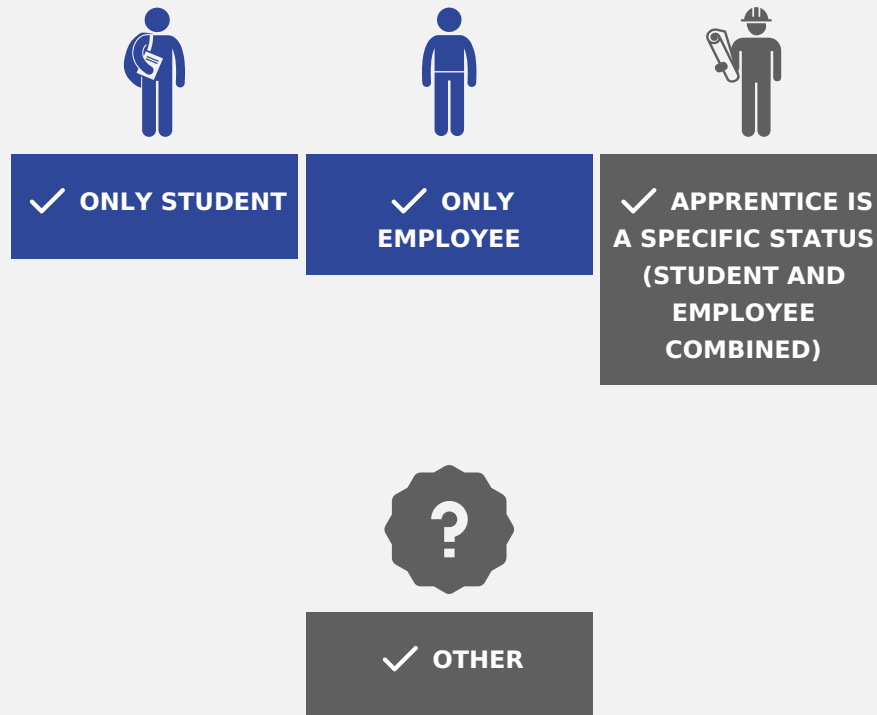
✓ NO

The education providers' duty is to monitor and support the workplace training and oversee that the apprenticeship is implemented as agreed. If there are problems that cannot be solved, the agreement may be terminated.

The apprenticeship is an employment contract, and for this reason, labour code regulations apply also in its sanctions if needed (e.g. work safety, work time).

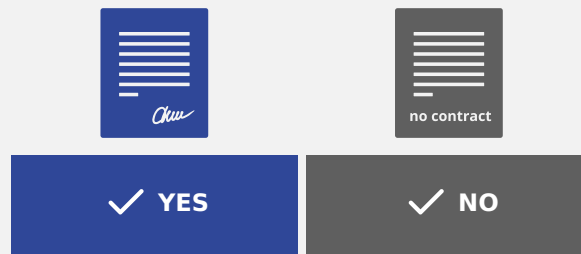
⑥ CONTRACT AND COMPENSATION

Q26. What is the status of the learner?



Apprenticeship has its legal basis on the Act on Vocational Education and Training and on the labour code.

Q27. Is there any written arrangement between the learner and company, required as per regulation?



The apprenticeship contract and the annexed student's personal competence development plan (PDCP) concerning training through apprenticeship, are approved and signed between the student, the employer and the education provider.

The apprenticeship contract includes the responsibilities of parties: the employer, the assigned workplace instructor, the education provider and the student. The contract includes the title of the qualification or module, the period of validity, working hours, trial period, basis for pay for the student (in accordance with the applicable collective agreement, a student must be paid at least the minimum wage), wages paid for skills acquired in an education provider (yes/no) and the training compensation to be paid to the employer.

