

# Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

## Case study visit focusing on TET-Tori, Finland

prepared for CEDEFOP – European Centre for the Development of Vocational Training

### *Disclaimer*

*This text is presented in its original form.*

*It has neither been revised nor edited by Cedefop.*

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# 1. Background information for the case study

This section starts with a short introduction of the focus of the case study and the field-visit to Finland as well as the presentation of the host organisation that have been crucial in organising the field-visit.

## 1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, namely the host organisation that facilitated the activities during our visit, the main contact persons and the timing of the visit:

**Table 1: Main elements of the field visit**

|                                |   |
|--------------------------------|---|
| <b>County in focus</b>         | Finland   |
| <b>Host organisation</b>       | Finnish Institute for Educational Research ( <a href="https://ktl.jyu.fi/en">https://ktl.jyu.fi/en</a> )  |
| <b>Focus of the case study</b> | <b>TET-tori: online tool offered to pupils</b> to improve their knowledge about professions and working life and to bring them in contact with short-term job posts as part of their “introduction-to-work-life” period during their basic education.   |
| <b>Location(s)</b>             | (a) Finnish National Board of Education ( <a href="http://www.oph.fi">http://www.oph.fi</a> ) – Helsinki<br>(b) Finnish Institute for Educational Research ( <a href="https://ktl.jyu.fi/en">https://ktl.jyu.fi/en</a> ) - Jyväskylä  |
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| <b>Dates of field-visit</b>    | 6-8 May 2015  |

The present section follows with a short description of the objectives and operations of the two main organisations that we visited in Finland.

## 1.2 Background on the host organisation

The organisation that hosted the field-visit to Finland was the **Finnish Institute for Educational Research (FIER)** (<https://ktl.jyu.fi>). **FIER** is a multidisciplinary centre for educational research, assessment, and development, based at the University of Jyväskylä, Finland. The national task

of FIER includes investigating, assessing, and developing the Finnish educational system and school culture. Its research covers the entire educational system, from pre-school to higher education, and the links between vocational and academic education and working life. Co-operation with schools, educational administrators, workplaces, policy-makers, and the media is a key element in its operational strategy, which aims at increasing the effectiveness of research findings. Today, FIER has a network of contacts worldwide and collaborates with leading research groups and institutions on every continent, while has a designated task force by the Ministry of Education and Culture to contact research and provide scientific evidence for policy making in lifelong guidance at national and regional level.

The Study team has also visited the **Finnish National Board of Education** (<http://www.oph.fi>) which is the national development agency responsible for primary and secondary education as well as for adult education and training. Established in 1991, the Board operates under the auspices of the Ministry of Education and Culture and its activities include the implementation of national education policies, preparation of the national core curricula and requirements for qualifications for the education and teaching staff as well as the provision of services for the education sector and administrative services.

## 1.3 Background on the labour market and integration of LMI

In order to analyse the TET-Tori initiative, we need to put it into the context of the overall characteristics of the labour market in Finland as well as of the national career education and vocational guidance system. This section presents the main elements that characterise the way that labour market intelligence is integrated into this context with some additional information on characteristics of the Finnish labour market system.

### 1.3.1 General context of LMI in Finland

In addressing issues of skill shortages and the potential threat of long-term unemployment of the low-skilled, the Finnish Government is effectively implementing a **three-pronged approach**:

- (a) improving the vocational and education system to better address labour market demand;
- (b) activating youth and jobless groups, such as disability pension recipients, women and older workers; and
- (c) controlling immigration to attract skilled foreign labour to meet specific identified needs.

The Finnish active policies that aim to lower unemployment; raise employment and enhance vocational and job-search skills, include the following:

- (a) employment counselling interviews and individual action plans;
- (b) job search and job matching services; and
- (c) information on active labour market programmes aiming towards skills enhancement.

Some general aspects of the LMI system integrated in the Finnish labour market are included in the box that follows.

(a) The **Public Employment Service (PES)** offers job search and matching services among which:

- (i) help desk and guidance provided by PES to jobseekers on how to use the e-services; and

(ii) notification of vacancies sent by e-mail and or SMS.

**(b) Vocational guidance services** are provided by vocational guidance psychologists, educational advisers and employment consultants;

**(c) One-to-one support** is also provided and includes:

- (i) job clubs for jobseekers to receive training in job applications;
- (ii) educational advice on courses, study options and financing for studies; and
- (iii) vocational and career planning guidance to jobseekers.

