



VALTIONEUVOSTO
STATSRÅDET

Breakout room #1 - Finland

Tiina Polo

Senior Ministerial Advisor, Ministry of Education and Culture

Anna Toni

Senior Specialist, Ministry of Economic Affairs and Employment

Moderator: Raimo Vuorinen

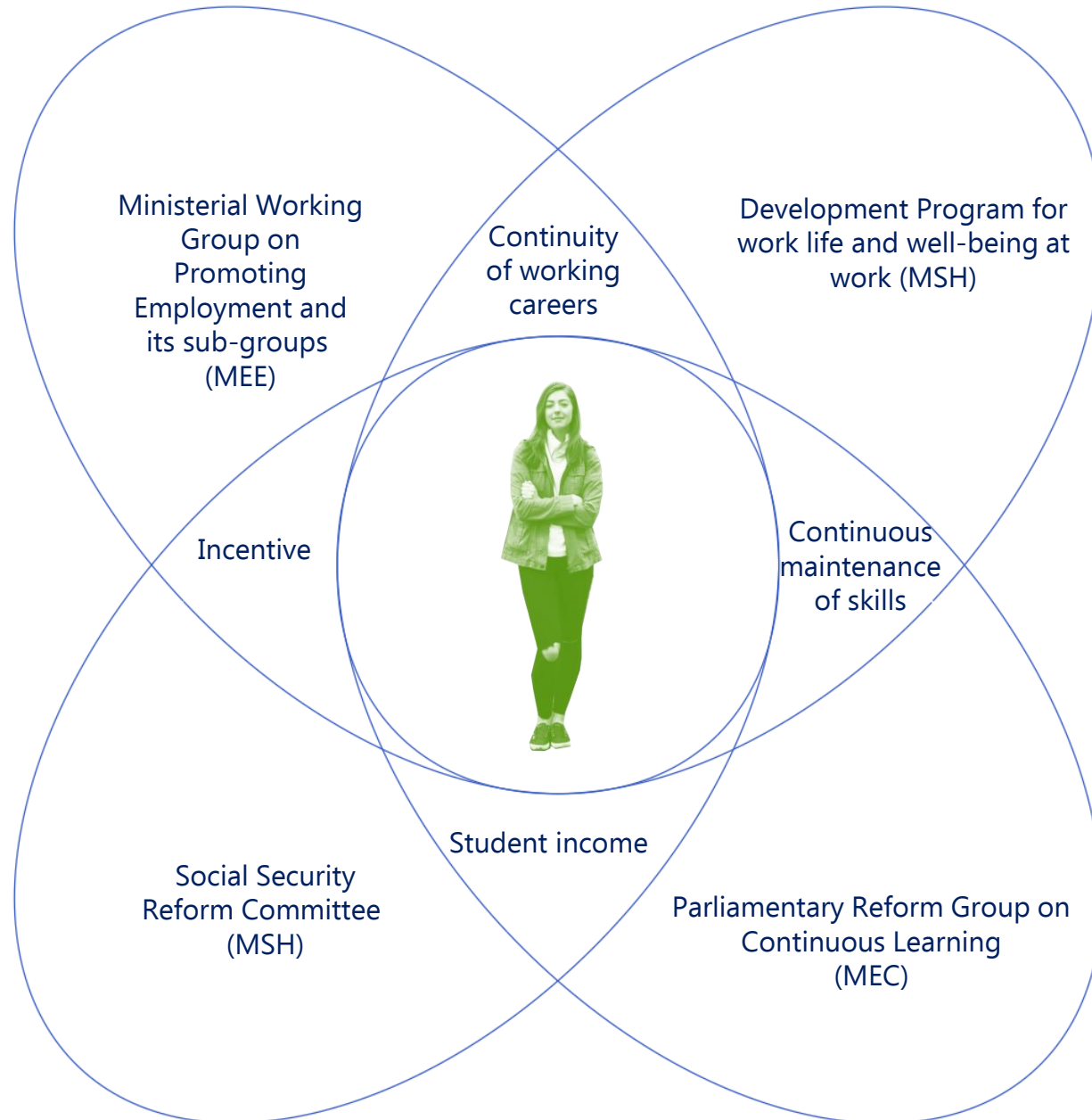
Project Manager, Finnish Institute for Educational Research



Integrated approach to upskilling and cross-sectoral governance

Reforming continuous learning in Finland is done with integrated approach

MEE = Ministry of Economic Affairs and Employment
MSH = Ministry of Social Affairs and Health
MEC = Ministry of Education and Culture



Various actors in the in the roadmap for continuous learning (draft)

Continuous learning as part of working life

- Actors: various ministries, , The Finnish Institute of Occupational Health, labour market organisations and other work life actors, national digital service etc.

