



Turun yliopisto  
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# CENTRE FOR MARITIME STUDIES

B.L.U.E PROJECT PARTNER MEETING

NOVEMBER 14–15, 2016 TURKU, FINLAND

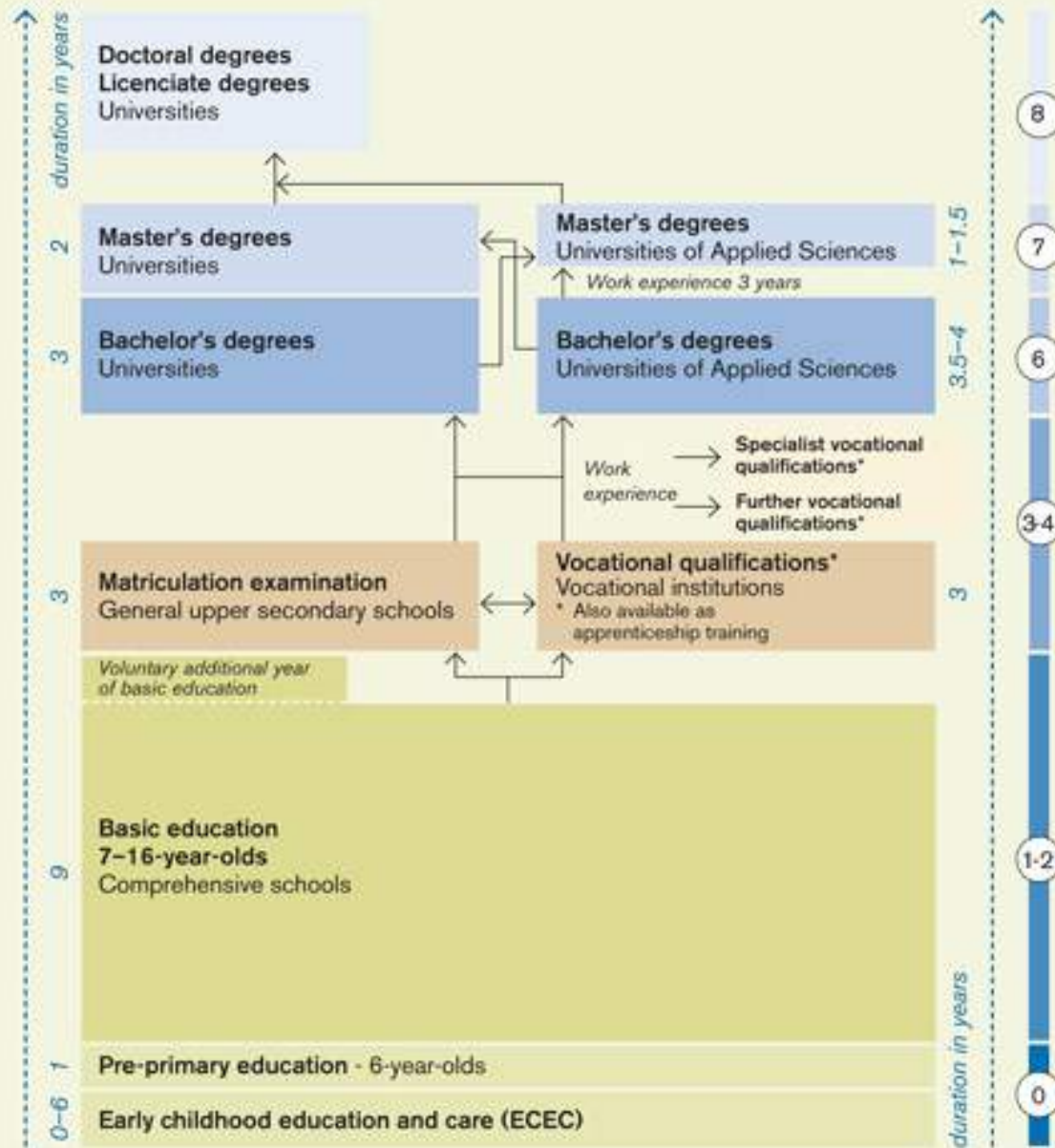
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# MAIN FEATURES OF THE FINNISH EDUCATION SYSTEM

- ✓ Education system is based on trust and responsibility; educational autonomy is high at all levels
  - local administration and educational institutions play a key role
  - national core curriculum leaves room for local variations
  - no inspections; quality assurance mainly the responsibility of education providers
  
- ✓ Equality in education
  - education is free at all levels from pre-primary to higher education
  - most education is publically funded
  - every pupil and student has the right to educational support
  - small differences between schools
  
- ✓ Competence-based qualifications in vocational education and training offer a way to demonstrate prior learning.
  
