



FINNISH NATIONAL
AGENCY FOR EDUCATION

The use of data with aim to improve the quality of VET schools in Finland

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Action Grant
EQAVET - European Quality Assurance in
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Co-funded by the
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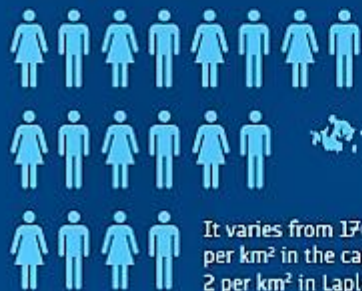
Finland AND THE FINNS

The population of Finland is around
5.52 million.



84.2 78.7
life expectancy/years

The average population
density is 18 inhabitants/km².



It varies from 170 inhabitants
per km² in the capital region to
2 per km² in Lapland.

Lapland covers
1/3 of the total
area of Finland,
but has only
180,000
inhabitants.

Oulu
202,000

Kuopio
118,000

Pori 85,000

Jyväskylä 140,000

Tampere 232,000

Turku
190,000

Lahti
120,000

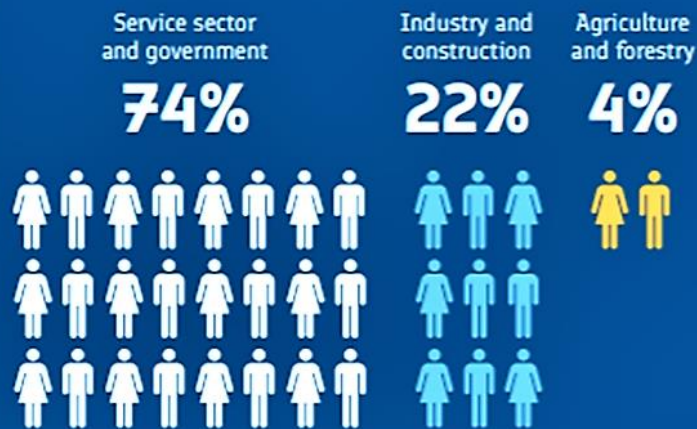
Capital Region 1,400,000

Helsinki 640,000 • Espoo 279,000
Vantaa 223,000 • Kauniainen 9,600

The total length of the country is more than 1000 kilometres.

