



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **DITOGA**

**Digital tracking of VT graduates via auto-analytics  
to enhance the quality and sustainability  
of vocational and educational training programmes**

## **National Report - Finland**

This project has been funded with support from the European Commission. This publication [communication] reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## A. Questionnaires - Results

### 1. Companies: demands of the world of work beyond the educational horizon.

The group of respondents (5 people) represented different fields of working life in Finland. They worked as entrepreneurs in engineering, clothing and hair-dressing. Two of the respondents worked in education sector. The respondents were chosen because of their experience of hiring new employees and guiding trainees or students in their businesses. The original plan of getting the information via e-mail didn't work out, so the interviews were conducted in face-to-face meetings.

#### A. EMPLOYMENT

<b>A EMPLOYMENT</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?		3	2		
A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?		2		3	
A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?		1	3		1
A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills,		1	3	1	

competences required by the occupation?						
<p>The respondents answered that trainees/new workers adapt to the job requirements/job profile well or satisfactory. Two of them answered that trainees/ new workers have good unique selling propositions. Three of them thought that trainees can't identify USP enough.</p> <p>The respondents had also different thoughts about the question can the trainees/ new workers portray themselves and their competences professionally in front of employers. The answers varied between good and not sufficient.</p> <p>The representatives of companies had also different understanding do the trainees/ new workers have clear understanding of the tasks/knowledge, skills and competences required by the occupation. One of the respondents thought that they have good understanding about it, while one of the respondents answered that trainees have sufficient understanding about those things. Most of the respondents thought that trainees have satisfactory understanding about the skills and knowledge required in the occupation.</p> <p>Additional remarks:</p> <p>"The trainees can't always think what kind of tasks is required to do in a certain job".</p> <p>"They are often too unsure to work independently".</p> <p>"Trainees adapt to the job requirements well. They identify their unique selling propositions quite well. Trainees portray themselves and their competences well. Some trainees have a clear understanding of the skills and competences but others have not."</p> <p>"The trainees often focus on what they can't do."</p> <p>"It would be important that students could tell me more about their skills."</p>						

## B. SOCIAL INTERACTION

<b>B SOCIAL INTERACTION</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>

B1. Do the apprentices/trainees/new workers take initiative?			5		
B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?		2	3		
B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?	1	3			1
B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? (Please also comment below.)		2	2	1	

All the representatives of companies thought that trainees/new workers take initiative satisfactory. There are differences between trainees. *“Some trainees take initiative, others do not. Some trainees are not motivated, especially those who want to continue their studies (for example in the University of Applied Sciences).”*

Most of them also answered that trainees/ new workers are punctual and willing to follow the break times and working hours. *“They follow break times and working hours well.”* This seemed to work quite well. There was a one respondent who thought that trainees follow these things badly. *“Following working times is sometimes a problem”.*

Two of the respondents thought that trainees/new workers seem to be openminded and willing to improve. Otherwise three of them answered that trainees are not very willing to improve.

Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? The answers varied between sufficient and good. Here are the open answers to that question:

*“The feedback is often considered as criticism.”*

*“Usually young trainees have difficulties coping with feedback.”*

### C. SELF PERCEPTION

C SELF PERCEPTION	1 very good	2 good	3 satisfactory	4 sufficient	5 not sufficient
C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?		4	1		
C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?		1	3	1	
C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?		1	1	3	
C4. Are the apprentices/trainees/new workers able to estimate their own abilities realistically? (Please also comment below.)		3	2		

Most of the respondents answered that trainees/new workers ask questions when they are unsure. *"Trainees are not afraid to ask if they are unsure."*  
*"They ask questions but they don't tell their opinions."*

There was also one respondent who thought that trainees hesitate to ask questions when they are unsure.

It seems that in the view of the respondents there are very different types of trainees. *"Others are well aware of their strengths and weaknesses. Some trainees can estimate their own abilities realistically, others don't."* One of the respondents thought that it might be more difficult to young trainees.

*"Trainees who are adults are usually aware of their strengths and weaknesses."*

Sometimes it seems to be difficult to estimate own abilities verbally, but it is easier to do it in writing.

