



Updated with 2019 data.

The Mobility Scoreboard for IVET is a tool for assisting policy-making in the broad area of international learning mobility in IVET.

It is intended for:

- a. policy makers (both at national and EU levels);
- b. “mobility users”, i.e. IVET learners’ organisations and mobility organisers (VET institutions, mobility agencies, companies involved in mobility, guidance institutions, staff involved in organising mobility activities);
- c. experts, researchers, and the wide public.

The “How To” tab below has suggestions on how to best use the data.



To join the Community of users, please contact
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Indicators of mobility in higher education and initial VET are available on the joint **EACEA/Eurydice - Cedefop platform**. Learn more on mobility in higher education in **EACEA/Eurydice background report**.

Visit the **Mobility scoreboard project** for background information, methodology and project objectives, news updates and events.

Mobility scoreboard database

Country fiches

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Finland

--3.1.4. COUNTRYWIDE COORDINATION OF THE RECOGNITION APPROACH

Select year(s):

2019

🇫🇮 Finland (2019)

3.1.4. COUNTRYWIDE COORDINATION OF THE RECOGNITION APPROACH

According to the legal base for international learning mobility in Finnish IVET (1) which governs the organisation of curriculum-based upper secondary vocational education and training for both young and adult students, the National Qualification Requirements (previously national core curricula for IVET) include common requirements and guidelines followed by all VET providers and stakeholders in charge of recognition of learning acquired by IVET learners during mobility abroad. This constitutes the common framework within which IVET providers arrange the recognition of learning.

The easy and fast recognition of learning is supported by the country’s decentralised approach to implementing VET. This means that there are coordination

actions from the Ministry of Education and Culture (policy), EDUFI (Qualification Requirements, internationalisation and related programmes), but education providers have a large degree of local autonomy to carry out IVET provision, within the framework of existing laws and decrees. This applies also to recognition of learning outcomes. This is a conscious policy choice by the Finnish government.

(1) The Vocational Education and Training Act (630/1998 , 787/2014 and 531/2017 from 1.1.2018 onwards; in Finnish)

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