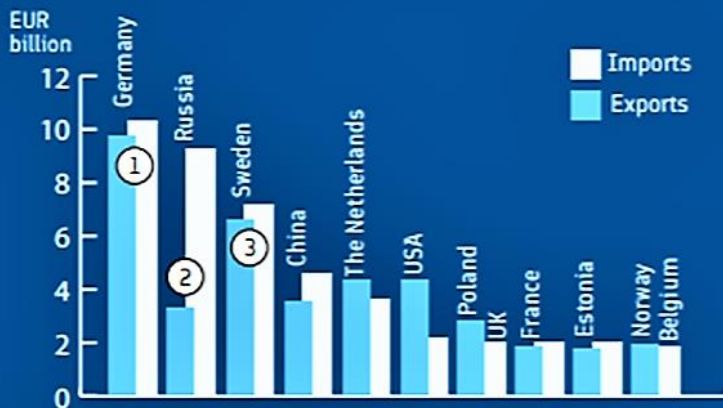


Economic structure



Trade

MAJOR TRADE PARTNERS



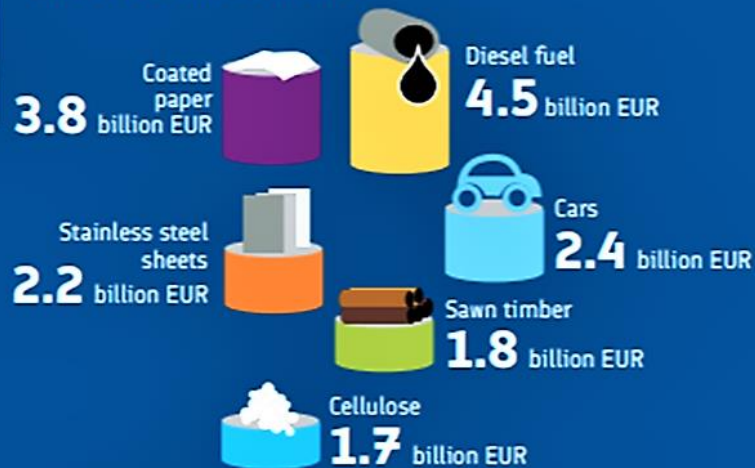
GDP
EUR
42,300
PER CAPITA

LET'S INNOVATE!

Patent activity drove Finland to the **3rd** place on the list of most innovative countries. Finland has got a high per capita number of patents just after South Korea and Germany.

Export

EXPORTS BY PRODUCT GROUP



Top 10 includes: medical instruments, uncoated paper, cruise ships and electrical transformers.

SERVICE INDUSTRY EXPORT



The value of Finnish service exports is 26 billion euros. The most common exports are information communication technology, transport, licencing and tourism services.