**(d) Active Labour Market Programmes** in Finland constitute a high proportion of GDP:

- (i) training schemes have the largest share of Active Labour Market Policies' (ALMP) expenditure; while
- (ii) employment subsidies are also important in terms of total ALMP spending and number of participants.

**(e) Labour Market Training** in Finland includes:

- (i) advanced vocational training for: industrial professions; construction; administration; and health and social work; and
- (ii) preparatory trainings: job-search skills and guidance mainly for immigrants (integration training) and disadvantaged groups, including basic use of computers and language skills.

**(f) Apprenticeship** training is offered to all ages and covers the costs to the company providing the training in its premises, while if the apprentice is unemployed the company receives an additional compensation. Post-completion employment rate (around 70%) is high showing that apprenticeships in Finland are effective.

(g) A **training subsidy** is available to employers providing on-the-job training as ALMP: the post-completion rate seems low here (around 15%).

**The production of the Labour Market Information is very consistent and based on national and regional co-operation** between educational and labour market administration, social partners and the companies. The data is published by the Statistice Finland ([http://tilastokeskus.fi/til/tym\\_en.html](http://tilastokeskus.fi/til/tym_en.html)), the Finnish Ministry of Employment and the Economy and the Finnish National Board of Education (NBE).

The NBE has published a report "***Education, Training and Demand for labour in Finland by 2025***" which provides a description of the Mitenna model for anticipation, anticipation results of demand for labour until 2025 and educational needs for education and training in the latter part of the 2010's based on this data. The report also describes the use of anticipation results in preparation of the Development Plan for Education and Research adopted by the Government. Information on anticipation projects, literature, methods, etc. is found in Finnish on web pages of **ENSTI**, the electronic information service for anticipation.

The Finnish Ministry of Employment and the Economy maintains **descriptions of professions and occupations** (over 500) or **occupational fields** (about 100) and "**individual career stories**" are available in <http://www.ammattinetti.fi>. Most of job descriptions (350) are connected to a "**career tool**" **AVO** (<http://www.te-palvelut.fi/avo>), which helps the user to asses one's own interests, skills, job preferences and potential restrictions. The online tool connects different occupations with available relevant study programmes.

The **national help line called Työlinja** (Jobline) provides general information on employment and economic development (PES) services. Also educational advice and career guidance (by psychologists) are available. **Facebook pages** are targeted especially for young users. The

helpline maintains a **blog "favourable direction"** (<http://suotuisasuunta.blogspot.fi/>), a **chat service** and a **Twitter account** (<https://twitter.com/tepalvelutfi>).

The most advanced new service is the "ForeAmmatti" (<http://www.foreammatti.fi/>) which is an online labour market forecast service provided by the Ministry. When reflecting employment and one's employability the users can obtain labour market information on opening job vacancies, emerging competence areas, future job descriptions and average wages etc.

### 1.3.2 Career education and vocational guidance

Careers information, guidance and counselling is a citizens' entitlement identified in the national legislation. The services are provided mainly by two established public systems:

**(a) schools** being responsible for student guidance and counselling; and

**(b) guidance and counselling services of the employment offices** complementing school-based services targeted mainly at citizens outside the education and training institutions.

Even though there are various on-line information sources that any citizens can access, **career guidance and counselling is embedded in the Finnish educational system and the core curricula** at both compulsory (since 1970) and upper secondary (general and vocational) level education (since the 1980s). The aim is to support the pupils' growth and development, so that they are able to advance their study abilities and social maturity and develop the necessary knowledge and skills to take decisions on their studying, training and career development on the basis of their own abilities and interests. The long term goal is that students learn how to search, obtain and evaluate information on existing options and reflect the content in the light of their own values, skills preferences and goals in order to make well-thought-through career plans.

**Throughout their school years, a wide variety of counselling methods and tools are used** so that the pupils improve their learning capabilities, learn self-knowledge, independence and responsibility and develop learning, decision-making and career management skills.

In the **comprehensive education (Grades One to Six)** school counselling is integrated in other subjects and in conjunction with the schools' other activities. The aim is to develop pupils' study and information acquisition capabilities and learn to be independent and responsible in performing school work and completing assignments.

