

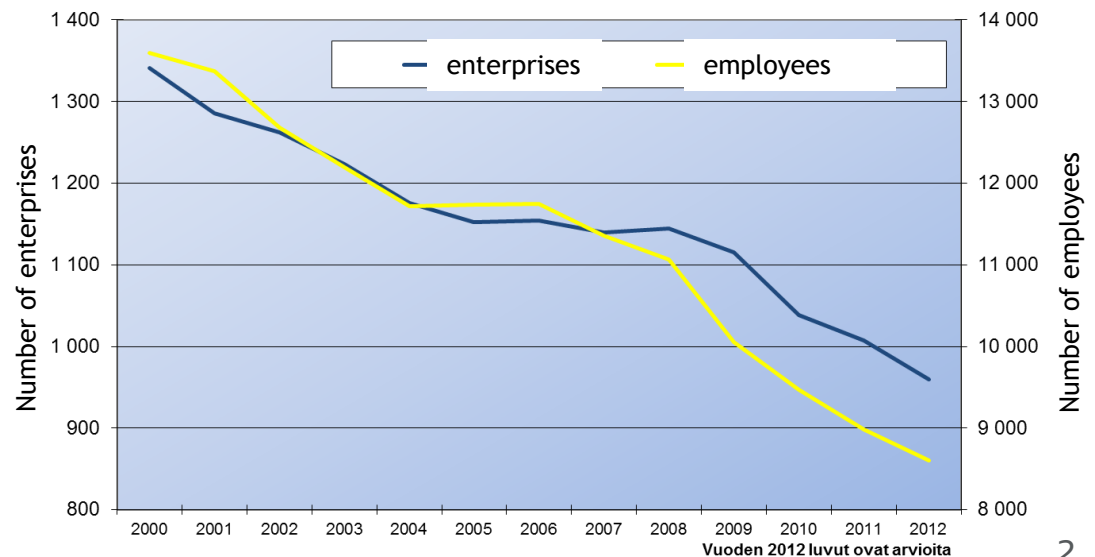


# National Situation of Training Infrastructure in Finland

Jaana Villikka-Storm 3.7.2014

# Some facts about the printing industry in Finland

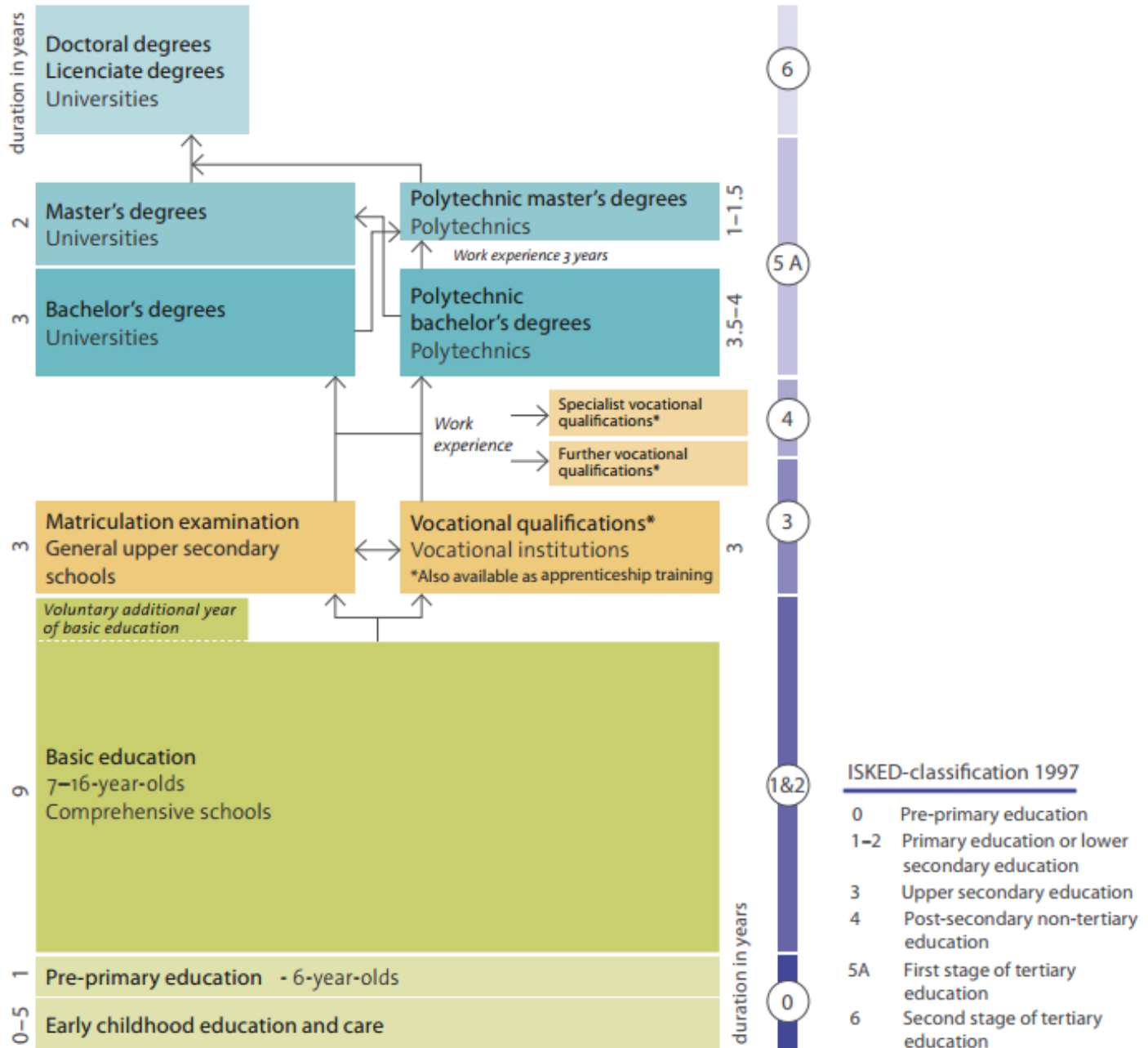
- around 9 000 employees
- around 1 000 enterprises
- five vocational education schools providing qualifications for print communication (about 290 new students per year)
- one polytechnic school (B.Sc. degree) providing higher education for media and print technology (Metropolia)
- no university studies for print technology anymore