There is also different views about how the trainees can express what they like and dislike about the tasks and profession. Most of the respondents thought that trainees can express clearly what they like and dislike. *“Trainees who are adults can estimate their own abilities, it is more difficult to young trainees.”* Few of the respondents answered that *“trainees have difficulties to express what they like or dislike.”* *“ Trainees do not usually open up their opinions”.*

#### D. WORK ENVIRONMENT

<b>D WORK ENVIRONMENT</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?	1	3			1
D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?	1	1	2		1
D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?		3	2		
D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?	1	4			

The respondents worked in different environments – few of them in the school, one in engineering company, one in the hair salon and one in the clothing store. Their answers about work environment also varied.

All the respondent answered that trainees/ new workes interact at least well with customers. Trainees have usually good manners with customers. „Trainees behave well“.

Four respondents answered that trainees can deal well or very well with demands of the physical environment (height, heat, cold, noise, isolation,). *“The noise is only demand in our working environment and trainees are capable of dealing with that.”*

One representative of the company thought that trainees have not sufficient capability of dealing those demands.

Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace? Answers to this questions also varied. Two of the companies thought that trainees have good or very good understanding of the demands. Three of them answered that those demands are satisfactory or not sufficient. *“There should be more practical training in companies to get familiar with these things.”*

According to respondents trainees/new workers recognise and adapt to the values of the company well or satisfactory? *“Trainees who are young might have difficulties to adapt to the values. “*

**E. EDUCATION AND TRAINING**

<b>E EDUCATION AND TRAINING</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.	2	2	1		
E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?		3	2		

E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?		3	2		
E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances? (Please also comment below.)		3	2		

Four of the respondents answered that trainees/ new workes have good or very good language skills. Also their digital skills are good or satisfactory.

*“ Trainees have sufficient language skills and digital skills. “*

The respondents answered that trainees are usually willing to improve their occupational specific knowledge and skills.

*“Generally speaking, the trainees are willing to improve their skills and learn new things.”*

*“All trainees at least try to improve their occupational specific knowledge and skills.”*

*“Skills are often good, but they lack courage to do and try things.*

One respondent mentioned that some trainees have chosen the wrong career and they are not motivated to continue studies. Those trainees are not willing to improve their skills.

The respondents have noticed some skill gaps but they didn't mention what those might be.



**2. VET Professionals/Teachers/Trainers: perspective on the key factors and relevant requirement necessary for aligning their training programmes to the current needs of the work field.**

The interviews were conducted using a round table- method with open discussion based on the questions of the questionnaire. The participants were also asked to fill in the questionnaire. The participants (10 people) were representatives of VET staff, teachers and trainers from different fields of VET education, project coordinators, specialists in international education and apprenticeships. All of the participants had experience about tracking or guiding future career paths of VET graduates.

**A. EMPLOYMENT**

<b>A EMPLOYMENT</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
A1. Can the apprentices/trainees/new workers adapt to the job requirements/job profile?		8	2		
A2. Can the apprentices/trainees/new workers identify unique selling propositions (USP) about themselves? Can they differentiate from others in order to convince?		2	5	3	
A3. Can the apprentices/trainees/new workers portray themselves and their competences professionally in front of employers?		4	3	3	
A4. Do the apprentices/trainees/new workers have a clear understanding of the tasks/knowledge, skills, competences required by the occupation?		6	4		

The representatives of VET staff regarded that trainees/new workers adapt to the job requirements/job profile quite well (8 person) or satisfactory (2). Most of the VET staff said that trainees/ new workers have quite a clear

understanding of the tasks and knowledge required by the occupation. *“Their education has trained them to various task in many environments”.*

The answers to the question about trainees unique selling propositions and their abilities to portray their competences varied from sufficient to good.

Eight of the VET staff said that there is a big difference between trainees.

*“Others are very aware of their skills and competences, while others are not”.*

Many trainees have difficulties to tell about their unique selling propositions and bring out their professional skills.

Six of the VET staff noted that specially young trainees/ newly graduated may not have a clear understanding of theirs skills, competence and knowledge.