A key aspect is their introduction to vocations and working life, which is put in practice in the last three years of compulsory education (**Grades Seven to Nine**). Guidance and counselling is integrated into the school time table like a subject as basic education graduates are called to make their first career choices by selecting their next educational step (i.e. upper secondary general education or vocational secondary education). Guidance and counselling includes:

(a) guidance in class during lessons (76 hours);

(b) in-depth personal guidance and counselling offering pupils the opportunity to clarify key issues related to their studies, educational and occupational choices, and life situations;

(c) small-group guidance and counselling where pupils share experiences and concerns; and

(d) "Introduction-to-work-life" periods offering pupils a unique opportunity to gain personal experience with working life and vocations in genuine work environments.

Compulsory "*introduction-to-working-life*" periods are organised for the pupils as a basis for their educational and occupational choices, and to enhance their respect for work. More specifically, during the eighth and ninth Grades for an entire week each pupil joins a local

company/organisation. They are not considered as 'full employees' but they work for six hours per day undertaking small useful tasks for the day-to-day operation of the company (e.g. helping sort cloths in a retail shop, helping in the decoration in a furniture store, preparing coffee, juice, etc. in a canteen, helping a client find a salesman or make an appointment, etc.). A detailed time plan is jointly prepared by the schools and employers in a region at the beginning of the school year. Pupils are informed about the 'job offerings' and are encouraged to contact directly their potential employer(s) for more details on their foreseen responsibilities.

Before the students choose their placement, they discuss with their school counsellors and develop a 'common framework' which can be used as a *template* for the assignment during the period. For example, what are the outcomes of the job (i.e. concrete products or longer term impact in the community or economy), what are the objectives/targets of the daily activities, what are the conceptual frameworks or values behind the job, what tools are used, what is the training needed for the job, what competences are needed, what is the context, working environment, what is the division of labour in the company, what regulations or legislation exist which have impact on the field, what are the current trends in the field, open vacancies, future skills need etc. After their work practice, students can use these questions as common reference point for comparing their experiences for mutual learning, while they can use to reflect their own values, interest, skills and future aspirations.

In **upper secondary general education** the students have a 38-hour compulsory course and one optional 38-hour specialization course in guidance (which is will also be compulsory as of 2016 according to the new law on allocation of hours to school subjects), while in **vocational secondary level education** a 1,5 ECTC module is integrated into all vocational subjects.

Finally, **higher education institutes** often provide courses to promote the employability skills among the students. The acquisition of the employability skills can also be integrated in other courses during the individual learning paths. The aim is to understand better the mechanisms of modern working life and develop knowledge and skills required when searching for work.

Guidance counsellors in basic and upper secondary education and training are required to **a)** hold a Master's degree (in education and/or in the subject which they are teaching), **b)** have completed pedagogical studies required for teaching qualifications, and **c)** have a certificate of the completion of specialist training in guidance and counselling (60 ECTS). Moreover, they are required to participate in in-service training every year. They are responsible for organization and implementation of guidance and counselling services, while additionally in vocational schools every teacher is engaged in guidance activities as a part of their teaching duties.

## 2. Initiative in focus: TET-tori

### 2.1 Objectives

The objective of the TET-tori project “**Practical Professional Orientation (PPO) for 13 - 16 year old**” (<http://peda.net/veraja/tori>) is to improve pupils' knowledge about professions and working life and assist them in benefiting the most of their “introduction-to-work-life” period. This period of work experience is a key aspect of their career guidance and training during the last years of basic education and constitutes central part of cooperation between the school and the local labour market and business community.

TET-tori is developed and maintained by the Finnish Institute for Educational Research (FIER). It started as an initiative of companies and educational providers in Central Finland, as well as from the demand of the province. It is currently used to support the career guidance and training activities in more than 40 regions in Finland, with a long term goal to cover the entire country. A (new) region wishing to use the tool must cover a registration fee of approximately 2000€ so that the tool is adjusted to include the initial region-specific content (e.g. initial pool of companies from the region interested to collaborate with local schools for the provision of work practice to pupils, information with the local school counsellors, etc.), while an annual operational fee of 80 euro is enforced for system maintenance for the following years.