- ✓ Life-long learning in focus; around half of the adult population participates in adult education.

# Education system in Finland



Picture: Finnish National Board of Education

# UPPER SECONDARY EDUCATION

- ✓ Upper secondary education and training has a dual structure; after compulsory basic education school-leavers opt for general or vocational upper secondary education.
- Students at the age of 16 may choose to continue their secondary education in either an academic track (upper secondary school) or a vocational track (vocational school), both of which usually take three years and give a qualification to continue to tertiary education in a university or university of applied sciences.
- ✓ Upper secondary vocational education and training (EQF level 4) provided in vocational schools and in the form of apprenticeship training; a vocational qualification can be obtained through a so-called competence test administered by a qualification committee.

# VET STRUCTURES & RESPONSIBILITIES

- ✓ The Ministry of Education and Culture sets the general goals for VET, determines the structure of qualifications, and the core subjects.
- ✓ Further, the Finnish National Board of Education decides the national requirements of qualifications, detailing the goals and core contents of each vocational qualification.
- ✓ At the local level, the education providers draw up their own curricula based on the core curricula provided by the National Board of Education. Education providers are competent authorities with regard to assessment, validation and recognition of competence.
- ✓ Decisions on the recognition of competence are made by education providers - VET teachers in practice.

# NATIONAL VET CURRICULUM REFORM

## REFORM PROCESSES

- ✓ Changes in legislation regarding VET enacted in October 2014
- ✓ Qualification requirements for all vocational upper secondary qualifications during Oct-Nov 2014
- ✓ All the statutes, regulations and qualification requirements taking effect in August 2015, concerning all students whether continuing or beginning their studies.

## ECVET

In Finland, implementation of ECVET has been performed as an integral part of the national VET curriculum reform.

The purpose of the ECVET Recommendation, issued by the European Commission to its Member States in June 2009, is to create a European Credit System for Vocational Education and Training (ECVET) to facilitate the transfer, recognition and accumulation of assessed learning outcomes achieved in formal, non-formal and informal contexts by individuals who are aiming to achieve a qualification.

# ECVET IN FINLAND

## FINECVET

- ✓ Pioneering for the process of ECVET implementation in Finland – as well as on the European scale – can be considered a three-phase national pilot project FINECVET, launched in 2004, aiming to develop and test the ECVET system.
- ✓ First, the ECVET system was tested in nine vocational qualifications (e.g., Vocational Qualification in Business and Administration and Vocational Qualification in Metalwork and Machinery); then the project extended the pilot to include further and specialist vocational qualifications.
- ✓ Piloting was widespread and focused on the different stages of the ECVET process and generated implementation models for both, activities and documentation.

# ECVET / COMPATIBILITY WITH FINNISH VET SYSTEM

## LEARNING OUTCOME-BASED APPROACH

- ✓ Vocational qualifications structured from modules
- ✓ Recognition of prior learning (for both formal and informal learning) recognised and validated by law
- ✓ Recognition of previous learning outcomes is not based on time, but the learning outcomes themselves

The Finnish VET reform processes based on the principles of the ECVET Recommendation, following the learning outcome-based approach:

- ✓ All qualifications divided into \*units of learning outcomes
- ✓ 180 ECVET credits assigned per each vocational qualification at the EQF level 4, ECVET credits being calculated on the basis of the relative importance of the unit of learning outcomes to the overall qualification.
- ✓ Not only each qualification but also each unit of learning outcomes in a qualification can be assigned a certain number of ECVET points.

*\* A component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated*



# VET REFORM

- ✓ On-going whole-scale VET reform to be entered in to force in 2018
- ✓ IVET & adult education under same legislation (more straightforward regulation & elimination of overlapping)
- ✓ System of funding, steering, qualification structure, structures of arrangement also to be renewed
- LEARNING OUTCOME-BASED & CUSTOMER-ORIENTED CONCEPT
- Learning in the work-place & individual study paths in focus
- ✓ *Reasons behind:*
  - New kinds of know-how and professional skills are required in working life in the future!
  - Money savings

*Many thanks for your attention!*