Finnish VET in 2019

146 VET providers

- 74 % of students are studying in schools owned by municipality or municipality joint authority

272 755 VET students

- 60 % are 20 years or older

73 837 VET graduates

- Life after one year:
 - 60 % full-time employed
 - 15 % unemployed
 - 9 % employed student
 - 8 % other
 - 7 % full-time student
- The employment rate in Finland 72 %, the unemployment rate 6,2 %

Open pathways

from VET to higher education

- New students with a VET background (2017):
 - 46 % universities of applied sciences
 - 11 % universities

Challenges

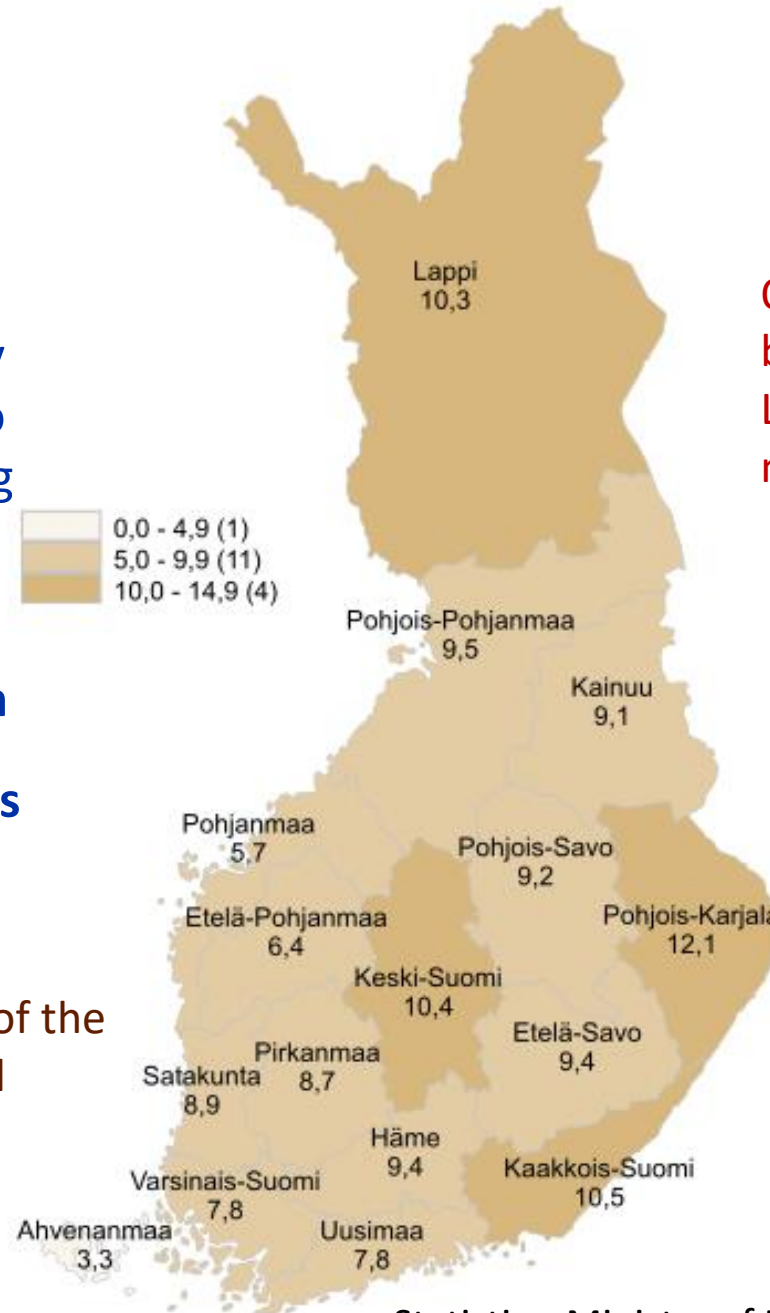
how we train specially young learners to enter the labour market and