### 2.2 Implementation

The TET-Tori web portal is a powerful tool that supports the school career guidance activities in two ways:

(a) it constitutes a **unique information source** for pupils on:

- (i) the various study options, helping them decide on their educational path; and
- (ii) professions and the necessary qualifications, linking the different fields of education with the working life.

Meanwhile, teachers and school counsellors use this information during their class activities and individual/group counselling sessions.

(b) it **supports the implementation of the “introduction to work life” periods**, as:

(i) students and their parents can:

- find information on different companies, workplaces and professions in their region, which are categorised according to their educational field, and can search based on their interests;
- prepare their “introduction to work life” period by identifying the available work practice vacancies, and practical information, such as a sort description of the practice and the local company, what is expected of them, etc. helping them make their choice(s); and
- after the completion of their work practice, share their experience with their fellow students so that they learn from each other and, thus, improve their knowledge about professions and working life.

(ii) local companies and workplaces can:

- introduce and promote their operations, professions and job opportunities to students and attract students, which constitute potential summer employees, job trainees or even future full time employees; and



- inform students on work practice opportunities, including their preferences (e.g. number of pupils they are willing to ‘hire’ at a given period and which period(s), what is expected from the ‘employee’, etc.)

(iii) school counsellors can:

- better organise the “introduction to work life” activities and coordinate with other schools in the same region; and
- collect feedback from both the pupils and their employers so as to discuss the experiences gained during their class activities and assess the work practice activities.

Figure 1: TET-tori home page

**TET-tori**

TET-tori  
Työelämään tutustumisen kohtauspaikka

ylläpitoon >>

TET-tori

Akaa - Urjala

Hankasalmi

Hyvinkää

Hämeenlinnan seutu

Iitti

Joensuu

Joutsan seutu

Jyväskylän seutu

Jämsän seutu

Järvi-Pohjanmaa

Kannonkoski

Keuruun seutu

Koivis-Suomi

Kouvola

Kuopio

Kuusikunnat

Kyönmaa

Kuusjärvi

Huoltajalle Oppilaalle Työnantajalle Opinto-ohjaajalle

**Tervetuloa TET-torille - Työelämään tutustumisen kohtauspaikalle**

TET eli työelämään tutustuminen on yksi yleisimmistä yrityksen ja koulun yhteistyömuodoista ja keskeinen osa peruskoulun jakamaa työelämätietoutta. TET-jakson tavoitteena on parantaa oppilaan työelämän tuntemusta ja arvostusta. TET-jaksolla nuoret saavat käytännössä nähdä, kuulla ja kokea millaista on työskennellä erilaisissa ammateissa ja erilaisissa työympäristöissä. Omaehtaiset työelämän kokemukset voivat myös tukea oppilaan jatko-opintoihin hakeutumista ja niihin liittyviä valintoja.

TET-tori on apuna työelämään tutustumispaikan etsimisessä ja esittelyssä. Tori kokoaa yhteen jo kolmattatuhatta yritystä ja työpaikkaa, jaoteltuna opintoaloittain. Sivustolta saa käytännön ohjeita työelämään tutustumisjaksoja varten eli siihen, miten ottaa yhteyttä ja mitä tulee huomioida eri työpaikoilla esim. pukeutumisen suhteen.

Toivotamme kaikki yritykset/työpaikat tervetulleeksi mukaan tukemaan ja edistämään nuorten työelämään tutustumisen mahdollisuuksia.

**Työnantaja - Tarjoa nuorelle työelämään tutustumispaikka**

Ilmoittaudu TET-torille tai muuta työpaikan tietoja tällä lomakkeella.

RSS

**TET-torilla mukana**

Source: <http://www.peda.net/veraja/tori>

## 2.3 Results and SWOT of TET-Tori

During the visit in Finland the study team was able to talk with pupils, counsellors as well as companies who have been involved in the operations of TET-Tori and have experienced the benefits of the use of the TET-Tori tool as well as the “introduction-to-work-life” periods.

Developed initially under the initiative of the business community and the educational providers in Central Finland, **TET-Tori is highly scalable** and is now widely used by other regions with a view to cover the entire country. The aim is to equip school counsellors with a powerful tool to link education with actual working environments, by sharing information of professions, work

environments and the necessary qualifications assisting pupils in making their educational plan according to their needs and interests.

More specifically, TET-tori is created to work as a tool for study counsellors as well as pupils and their parents so that it would be easier, more versatile and more efficient to find PPO positions, while it helps companies and workplaces to easily create contacts with pupils and bring working life closer to school.