# Overview of the National Training System - Administration

- **The Ministry of Education and Culture**
  - is responsible for the strategic and normative steering of VET and leads national development
- **National Board of Education**
  - is responsible for the implementation of the policy aims
  - designs the core curricula and sets the requirements of competence-based qualifications, which describe the aims and key content of the qualifications
- **Vocational education and training providers**
  - are responsible for organizing training in their areas, for matching provision with local labour market needs, and for devising curricula based on the core curricula and requirements
  - VET provider may be a local authority, a municipal training consortium, a foundation or other registered association, or a state company
  - private education providers are licensed by the Government
- Education is **free at all levels** from pre-primary to higher education
- Educational funding is divided between the State and the local authorities

# Education System in Finland



# Overview of the National Training System – VET (1)

- Vocational qualifications respond to **labour market needs**
- **Print communication study programmes:**
  - 2 vocational qualifications, 5 further qualifications and 6 specialist qualifications
- **Vocational qualification**
  - 120 credits, which takes three years of full-time study
  - includes at least 20 credits (half a year) of on-the-job learning in workplaces
  - to be completed in form of school-based training or apprenticeship training
  - gives general eligibility for polytechnic and university studies
- **Apprenticeship training**
  - hands-on learning at workplace complemented by theoretical studies
  - is based on a agreement, which a trainee concludes with the employer
  - employer pays wages according to the collective agreement for the duration of the training
  - during theoretical training, the trainee is entitled to daily allowance and subsidized travel cost and accommodation
  - each students has a personal study plan and an on-the-job instructor

# Overview of the National Training System – VET (2)

- **Competence-based qualifications** are developed since 1994
  - intended to enable working-age adults to gain qualifications without necessarily attending formal training
  - a flexible way to enhance and maintain adults' vocational skills
  - leading to both **further** and **specialist** qualifications
  - qualifications are set and supervised by **field-specific education and training committees**