Sometimes *“young VET students posses lot of skills, but they are not aware of their hidden competences- at least they are not used to express them”.* It’s

easier to those who already have working experience and maybe also better understanding about themselves. The older age and previous work experience of the apprentice usually helps so that the new worker can indentify his or her skills and also have better understanding of the working life in general. The younger the apprentice is the less he or she may be able to understand the requirements of a certain occupation. More mature trainees (adults) usually know better their competences.

## B. SOCIAL INTERACTION

The VET staff had different views how trainees take initiative and how openminded and willing they are to improve. The answers varied between sufficient and very good.

<b>B SOCIAL INTERACTION</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
B1. Do the apprentices/trainees/new workers take initiative?	1	4	3	2	
B2. Do the apprentices/trainees/new workers seem to be openminded and willing to improve?	1	6	2	1	
B3. Are the apprentices/trainees/new workers punctual and are willing to follow break times and working hours?		3	7		
B4. Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? (Please also comment below.)		4	6		

The half of the them answered that trainees take initiative well or very well. The other half of the respondents answered that trainees take initiative satisfactory or sufficiently.

The VET staff expressed that employees often say that that trainees should be more initiative. It depends on the persons upbringing and character. It's normal in working life that younger and more unexperienced workers follow the orders of others, so this work culture can also prohibit young people taking initiative. Some trainees do only what they are told to do- they don't for example ask what else they could do. Maybe most of the trainees can improve this when they have more work experience.

Everyone of the VET staff focus group thought that trainees are punctual and willing to follow break times and working hours satisfactory or well.

Are the apprentices/trainees/new workers able to co-operate and cope with feedback/criticism? The VET staff thought that trainees co-operate and cope with feedback satisfactory or well. In the open answers they wrote that *“it differs how trainees cope with feedback- others co-operate and cope with feedback well, otherhand it’s difficult to some trainees”*. *“For us Finns giving and taking feedback is not necessarily so characteristic and easy.”* The ability to take criticism or feedback depends on how mature the trainee is. It also depends the way the feedback is given. If the feedback is given constructively and in a kind way, people are able to take it well.

### C. SELF PERCEPTION

<b>C SELF PERCEPTION</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
C1. Do the apprentices/trainees/new workers ask questions when they are unsure? Are they afraid of admitting uncertainty?	1	6	1	2	
C2. Do the apprentices/trainees/new workers seem aware of their own strengths and weaknesses?		3	6	1	
C3. Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession?	3	5	2		
C4. Are the apprentices/trainees/new		3	4	3	

workers able to estimate their own abilities realistically? (Please also comment below.)					
<p>The most of the VET staff (7) thought that trainees ask questions when they are unsure well or very well. Only three of the them thought that trainees ask questions when they are unsure satisfactory or sufficiently. They also said that there is always some trainees who are unsure of themselves and are too shy to ask. They may also underestimate their abilities. Most of the trainees ask because they want to improve and learn new skills and talents.</p> <p>The most of the VET staff (7) thought that trainees/new workers seem to be aware of their own strengths and weaknesses satisfactory or sufficiently. The same amount of the them thought that trainees are not able to estimate their own abilities realistically (satisfactory or sufficiently). Only few of the respondents thought that trainees are quite well aware of their own strengths and weaknesses. <i>“In Finland it is more general to underestimate own skills, but there are converse cases too. It is a bit suspicious if someone implies he or she is a master of everything, especially right in the beginning”</i>. Many estimate their skills worse than the skills actually are. The trainees might also need help to find their strengths and weaknesses.</p> <p>Can the apprentices/trainees/new workers clearly express what they like and dislike about the tasks and profession? Most of the VET staff thought that trainees can express these things well or very well. <i>“They say what they think about many things concerning their job”</i>.</p>					

#### D. WORK ENVIRONMENT

<b>D WORK ENVIRONMENT</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
D1. Are the apprentices/trainees/new workers capable of dealing with the demands of the physical environment (height, heat, cold, noise, isolation,)?	1	7	2		
D2. Do the apprentices/trainees/new workers have a realistic understanding of the demands of the workplace?		5	4	1	

D3. Do the apprentices/trainees/new workers recognise and adapt to the values of the company?		5	3	2	
D4. Do the apprentices/trainees/new workers interact with customers appropriately and in a good manner?	1	6	2	1	

Most of the participants (8) answered that trainees/ new workers deal with the demands of the physical environment well or very well. Mostly they understand the demand - they know their tasks.