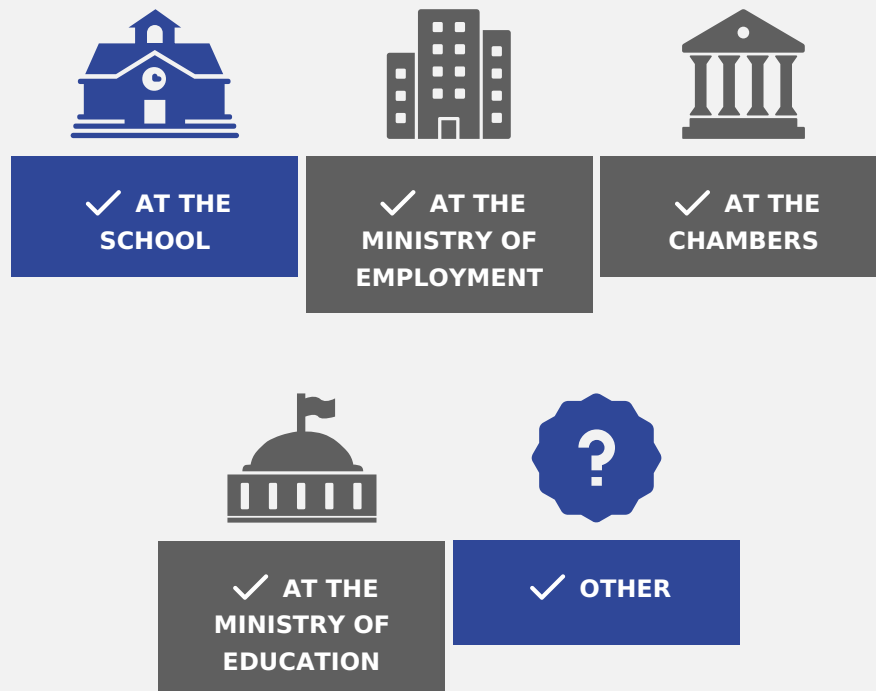
The PDCP specifies e.g. key learning tasks at work, studies and their timing in other learning environments, the responsible workplace instructor and required support and guidance.

Q28. What is the nature of the written arrangement?



Apprenticeship is a fixed term employment relationship or public service relationship, having its legal basis on the Act on Vocational Education and Training and on the labour code (e.g. employment contract and employment relationship, working hours and annual holiday).

Q29. Where is the contract or the formal agreement registered?



The education provider does the registration and transfers the defined data of the contract and of the personal competence development plan (PCDP) to the national databases for Study Rights and Completed Studies (Koski) and the database of PCDP (eHOKS). The Finnish National Agency for Education maintains these national databases.

National services sharing student data enable better planning and personalization of studies, recognition of skills qualifications acquired from previous studies and tracking progress and attendance, compiling statistics, evaluation of education.

Q30. Do apprentices receive a wage or allowance?



✓ YES, ALL APPRENTICES RECEIVE A WAGE (TAXABLE INCOME)



✓ YES, ALL APPRENTICES RECEIVE AN ALLOWANCE (NOT A FORM OF TAXABLE INCOME)