**Pupils** can visit the TET-tori online independently (and they are strongly advised to do so) or with the school counsellors during their career guidance activities at school. Though its regional pages they may find information according to their needs to better prepare his/her work practice (e.g. the timetable of the Practical Professional Orientation (PPO) periods, who are and how to contact the region's study counsellors, the companies that participate in the PPO and the open vacancies, etc.) or the education field they are interested in (e.g. overview of the field, study possibilities and opportunities, qualifications needed, etc.).

**Parents** can find information on the general objectives of the "introduction-to-work-life" periods and their contribution to career education, the tasks minor-aged workers are allowed to undertake and important information regarding safety in the work place.

**Study counsellors** use TET-Tori to support their work at school: information on professions (e.g. job descriptions, necessary qualifications, etc.) and the relevant educational paths is used during the individual/group guidance sessions at school. Moreover, through TET-tori they organise the PPO periods in close collaboration with local/regional companies and other schools in the region ensuring that these 'weeks of work practice' span throughout the school year and do not obstruct the normal operation of the companies.

Finally, **companies** have the possibility to promote their work while they can easily update the information when necessary on their own.

Meanwhile, to avoid overlapping in data maintenance while ensure that updated information categorised according to the occupations/work places is offered, TET-Tori is linked with other on-line publicly available databases providing information on different professions and the labour market per region and country-wide (e.g. [ForeAmmatti](#) , [Ammattinetti](#)) as well as on different qualifications and studies in educational institutions ([Studyinfo.fi](#), [Aarresaari – network](#)).

The following table summarises the main conclusions that the field-visit team has derived about the implementation and results of the TET-Tori initiative in the form of a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis.

### **Strengths**

(a) The tool is recognised as a valuable tool for supporting career education as:

- (i) pupils and their parents can find useful information on professions and the necessary qualifications and study fields, while they can better prepare their "introduction-to-work-life" periods during the last Grades of compulsory education;
- (ii) school counsellors use the information during the individual/group counselling sessions, while coordinate the "introduction-to-work-life" periods with local/regional employees and other schools in the same region;
- (iii) local companies promote their profession as well as their activities to attract 'future employees'.

(b) TET-Tori is linked with other national on-line information sources on:

- (i) studies in educational institutions (like [Studyinfo.fi](#), [Aarresaari – network](#)); and
- (ii) professions and the labour market per region and country-wide (e.g. [ForeAmmatti](#), [Ammattinetti](#)).

(c) TET-Tori is highly scalable and can easily be adjusted to support the career guidance and

training activities of a region throughout the country.

**Weaknesses**

- (a) TET-Tori does not include a link to the self-assessment tools (like AVO-ohjelma) that help pupils assess their strengths and interests for their professional life;
- (b) Although information of the various study fields and the labour market is collected at national level, the various information sources are developed and operate in different settings and platforms.

**Opportunities**

- (a) There is need to integrate the information provided by TET-Tori with self-assessment tools, like AVO-ohjelma;
- (b) There is need to integrate all available on-line tools providing information on educational paths and the labour market at regional and national level and create a single portal for career guidance.

**Threats**

- (a) As the information on the local/regional companies' operation and their profession is provided on their own initiative, the information should be constantly monitored and validated.

### 3. Transferability and developments towards the future

When considering the potential transferability of certain practices or tools to other countries, it is important to notice the general policy and market context where the particular practice is placed. In this case, the benefits from the TET-Tori tool seem to be well established in the Finnish educational system with clear implications to the business sector. Here, however, it is important to note that the design of the educational system allows for the promotion of such a practice and to act as a multiplier of the impacts of TET-Toris's use by young pupils.