*“The demands of working environment are learned easily and there is not usually complaining about them, because they are used to working in different conditions already in the VET practical learning periods”.*

*“It is difficult to estimate in how many cases of dropping out the apprenticeship the demands of a physical environment has been causing the situation. I definitely think it has some impact.”*

Half of the participants thought that trainees/ new workers have realistic view of the demands of the environment. The same amount of the VET staff also answered that trainees/new workers adapt to the values of the company well.

The other half of the participants wrote that trainees/ new workers have satisfactory or sufficient understanding of the demands of the workplace. The same amount of VET staff also thought that trainees/ new workers adapt to the values of the company satisfactory or sufficiently. *“The values of the companies can be difficult to get to know.” “The adaption of values of the company depends on the values of the person in question and how these two match”.*

Most of the VET staff thought that trainees/ new workers interact with customers well. The trainees have mostly good manners. They behave politely with clients/customers and colleagues. *“Customer service skills are not as natural to all, but everyone can improve their skills as they gain more experience and self- confidence. Generally, the customer service goes well.”*

Only few of the participants answered that trainees/new workers interact with customers satisfactory or sufficiently. *“The employers have given feedback that the trainees don’t have enough respect for the employers”. “They do know the*

*demands of the workplace, but many times there are some misbehavior in their actual routines (cell phones, timetables, commitment to work)".*

### E. EDUCATION AND TRAINING

Here are the espondents' answers to the question of education and training:

<b>E EDUCATION AND TRAINING</b>	<b>1 very good</b>	<b>2 good</b>	<b>3 satisfactory</b>	<b>4 sufficient</b>	<b>5 not sufficient</b>
E1. Do the apprentices/trainees/new workers have sufficient language skills to carry out their work properly? This includes both oral and/or written skills depending on the job tasks.		5	3	2	
E2. Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills?		7	3		
E3. Are the apprentices/trainees/new workers willing to improve their occupational specific knowledge and skills?	1	8	1		
E4. Do the apprentices/trainees/new workers have any skill gaps that hinder their performances? (Please also comment below.)		2	7	1	

Almost all (8) of the VET staff answered that trainees/ new workers are willing to improve their occupational specific knowledge and skills. *"Most of them are willing to improve their occupational knowledge and skills"*.

Do the apprentices/trainees/new workers possess and demonstrate sufficient digital skills? Most of the participants thought that trainees have good digital skills. *"The digital skills are good and they can use information technology systems that are needed in the job"*.

Few persons expressed that trainees/ new workers digital skills are satisfactory. *“Digital skills are good when considering for example use of social media, but often there can be gaps in digital skills concerning the use of MS Office tools or other digital systems that are part of the work environment”. “Many times digital skills are focused only in social media and gaming.”*

Do the apprentices/trainees/new workers have sufficient language skills (oral and written skills) to carry out their work properly? The answers varied between sufficient and good.

*“The language skills are good when working language is their native language and sufficient when they work in foreign language.”*

*“ Trainees vary very much: some have sufficient language skills, some very good and some are lacking these skills.”*

*“The oral language skill are usually good, but the written are always not. There is always lot of vocabulary you have learn in certain field. Also young people use different language than older people and sometimes that might cause misunderstandings. “*

Few of the respondents mentioned the immigrant trainees. They might have difficulties in language skills. *“It’s sometimes difficult to know if they understand the language or not, because they are being so polite and don’t say if they don’t understand something.”*

Do the apprentices/trainees/new workers have any skill gaps that hinder their performances? Here are the open answers to that question:

*“The greatest gap is with the initiative.”*

*“For some people the skill gap might be the language skills. Of course there can be many different kinds of gaps, if you are a beginner.”*

*“ In my opinion we have a raising amount of trainees with special needs. Those trainees might have skill gaps for example in medication (how to count an dose medication to the patient”*



## B. Desk Research

### A. Describe initiatives in your country that focus on tracking of VET graduates and their future career paths in the working world.