✓ APPRENTICES RECEIVE A REIMBURSEMENT OF EXPENSES



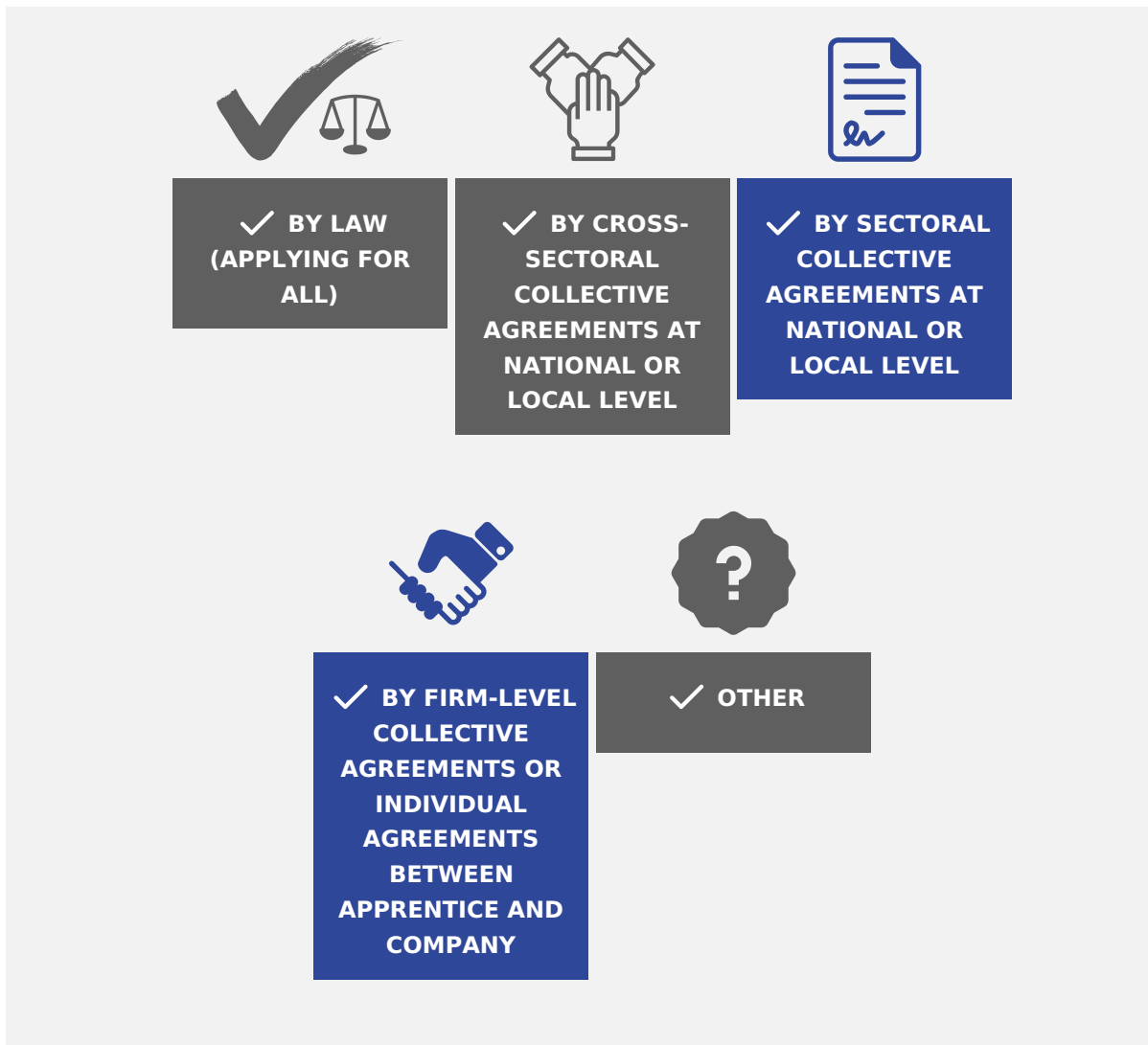
✓ NO FORM OF COMPENSATION IS FORESEEN BY LAW

Employers pay wages. Apprenticeship pay depends on the sector and tasks stated in the contract.

It must be in compliance with the relevant collective agreement, which also defines the progress of wage in time. If there is no collective agreement in the field of work in question, the student must be paid a reasonable wage. The bases for pay are described in an apprentice contract.

During periods of learning in other environments (such as in a VET provider), students are eligible for allowances (daily allowance, reimbursement of travel and accommodation costs), if they are not paid by the employer for these periods. Education providers pay these allowances. The Ministry of Education and Culture decides the amount of these allowances by legislation (. State budget can be source of the allowances).

Q31. How is the apprentice wage (taxable income) set?



⑦ FINANCING AND INCENTIVES

Q32. Who covers the cost of the wage or allowance of the apprentice?