The following contextual conclusions are therefore important when considering the effectiveness and of the TET-Tori tool and its role within the Finnish educational context:

(a) there is a **wide-spread consensus** of the main pillars of the education policy, while the policy is characterised by cooperation and continuity (evolution rather than revolution). **Tripartite partnership** among government, trade unions and employer organisations **is an integrated part of policy making**. Participation and consultation of a wide range of different stakeholders play a central role in education reform;

(b) the **principle of decentralisation** is applied with a *national core curriculum* outlining the main educational objectives and context being set up by the central government (Finnish National Board of Education), and the *detailed local curricula* (in-line with the national core curriculum) describing the type of educational services, tools and methods being at the responsibility of the local municipalities and schools;

(c) **school counselling has a long tradition in Finland** as it was embedded in the educational system and the core curricula already in 1970, being part of a major school reform when the nine-year comprehensive education was introduced. In the 1980s the school counselling was integrated in the upper secondary general education and vocational secondary level education. In fact, **career guidance and training is based on the life-long learning principle** targeting not only pupils during their schools/university years but also adults wishing to enhance their skills and improve their working life. **A basic element of this approach is trust among all stakeholders**, from the administration (central and regional) to the citizens (parents and pupils) and to business community (employers, companies, trade unions, business associations and clusters);

(d) **school counsellors** are employed by each school and **play a key role in the education process enjoying a high degree of autonomy** in selecting the educational methods and tools to achieve the objectives set at municipal and national level. In fact, the details of the school framework for career guidance and training is jointly decided between the counsellor, the school and the local community. Depending on the school's size and needs, more than one counsellors are employed. Their **high qualification level** (they hold a Master's degree, have completed pedagogical studies required for teaching qualifications, and have a certificate of the completion of specialist training in guidance and counselling) **and continuous training** (they participate in in-service training each year) guarantees a high quality career education and training;

(e) **career education is integrated into the core curricula** and the aim is the acquisition of career management skills as an explicit competence which can be learned. In a continuously changing socio-economic environment, information on labour market is changing fast, while data varies between different counties and regions within a county. This dynamic content of LMI must be interpreted in relation to context where it is derived from. Throughout their school years, students learn how to use and interpret this dynamic information in the light of their own future preferences;

(f) **counselling starts from the early years of basic education** with presentations and open discussions on professions and working life. **As the pupils mature and get closer in making**

**their first career choices** (i.e. deciding on the upper secondary school to follow) **counselling escalates** to active involvement in assignments and initiatives (like “Me & MyCity”, a learning environment comprising a miniature city where students work in a profession and function as consumers and citizens as part of society), school lessons, individual/group counselling and **work practice in genuine working environments** (“*introduction-to-work-life periods*” during the last grades of compulsory education);

(g) the “**introduction-to-work-life**” periods are highly appreciated by the pupils, the school counsellors and the local employers:

(i) **pupils** have a unique opportunity to learn more about professions they are / could be interested in as well as real working conditions by actually working for a number of days in a local company/organisation. In general, there is a strong consensus of the added value of this work experience as it helps pupils adjust and/or take decisions on their educational and occupational future, while in parallel they acquire basic work experience that will be a key asset for their introduction to the labour market. Some indicative comments from the pupils interviewed are:

- *“I always loved animals and I wanted to work with them. During my work practice I had the opportunity to work in a small veterinary clinic, helping me understand what a VET is actually doing and now I want even more to become one”*
- *“I had a different opinion about that profession”*
- *“Our daily activities are not that interesting, but this week help me understand better how it is to work every day and take orders/assignments”*

(ii) **school counsellors** have overall responsibility for this work practice and are in close contact with both the ‘employee’ and the employer and intervene if necessary;

(iii) **local employers** are actively involved and support this effort having in mind the opportunity to fine-tune their activities and services for the benefit of the community while evaluating ‘future employees’.

Overall, although labour market information is jointly created (i.e. information on the various education paths is provided by the Ministry of Education and Culture, while the responsibility for collecting information on the market and labour lies on the Ministry of Employment and the Economy and the trade unions and business associations), the various career tools are developed and operate in different setting and platforms. The online services of the Finnish Ministry of Employment and the Economy connect the existing career tools with educational and occupational information. However, as a whole the integration of technology within existing structures and guidance provision is not yet consistent.

To meet this challenge during the current European Social Fund period (2014-2020) Finland has started a major initiative to enhance the use of technology in guidance. The goal is to **develop an integrated multi-channelled information, advice and guidance system in 2014-2020 with a joint concept both in stand-alone online services and regional low-threshold one-stop centers**. The web-based portal for career information (including labour market information), guidance and counselling services will merge the existing web-based services into one entity in meeting the emerging needs among the citizens in relation to education, training, work or rehabilitation. This new online service will be developed as a part national eGovernance programme (SADE programme / Service -portal for Citizens).