Creating a continuous learning service system

- Actors: various ministries, education providers, Finnish National Agency of Education, regional employment services and other regional actors, national digital service etc

Ensuring the accessibility of continuous learning

- Actors: various ministries, education providers, national digital service, regional actors etc

Example: Employment pilots in municipalities, implemented in 2021-2023

- The aim of the employment pilots is to promote the employment of unemployed jobseekers and their orientation to education more effectively than at present, and to promote better match between supply and demand of skilled labour force.
- The purpose of the pilots is to improve access to the labour market especially for those who have been unemployed for longer periods and who are in a weak position on the labour market.
- The pilots will develop services and service models that support employment for jobseekers and enable them to better identify and resolve their individual service needs, barriers to employment and skills development needs.
- A better link will be established between municipal employment services, health and social services and competence services



Identification of target groups and outreach

How can the learning participation of adults with low skills be improved? (OECD: Continuous Learning in Working Life in Finland 2020)

- 60 % with ok and good basic skills participate in adult education but only 29 % of the people with low basic skills
- 64 % of the 25-54-year-olds and only 35 % of the over 55-year olds
- 66 % of the employed and 33 % of the unemployed

Challenges

Lack of targeted support for adults with low skills

Limited information, advice and guidance services

Shortage of specific training programmes

Recommendations

Reach out to adults with low skills

Provide comprehensive information, advice and guidance services

Develop tailored training programmes

National ideas and goals to strengthen participation of the low-skilled

1. *Combining skills development and employment services together, recognizing the situation and needs of the target group better*
2. *Guidance and education should be developed to better serve the target group's need*
3. *Working life and employers should pay special attention to reaching out and supporting the target group's upskilling*
4. *Public subsidies and benefits encourage the low-skilled to upskill*
5. *Raising awareness of the benefits of upskilling and re-skilling eg. through marketing*



Lifelong guidance

The national forum for lifelong guidance and current networks for guidance and counselling



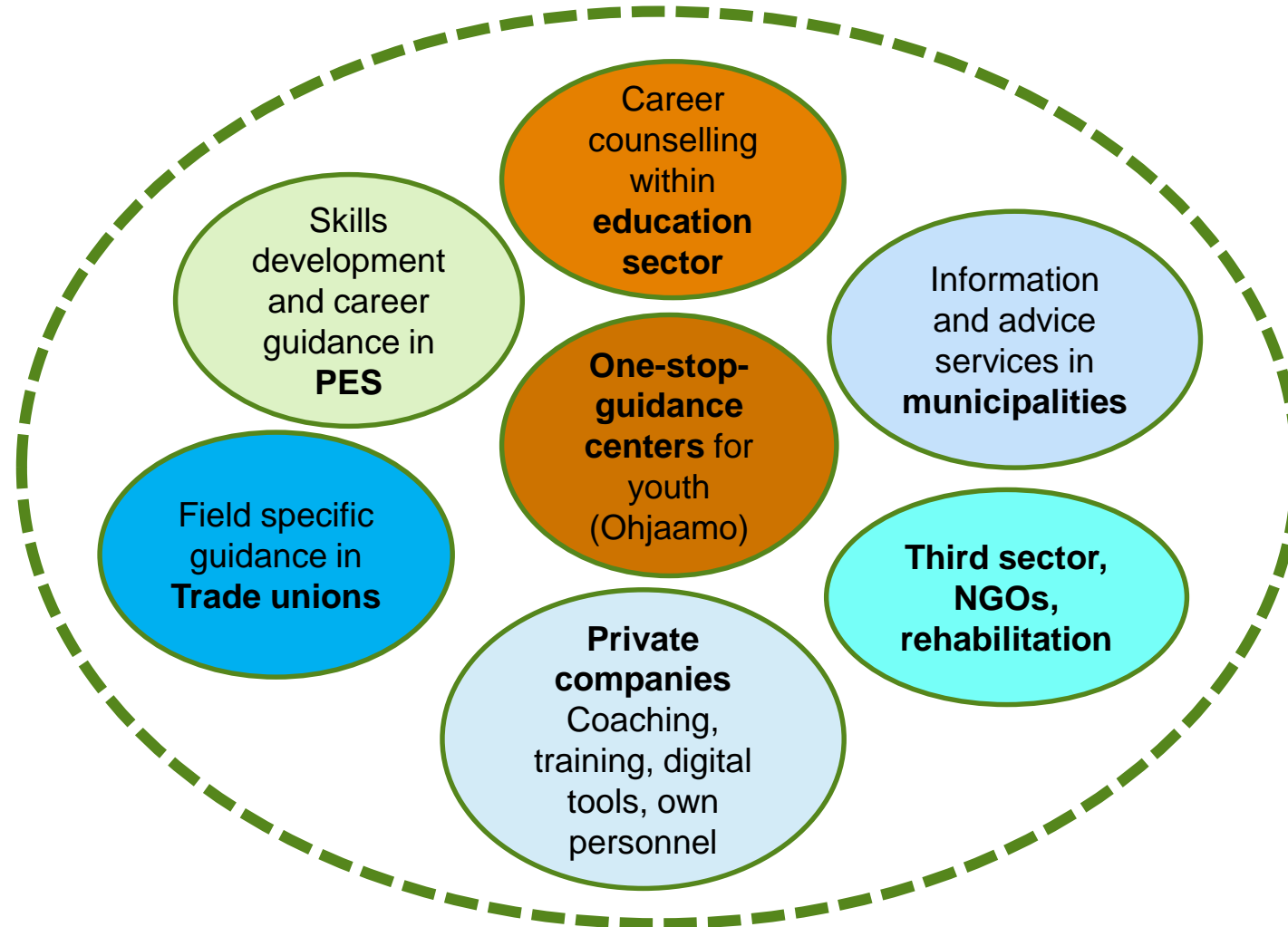
**A national LLG forum
co-chaired by the Ministry of
Education and Culture and
Ministry of Economic Affairs
and Employment**