how we train everyone to continuously upskill and reskill their competences to respond the changing needs of working life

- It is important that we have no dead-ends in the education system
- VET providers responds to the skills and education needs in their areas

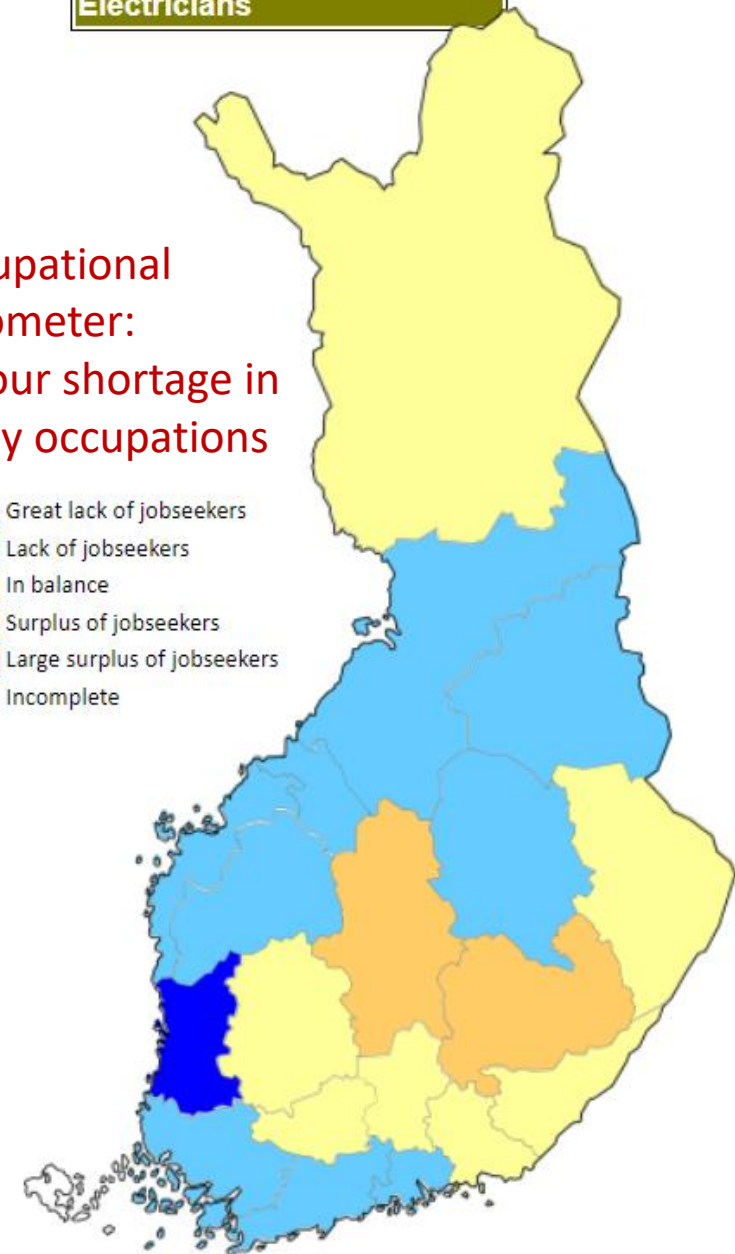
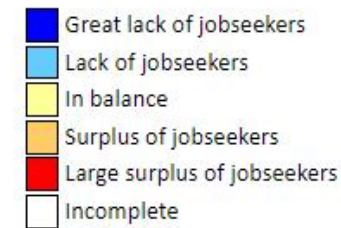
Unemployed jobseekers' percentage of the workforce in different parts of Finland