# Annex I – Educational framework

## I.1 Overview of the educational system

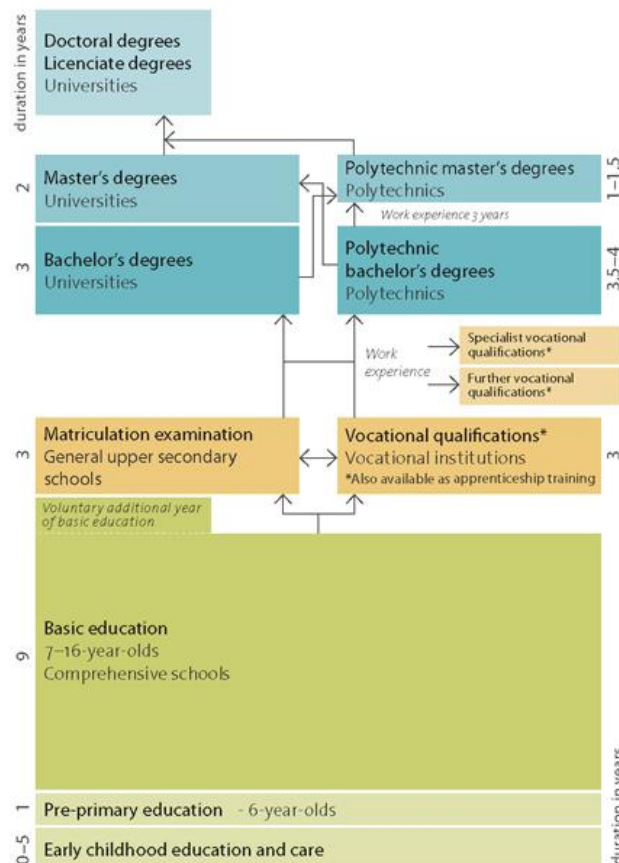
One of the basic principles of Finnish education is that **all people must have equal access to high-quality education and training**. The same opportunities to lifelong learning and free education should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live.

The Finnish educational system’s structure is outlined in the figure below, which describes how the different stages of education are followed in time (age of the pupil), which are the main options for education after the basic education as well as when it comes to tertiary education.

The nine-year **compulsory education** ends at the age of 16, but virtually nearly all young people (more than 90% of the relevant age group) remain in full-time education for a further three years, either continuing their general education in the **upper secondary general schools** or entering the **vocational education**. Student selection to upper secondary schools is mainly based on the students’ grades in their basic education certificate, while vocational institutions can include work experience and other comparable factors, including entrance and aptitude tests.

Both the students who have chosen the upper secondary general education and those who have studied in vocational education can continue their studies either in **universities** or **polytechnics**. The primary way to apply for admission is the national joint application system. Most of the students are selected on the basis of the combination of their school certificates and grades and the results of entrance examinations. Approximately 50% of the upper high school graduates continue to **upper higher education**.

**Figure 2: The Finnish educational system**



Meanwhile, **adult education** has a long history in Finland and enjoys high participation rates. Educational institutions organise education and training intended for adults at all levels of education. The main objective is ensuring the availability and competence of the labour force, providing educational opportunities for the entire adult population and strengthening social cohesion and equity.

Overall, the **system is highly permeable**, namely there are no 'dead-ends' preventing progression to higher levels of education. Learners can always continue their studies on an upper level of education, whatever the choices they make in between.

## 1.2 Governance and funding

There is a wide-spread consensus of the main pillars of education policy and the policy is characterized by cooperation and continuity - evolution rather than revolution. **Tripartite partnership** among Government, trade unions and employer organisations is an integrated part of policy-making. The main objectives and broad lines of the policy are defined at **central level**, but their implementation is the responsibility of the **local level**.

In fact, governance has been based on the **principle of decentralisation** since the early 1990s.