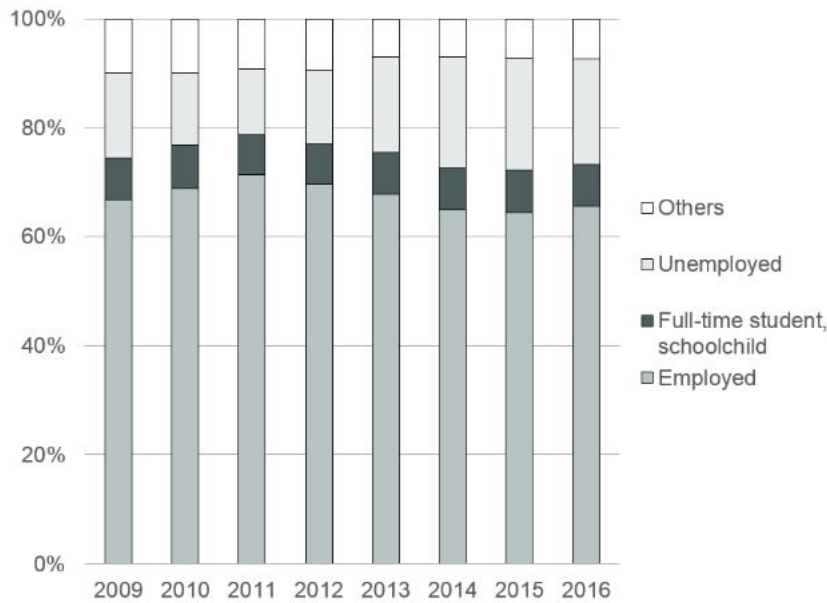
There are several initiatives in Finland that focus on tracking of VET graduates and their career paths. The information is mostly quantitative. Some of the initiatives can be found in portals which collect information or statistics from different sources. Here is presented some examples of them.

**Vipunen** is the education administration's reporting portal. The Ministry of Education and Culture and the Finnish National Agency for Education are jointly responsible for its content.

Vipunen's statistics are based on data and registers collected by the Statistics Finland, the Ministry of Culture and Education and the Finnish National Agency for Education. The statistics and indicators are available give the information about education in a number of educational sectors, placement of students after completion, research conducted in higher education institutions, the population's educational structure and the socio-economic background of students.

Reports on the placement of vocational education and training completers provide information on the entry into employment or further education and other activities of completers one, three or five years after qualification. Data is available for the 2009– 2016 reference period.

**Chart: Entry into employment from VET studies (after one year of qualification)**



Entry into employment of vocational education and training completers one year after qualification

**Reference:** Ministry of Culture and Education and the Finnish National Agency for Education. Vipunen. Educational statistics in Finland. [referred: 28.11.2018].  
<https://vipunen.fi/en-gb/vocational-education-and-training>

### Chart: VET education completers entry into employment in different fields

Vocational education and training completers' entry into employment and placement into further education