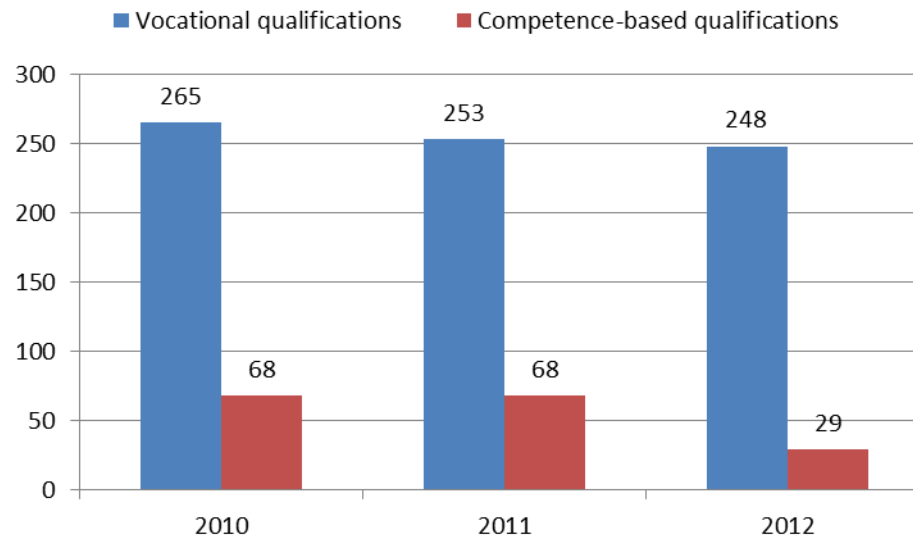


Figure. The number of new qualifications of the print communication

# The Qualification Committees

- the qualification committee is an essential player for competence-based qualifications
- appointed by the Finnish National Board of Education
- includes representatives of the field's employers, employees and teachers, as well as entrepreneurs as required
- the qualification committee for print communication's main tasks
  - prepares contracts for arranging competence tests
  - is responsible for supervising competence tests
  - awards qualification certificates

# Anticipation

- The national education authorities cooperate with the enterprises as well as employee and employer organisations to monitor and anticipate the developments in skills needs in labour market.
- Key actors are the **National Education and Training Committees**
  - for each occupational field (26)
  - expert bodies for the anticipation of education needs
  - tripartite bodies (social partners and teachers)
  - members are nominated as a candidate by central labour and employer organisations
  - established by the Ministry of Education and Culture for a term of three years
- **the Education and Training Committee for media and print communication**
  - expert body, includes representatives of the publishing, the broadcasting and the printing industries, and representatives of teachers and education providers
  - 3 – 4 meetings per year
  - the main tasks
    - to monitor and anticipate the development of skills needs
    - to make proposals for improving the contents of education and training and qualifications in upper secondary VET and higher education



# Anticipation (2)

- Anticipation of future skills is done frequently by authorities and social partners together and by themselves
  - in the national level and a sectoral level
  - schools and universities are usually involved
    - as a members of the project group
    - as a research body
- The most of anticipation is done with funding from the Ministry of Education and Culture, the Finnish National Board of Education and/or the European Social Fund

# Future skills needs identified (1)

## project concerning future skills needs in the printing industry

### VOSE –project

- the national project on anticipation of competences and skills needs
- was implemented with funding from the Finnish National Board of Education (FNBE) and the European Social Fund (ESF)
- developed a process model for anticipating competences and skills needs
- the aim was to produce anticipation data for use in development of the contents of vocational education and training, polytechnic and university education to meet the needs of the future world of work
- **case project** concerning printing industry was implemented between February and June 2013
  - the process takes four full days
  - the project group is comprised of the National Education and Training Committee for media and print communication and experts in the sector
  - first outlined the **change forces** influencing future competences and skills needs in the sector, using these to prepare the **alternative scenarios**, and then derived **future competences and skills** needs and **proposals for improvement** from these

# Future skills needs identified (2)

## Reports concerning future skills needs of the printing industry

- Future trends and skills needs in media and printing industry (summary of the early published reports done by Tampere University)
- What kind of a wider qualification for media and print communication should look like? (OPH 2012)
- Cross media and future skills needs in the printing industry (OPH 2013)
- Future skills needs in the printing industry (OPH 2013)

OPH = National Board of Education

# The Role of the Social Partners

The social partners involvements as members in

- the National Education and Training Committees
- the Qualification Committees
- ad hoc groups of The Ministry of Education and the National Board of Education concerning development of education system and qualifications
- the advisory boards of vocational schools and of vocational high schools

Social partner also coordinate sectoral training policy in numerous training groups based on collective agreements