**Central administration** is responsible for designing the education policy (Ministry of Education and Culture) and setting up the national core curriculum (Finnish National Board of Education), outlining the educational objectives, the core content of different subjects, the principles of pupil assessment and the methods for education at all levels. **Local administration** (municipalities or joint municipal authorities) makes the decisions on allocation of funding, designing the local curricula and recruitment of personnel, while they have the autonomy to delegate the decision-making power to the schools (e.g. typically the principals recruit the staff of their schools). **Schools** have the right to provide educational services according to their own administrative arrangements and visions, as long as the basic functions, determined by law, are carried out (e.g. in many cases budget management, acquisitions and recruitment is the responsibility of the schools), while they draw up their own curricula within the framework of the national core curriculum. **Teachers** have pedagogical autonomy and are responsible for practical teaching arrangements as well as the effectiveness and quality of education. They can decide themselves the methods of teaching as well as the textbooks and materials to be used. **Universities of applied sciences** enjoy extensive autonomy and their operation is built on the freedom of education and research organising their own administration, deciding on student admission and designing the contents of degree programmes

Most institutions providing basic and upper secondary level education are maintained by local authorities or joint municipal boards. **Responsibility for educational funding is divided between the State and the local authorities**. There are no tuition fees at any level of education, while in basic education also school materials, school meals and commuting are provided free of charge. However, in upper secondary education students pay for their books and transport.

## Annex II - Agenda of the field-visit

| Day 1 – Wednesday 6 May 2015 |   |
|------------------------------|---|
| 13.00– 14.30                 | <p>Focus group interview at the National Board of Education</p> <ul style="list-style-type: none"> <li>- <b>Aija Rinkinen</b>, Counsellor of Education, National Board of Education (<a href="mailto:aija.rinkinen@oph.fi">aija.rinkinen@oph.fi</a>)</li> <li>- <b>Kristina Kaihari</b>, Counsellor of Education, National Board of Education, (<a href="mailto:Kristina.kaihari@oph.fi">Kristina.kaihari@oph.fi</a>)</li> <li>- <b>Reija Arnberg</b>, Coordinator, Youth Academy (<a href="mailto:reija.arnberg@nuortenakatemia.fi">reija.arnberg@nuortenakatemia.fi</a>)</li> </ul>   |
| Day 2 – Thursday 7 May 2015  |   |
| 9.00 – 10.30                 | <p>Focus group interview at the Finnish Institute for Educational Research (FIER)</p> <ul style="list-style-type: none"> <li>- <b>Jaana Kettunen</b>, Researcher, FIER (<a href="mailto:jaana.h.kettunen@jyu.fi">jaana.h.kettunen@jyu.fi</a>)</li> <li>- <b>Raimo Vuorinen</b>, Project Manager, FIER (<a href="mailto:raimo.vuorinen@jyu.fi">raimo.vuorinen@jyu.fi</a>)</li> <li>- <b>Eriikka Kontio</b>, Student Counsellor, Lievestuore school (<a href="mailto:Eriikka.kontio@laukaa.fi">Eriikka.kontio@laukaa.fi</a>)</li> <li>- <b>Tiina Rintala</b>, Student Counsellor, Kilpinen school (<a href="mailto:tiina.rintala@jkl.fi">tiina.rintala@jkl.fi</a>)</li> </ul> |
| 12.00– 13.00                 | <p>Focus group interview with students in Mankola comprehensive school</p> <ul style="list-style-type: none"> <li>- <b>Mia Pölönen</b>, Student Counsellor (<a href="mailto:mia.polonen@jkl.fi">mia.polonen@jkl.fi</a>)</li> <li>- 5 students at the ninth Grade</li> </ul>   |
| 13.30– 16.00                 | <p>Visit to work place/places in charge of TET-activities with Mankola school students</p> <ul style="list-style-type: none"> <li>- Interviews with students (eighth and ninth Grade) and their employers in their work place</li> </ul>  |
| Day 3 – Friday 8 May 2015    |   |
| 9.00 – 12.00                 | <p>Reflections and questions on the field visit at the Finnish Institute for Educational Research</p> <ul style="list-style-type: none"> <li>- <b>Jouni Välijärvi</b>, Director, FIER (<a href="mailto:Jouni.valijarvi@jyu.fi">Jouni.valijarvi@jyu.fi</a>)</li> <li>- <b>Jaana Kettunen</b>, Researcher, FIER (<a href="mailto:jaana.h.kettunen@jyu.fi">jaana.h.kettunen@jyu.fi</a>)</li> <li>- <b>Raimo Vuorinen</b>, Project Manager, FIER (<a href="mailto:raimo.vuorinen@jyu.fi">raimo.vuorinen@jyu.fi</a>)</li> </ul>  |



## Annex III – References, sources of information

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