- Light brown under 10 %
- Dark brown over 10 %

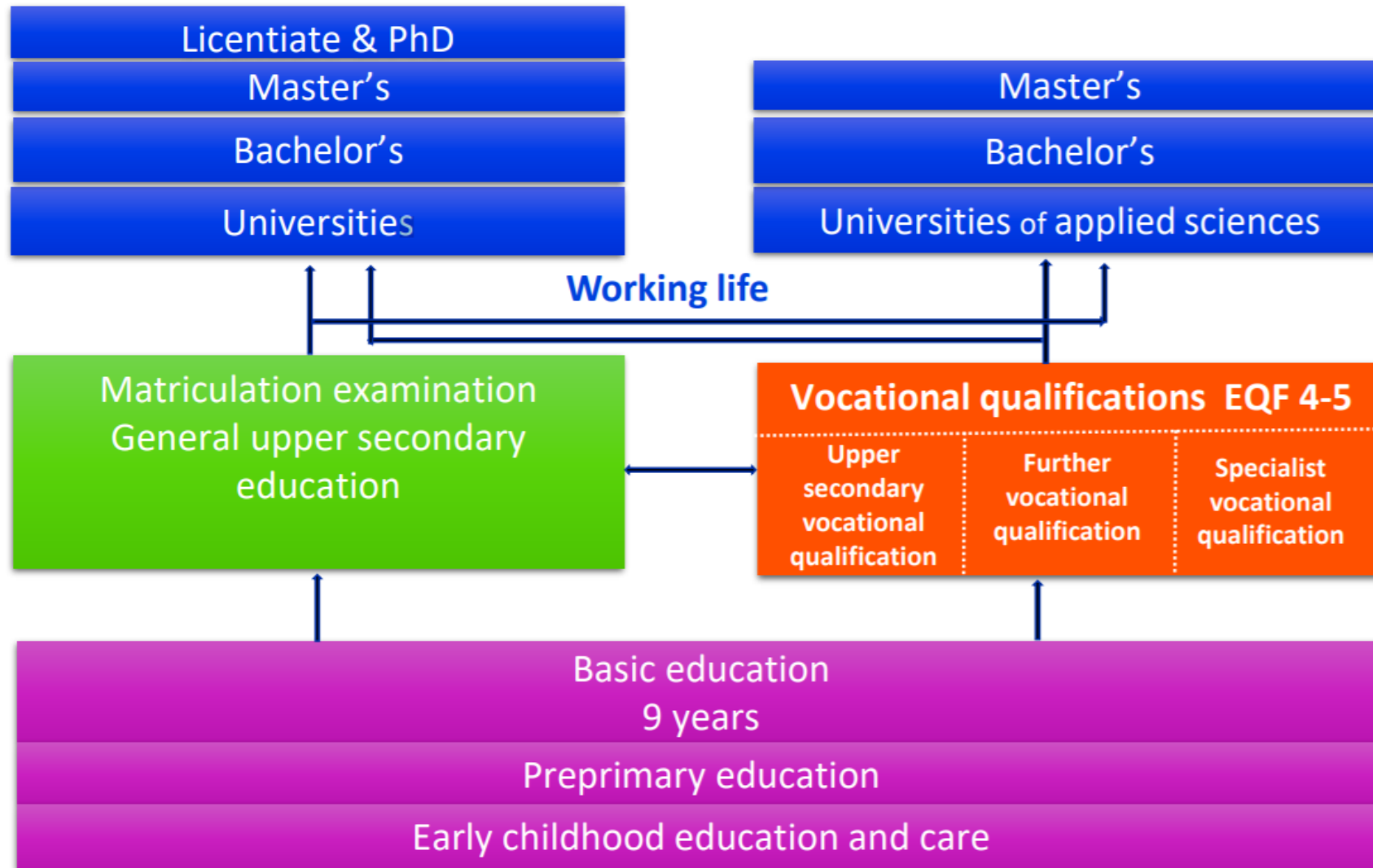


7411 - Building and Related Electricians

Occupational barometer:
Labour shortage in many occupations



No dead-ends in the education system



VET promotes lifelong and continuous learning

- **Flexible admissions**
- **Individual learning pathways.** Student can gain the full qualification or a module, or just specific skills need.
- **A personal competence development plans (PCDP)** are designed to help students gain an occupation or progress in their career.
- PCDP is agreed on the basis of national, competence based qualification requirements. Versatile learning environments, that can be combined.
- **Previous learning is recognised** and only the missing skills are acquired → **the length of studies varies per student**
- PCDP also includes the information on the **necessary supportive measures**
- **Skills are demonstrated in practical work**
- Publicly funded as part of the state budget

System is based on trust and shared responsibility.

Within the limits of their licence, education providers decide independently on the allocation of the education they offer, and how and in which institutions and learning environments the education is organised, also how they are profiled based on different fields or customer groups.

Quality management and knowledge-based operating model are essential to assure the achievement of goals

Aiming for excellence.

Quality strategy for vocational education and training 2030

Published in 09/2019

The vision

VET renews working life and will go ahead
VET strengthens competence and well-being at all stages of the life
VET providers are expert organizations for competence
VET is part of the education and learning ecosystem

Monitoring and
evaluation;
The strategic intents
and the measures will
be revised as
necessary

Development
measures for the
next 3 years;
2020 – 2022 (*)

Educational
policy and
changes to the
operating
conditions

Five effectiveness targets

- 1) implementing comprehensive quality management
- 2) taking customer-orientation as the basis for activities
- 3) having continuous improvement towards excellence integrated in activities
- 4) adopting evidence based decision-making, guidance and leadership
- 5) setting unambiguous targets for the quality and effectiveness of activities, including systematic monitoring of outcomes and progress towards the targets