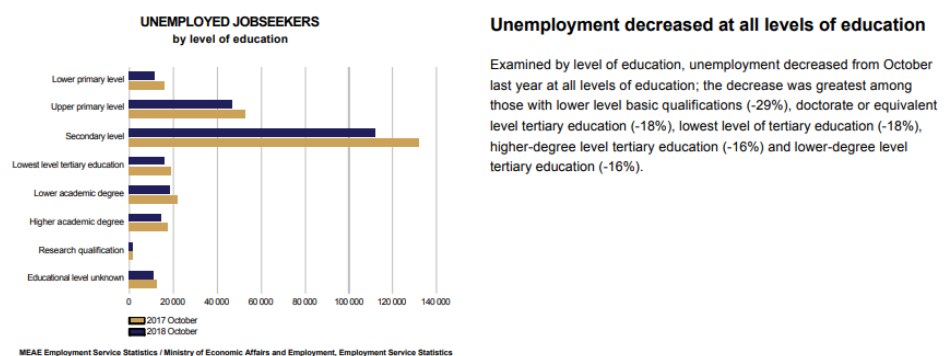
1 yr after graduation	Full-time employed	Employed student	Full-time student, schoolchild	Unemployed	Conscript, conscientious objector	Pensioner, incl. unemployment pension claimants	Other or unknown	Emigrated	Total
Education	126	15	3	9			3		150
Arts and humanities	1,239	432	564	870	33	51	252	54	3,501
Social sciences, journalism and information	24	3	3	6					33
Business, administration and law	6,276	1,137	651	1,653	75	69	483	51	10,395
Natural sciences, mathematics and statistics	117	27	39	90	3	15	12	3	300
Information and Communication Technologies (ICT)	573	132	414	753	75	21	177	6	2,154
Engineering, manufacturing and construction	9,147	1,368	1,446	4,572	312	111	1,176	33	18,162
Agriculture, forestry, fisheries and veterinary	1,482	303	243	597	21	63	234	21	2,958
Health and welfare	8,688	1,317	741	1,524	30	27	474	39	12,837
Services	8,121	1,257	780	2,196	105	147	744	78	13,431
<b>Total</b>	<b>35,790</b>	<b>5,991</b>	<b>4,881</b>	<b>12,267</b>	<b>654</b>	<b>504</b>	<b>3,555</b>	<b>285</b>	<b>63,924</b>

**Reference:** Ministry of Culture and Education and the Finnish National Agency for Education. Vipunen. Educational statistics in Finland. [referred: 28.11.2018].  
<https://vipunen.fi/en-gb/vocational-education-and-training>

The **Employment Bulletin** contains statistics on unemployment, open job vacancies, and employment service developments. It for example contains statistics on how many of VET education completers is unemployed. Ministry of Economic affairs and Employment of Finland is responsible for its content. Statistics updates on a monthly basis. The data is collected from the customer service registry used by the TE offices.

**Chart: Unemployed jobseekers by levels of education in October 2018**

### Unemployed jobseekers by levels of education and occupational group



Reference: Employment Bulletin, October 2018. [referred: 28.11.2018].

[http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161160/TKAT\\_Oct\\_2018\\_en.pdf?sequence=1&isAllowed=y](http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161160/TKAT_Oct_2018_en.pdf?sequence=1&isAllowed=y)

**Statistics Finland** combines collected data with its own expertise to produce statistics and information services. The statistics of Finland describe for example employment during studies among students attending post-comprehensive school education. The data on employment among students are produced by combining Statistics Finland's individual-based data files on students with the data of employment statistics. No surveys are conducted among students. The statistics contain a diversity of data on the education and employment of students. The statistics have been produced annually since 1995. In 2005 the population of the statistics was modified to include only students 18 years of age or older.

**Reference:** Official Statistics of Finland (OSF): Employment of students [e-publication].

Helsinki: Statistics Finland [referred: 28.11.2018].

[http://www.stat.fi/til/opty/index\\_en.html](http://www.stat.fi/til/opty/index_en.html)

**Education management information service Arvo** is customised data collection system that is used to collect standardised and comparable nationwide educational data for impact evaluation. One of the surveys in Arvo is **VET-feedback for students who have completed a vocational qualification.**

The purpose of the VET-feedback survey is to obtain student feedback on the way the studies are implemented. The responses will be used to improve the activities. The students are supposed to respond to the questions based on their personal experience. The feedback is given anonymously, and the responses will not be reported at the individual level. All responses will be reported in groups of at least five respondents. The student will be asked to give VET-feedback twice during the studies: when they begin and when they are about to complete their studies. At the final phase of studies they are asked to estimate what they will be doing after finishing studies, for example are they going to be employed.