- Preparation of the national LLG strategy 2020-2023
- Follow-up the strategy

&

**21 regional cross-sectoral
LLG forums**

- Regional strategies & implementation
- Mutual peer learning to support regional development



The new strategy for lifelong guidance in Finland (to be published 12/2020) highlights:

Accessible and Customer-orientated

- Everyone has an opportunity to get the career support according to their needs, while career management skills are strengthened through the life-span

Digital and multichannelled

- Digital services to support career development should be well integrated. Best use of technologies (including AI) in developing an ecosystem for guidance.

High-quality

- Making sure everyone providing guidance have the required skill-set

Socially sustainable and responsible

- Guidance can promote equality, social justice, diversity and green transition

Multiprofessional and well-coordinated

- Cross-sectoral approach nationally, regionally, locally and professionally. Strengthening national coordination.

Evidence-based

- Cross-sectoral evidence-based practice and policy development. Continuous development which brings sustainability to lifelong approach



Validation and recognition of skills and competences – integration of tailored and customised learning

Example: Finnish VET offers individual learning pathways for all



- Flexible application throughout the year.
- A **personal competence development plan** is drawn up for each student.
 - A student draws up the plan together with a teacher or a guidance counsellor and, when applicable, with representatives of working life.
 - The plan charts and recognises the skills previously acquired by the student and outlines what kind of competences the student needs and how they will be acquired in different learning environments.
 - Students may have obtained relevant skills from working life, another school, international study, work placement periods, family and leisure activities or through the media. Prior learning is recognised and only the missing skills will be acquired.
- The plan also includes information on the **necessary supportive measures**.
 - The support measures for a student may involve special teaching and studying arrangements due to learning difficulties, injury or illness, or studies that support study abilities.

Example: Finnish VET offers individual learning pathways for all

- All Finnish VET qualifications are composed of units of learning outcomes.
- Vocational units are either compulsory or optional. **Students can complete entire qualifications, parts of them or smaller units, or combine parts of different qualifications based on their needs.**
- Vocational qualifications are independent of the way the vocational skills have been acquired. As long as the individual's competences meet the national qualification requirements, they can be acquired in different learning environments and ways, at different times. Competence requirements are the same in all learning environments, also in workplaces.
- Students demonstrate their skills in competence demonstrations at practical work.
- Qualifications are the same for young people and adults.

Further questions for consideration...from the Analytical Framework perspective

- Organisational structure for the co-ordination of the reform implementation, evaluation and further development will be finalised in 2021
- Details for national framework and development of appropriate tools for skills assessment
- ...



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Thank you!

More information:

<https://minedu.fi/en/continuous-learning-reform>