

VOCATIONAL EDUCATION AND TRAINING

Validation of prior learning
Finland

New legislation

- Took place 1.1.2018
- Merged two laws on vocational training into one
- Merged five financing-streams into one
 - Plus merged part of labour-force-training to state subsidy system on vocational education
- Gave more room for organisations to decide on students educative path (with the student)

Main drivers

- From supply-oriented approach to demand-driven VET
 - More room for providers to offer services in accordance with customers needs
 - From segregated to integrated administrative and financial system
- Expanding work-based learning
 - Developing and increasing apprenticeship training and other forms of work-based learning
- Individualization of training process

A single licence to provide education and award qualifications

- All vocational education and training is governed by a single licence to provide education.
- Qualifications are awarded by education providers.
- Education providers may within the limits of their licence decide what kind of education and training they will provide.
- The steering and regulation system consists of licences to provide education and annual performance decisions that form the basis for funding.

Individual study path for all

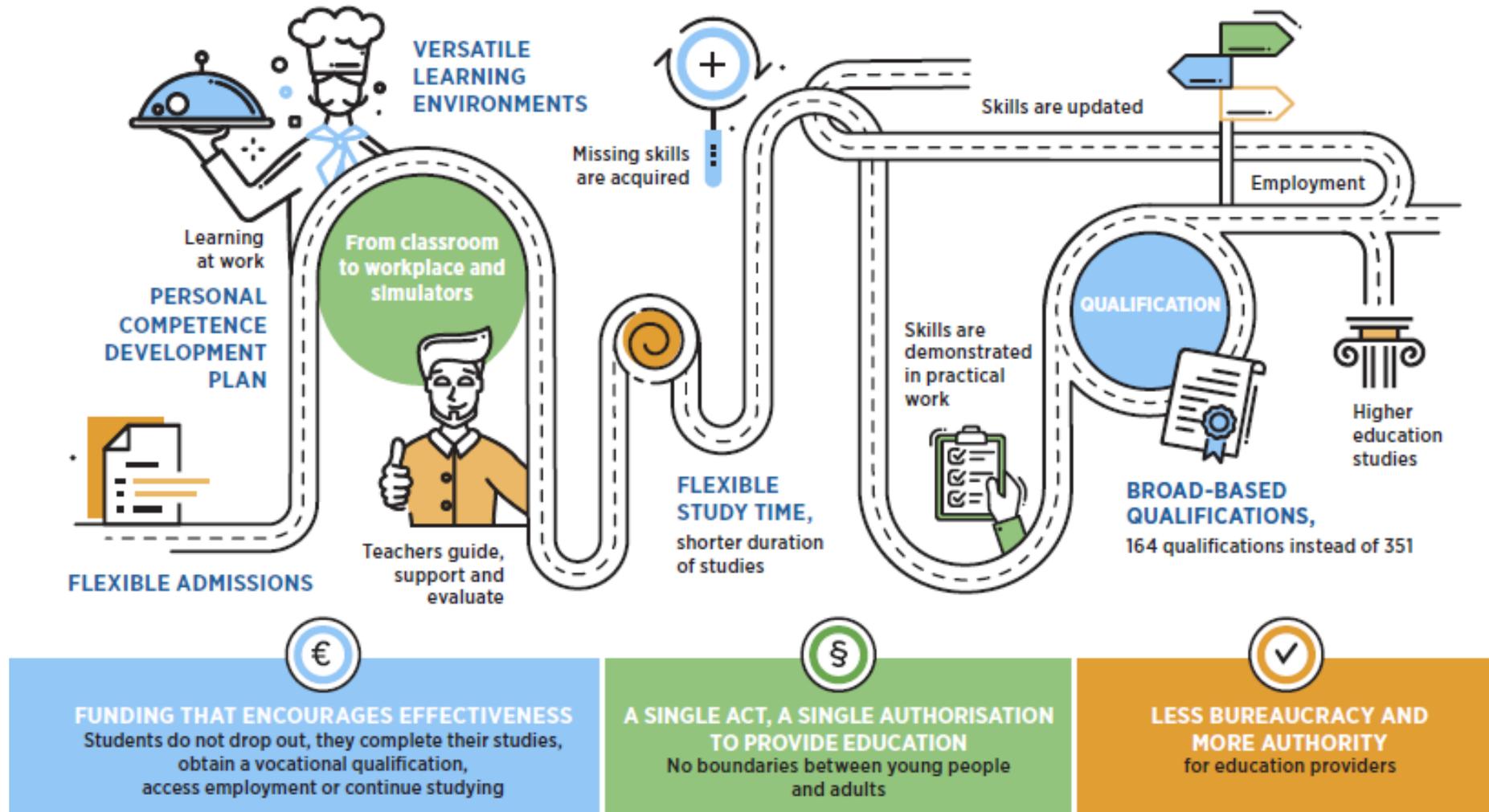
- Individual paths are guaranteed in legislation:
 - Objectives for competence development will be written down in a personal competence development plan.
 - The plan will include information on, for example, identification and recognition of prior learning, acquisition of missing skills, competence tests and other demonstration of skills, and the necessary guidance and support.
 - Duration of studies will be shortened through focusing on the acquisition of missing skills in a manner most suitable for the student.
 - Education providers have an obligation to recognise prior learning.
 - Studies and the related guidance and support will correspond to the objectives, needs, life situation and skills of the student.

Qualifications are completed through competence tests

- Vocational skills are primarily demonstrated in practical work situations at workplaces (=competence test)
- Competences are assessed as per module of a qualification or preparatory education.
- Competence and skills matter – the time used for studies does not.
- Working and business life will be given a strong role in assuring the quality of skills: a representative of working life is one of the two assessors, and working life committees will ensure the quality of vocational skills at national level.

NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.



FUNDING SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

STRATEGY FUNDING
(a maximum of 4% of the total funding)

IMPUTED FUNDING
(a minimum of 96% of the total funding)

50%

CORE FUNDING

- student-years

Creates

- preconditions for the future provision of education in all fields and for all students
- a foreseeable foundation for the provision of education and qualifications

35%

PERFORMANCE-BASED FUNDING

- qualifications and modules

Guides and encourages to

- target education and qualifications in accordance with competence needs
- intensify study processes
- complete qualifications and modules in accordance with the set objectives

15%

EFFECTIVENESS-BASED FUNDING

- access to employment
- further studies

Encourages to

- redirect education to fields where labour force is needed
- ensure that education corresponds to the needs of the working life and is of high quality
- provide readiness for further studies

Some specifications

- Funding is based on state subsidies
 - Co-funding of municipalities and state
- A very minor part of funding is based on private resources
 - What comes to qualification-oriented training
- Vast amount of enterprise-funded training is in-house-training
 - Decided and planned by enterprise itself
- As a part of state subsidy system, there is a co-funding mechanism
 - Which, after all, is quite seldomly used
- Small study fees can be gathered in further and special vocational qualifications
 - But not initial qualifications

Outcomes and effectiveness as bases for funding

- Funding is paid to the education providers.
- Funding will be imputed and universal – no earmarked portions.
- Funding will in future be based on budget appropriations, not on actual costs as before. Increase in costs will be taken into account by using an index.
- Funding consists of four elements: core funding, performance-based funding, effectiveness-based funding and strategy funding.
- In core and performance-based funding, the weight of a certain performance indicator is determined in relation to all performance indicators that form the basis for funding (awarded qualifications, completed modules).