**Reference:** VET- Feedback Survey. [referred: 28.11.2018].

[https://wiki.eduuni.fi/pages/viewpage.action?pageId=68258693&preview=/68258693/70202919/Amispalaute\\_kysymykset%2001-07%202018%20alkaen%20EN.docx](https://wiki.eduuni.fi/pages/viewpage.action?pageId=68258693&preview=/68258693/70202919/Amispalaute_kysymykset%2001-07%202018%20alkaen%20EN.docx)

#### **The tracking of VET education completers is even more important**

Reform of upper secondary education in Finland in 2018 changed the funding of VET education. The funding comprises strategic funding, core funding, performance-based funding and effectiveness-based funding. The share of strategic funding is at least 4 % of the appropriation for VET. The remaining part of the appropriation for VET is granted on a basis according to which the share of basic funding is 50%, performance-based funding 35% and effectiveness-based funding 15%.

In the future the funding will be based on for example employment of the students which is part of effectiveness- based funding. For that reason, the authorities in Finland are tracking the employment situations of the graduates after a certain time- period from graduating.

**Reference:** Ministry of education and culture: Reform of upper secondary education, 2018. [referred: 28.11.2018]. <https://minedu.fi/en/reform-of-vocational-upper-secondary-education>

**B. Do the above-mentioned initiatives also include EU- initiatives and concepts?**

Some of the initiatives mentioned above provide information in EU-level, for example for the use of Cedefop (European Centre for the Development of Vocational training) and Eurostat (Statistical office of the European Union).

**C. What initiatives are there in your country to define skills and competences?**

We have requirements for vocational qualifications for the different fields of VET education. There is a web-based tool based on qualifications, Osaan.fi. Finnish national Agency for education is responsible for it and it is available in Finnish only. It can be used when defining skills and competences. The goal is that a holder of a vocational upper secondary qualification has broad-based basic vocational skills to work in different tasks in the field as well as more specialised competence and the vocational skills required in work life in at least one section of the field.

**Reference:** Ministry of education and Culture, 2018. Qualifications and studies. [referred: 28.11.2018]. [https://minedu.fi/en/qualifications-and-studies\\_vet](https://minedu.fi/en/qualifications-and-studies_vet)

**D. Do the above-mentioned initiatives also include EU- initiatives and concepts?**

The Vocational qualifications are connected to EQF. The European Parliament and the Council adopted the Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) in 2008. The Recommendation was updated in 2017. The purpose of the EQF is to ease comparison of qualifications and qualification levels of different countries and to promote mobility and lifelong learning. In the EQF, qualifications and competences are allocated on eight levels. Each level is provided with a description of the knowledge, understanding and practical capability achieved at that level.

**Reference:** Finnish national Agency for education: Vocational qualifications. [referred: 28.11.2018]. [https://www.oph.fi/english/curricula\\_and\\_qualifications/qualifications\\_frameworks](https://www.oph.fi/english/curricula_and_qualifications/qualifications_frameworks)

**E. Does your organization have and use standardized curricula/concepts, maybe self-developed ones, to define skills and competences?**

Our organization is working in a field of VET education and we are using standardized requirements for vocational qualifications which are used in the all fields of VET education in Finland. All the VET students are making The Personal competence development plan with the teachers. In PCDP the skills and competences are defined in the beginning of studies and during the studies and it also includes career planning. The goal is that each student only studies areas in which he or she has no prior competence. The Personal competence development plan is official document in VET education in Finland.

Our organization also offers “competence evaluation” for the clients of the local employment office. The employment authorities are buying the service from our organization. There evaluation is based on interviews, tests or observations when the client is working in the workshop of our school.

**F. How do you identify skill mismatches and skill gaps in your organization?**

Our organization is taking part of education forecasting in our area and that is one way to identify skill mismatches and skill gaps in the labour force. In Finland skills anticipation activities like education forecasting are well-established and linked to policymaking. Over recent years, socioeconomic factors such as the effects of the economic recession, the gradually decreasing number of people in the labour force, and the ageing population increased the need for better matching between the skills supply and demand.

**Reference:** Cedefop: Skills anticipation in Finland.

[https://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-finland](https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland)

In the level of individual/ student skill mismatches and skill gaps are defined when doing the PCDP (Personal competence development plan) or the competence evaluation. The study plan is targeted for those skills that are missing.