The key principles of quality management in VET in Finland

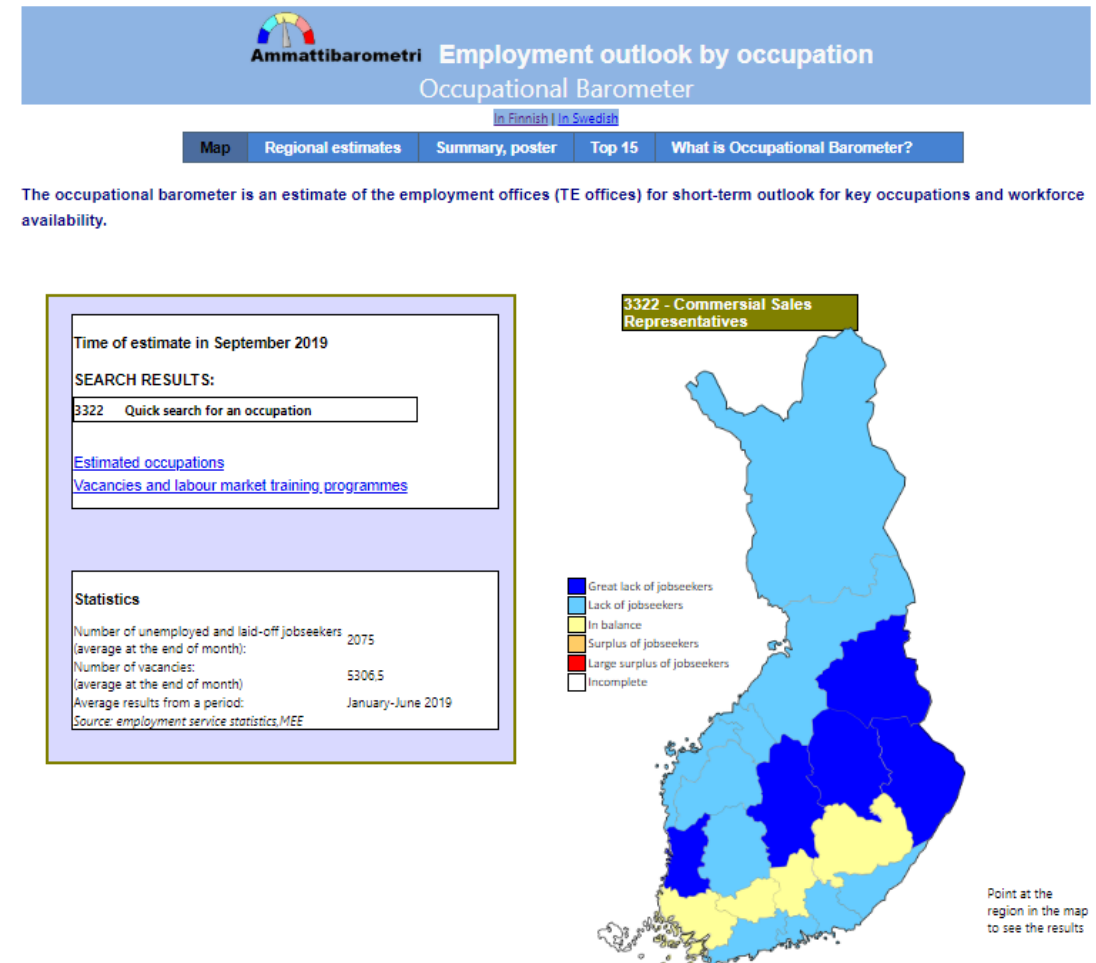
- Quality strategy 2030

- Customer orientation
- Innovativeness, ability to renew and learning from others
- Flexibility, anticipation and ability to react
- **Knowledge-based decision-making and continuous improvement**
- Consistent of quality
- Striving for excellence
- Trust, openness and transparency

Quantitative and quality tracking at national level

Ministry of Economic Affairs and Employment

- Jobseeking services; vacancies, labour market training, training and coaching, training abroad
 - **Employment Service Statistics** are compiled on the basis of the information in the Employment and Economic Development Offices' customer register
 - **Occupational barometer:**
<https://www.ammattibarometri.fi/?kieli=en> →
- The barometer is based on the regional Employment and Economic Development Office's estimates about the development prospects in key occupations during the half year. The information is based on interviews of employers and jobseekers and on different databases. The occupational barometer is updated twice a year.
- **The Labour Force Survey of Statistics Finland;** demand for labour and its development, labour supply and its development, unemployment structure etc. are based on sampling