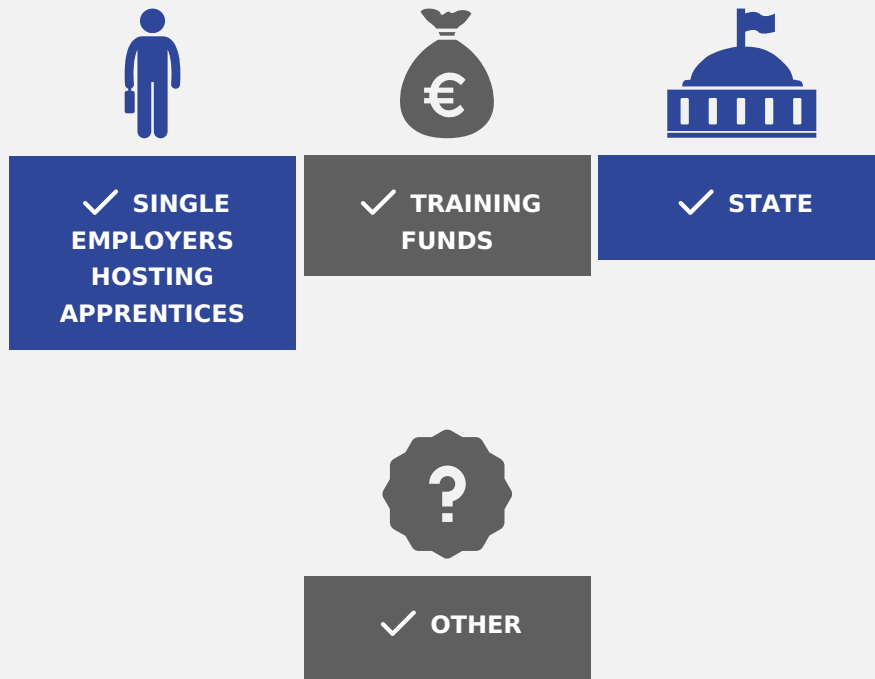


Employers cover the wage.

Education providers pay apprentices an allowance if needed, and if the wage does not cover training at the education provider.

Q33. What are the sources of financing of the direct costs for the in-company

training part of the apprenticeship scheme?



Employers pay at the least minimum wage to the apprentice.

Remuneration depends on the sector and tasks and must be in compliance with the relevant collective agreement (if existing). The progress of wage in time is also defined in collective agreement. The bases for remuneration are defined in an apprentice contract.

Employers may be eligible for training compensation, the amount of which is agreed between the employer and the education provider (See Q13).

The Public employment and business services (TE Office) may grant a subsidy to an employer to cover pay costs of the apprenticeship wage of an unemployed jobseeker (see Q13).

Q34. Are there any financial incentives for companies that offer apprenticeship places?





✓ **NO FINANCIAL INCENTIVES**

The employer may be eligible for training compensation. The amount of the compensation is negotiable and agreed between the employer and the education provider, taking into account the student's skills and experience and the guidance and support measures that the student may need. An entrepreneur's apprenticeship can be implemented for a self-employed person. In this case, the other entrepreneur who is tutoring the self-employed person may be eligible for training compensation.

Education providers are granted funds from the state budget. Funding is based on completed units and qualifications, employment or placement in further studies after the end of apprenticeships, as well as the feedback collected from students and employers. The amount of time spent on education is not relevant from the point of view of the funding structure. The education providers decide on the use and allocation of the financing.

The Public employment and business services (TE Office) may grant a pay subsidy to an employer to cover pay costs of an unemployed jobseeker. A pay subsidy may be granted for the entire duration of apprenticeship training. If the amount of subsidy is based on the length of unemployment, it covers a maximum of 30%, 40% or 50% of the payroll costs for a period not exceeding 12 months. The subsidy for the rest of the course of the training is a maximum of 30% of payroll costs. If the subsidy is granted based on a disability or an illness of the jobseeker, it will cover 50% of payroll costs throughout the entire training period.

Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?



✓ **YES**



✓ **NO, IT COVERS ONLY THE TIME SPENT IN THE COMPANY**

Employers can decide if the wage they pay can also cover skills acquisition in education provider's learning environments (if they are based on the personal competence development plan).

If employers don't pay for the time spent at the VET institution, education providers can pay allowances to student if needed (daily allowance, reimbursement of travel and accommodation costs).

Q36. Are there any incentives for learners?



✓ YES, GRANTS
PAID TO LEARNERS
TO TOP UP THEIR
REMUNERATION



✓ YES, GRANTS
PAID TO LEARNERS
RELATED TO OTHER
COSTS (TRAVEL,
FOOD ETC.)



✓ YES,
RECOGNITION OF
PRIOR LEARNING /
FAST-TRACK
OPPORTUNITIES



✓ YES, GUIDANCE
OR LEARNER
SUPPORT



✓ YES, OTHER
TYPES OF
INCENTIVES



✓ NO