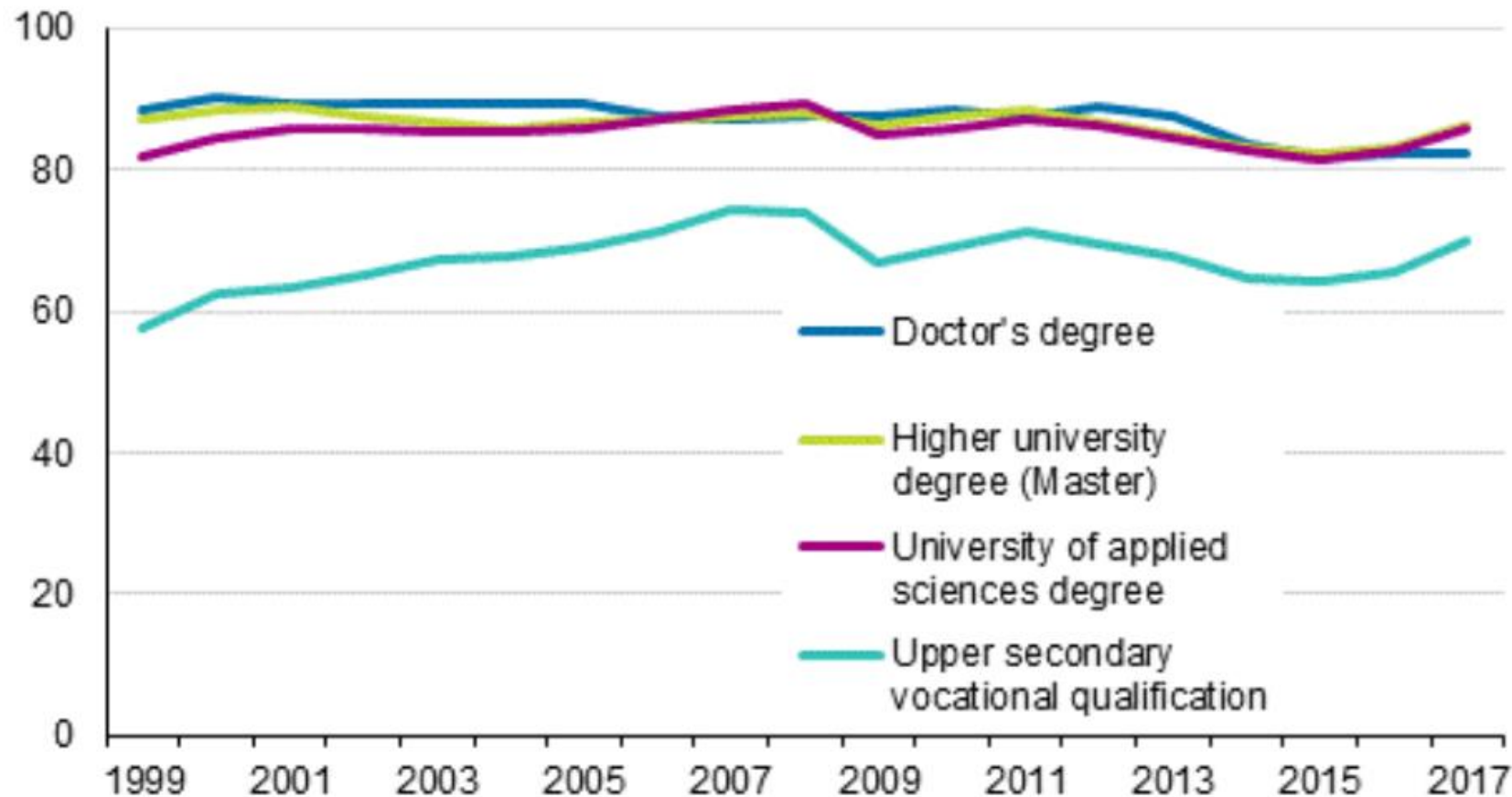
Quantitative and quality tracking at national level

Statistics of Finland stat.fi

- They examine graduates employment and entry into further education
 - ✓ Employment, unemployment, further studies, military service or other activity
 - ✓ Regional area, industry, employer sector etc.
- The statistics are produced by combining a number of Statistics Finland's individual-based data files. No surveys are conducted among graduates. It has been done annually since the 1990s.
- The personal data are confidential, but the statistics produced are public.



Employment of graduates one year after graduation 1999–2017, %



Almost 70 % were employed one year after graduation, of whom 55 % were working full time.

The employment of graduates with upper secondary vocational education improved most, by 5 %. Of them, about 70 % were employed.

Altogether 86 % of those with university of applied sciences degrees and higher university degrees were employed.

Anticipation of skills and education needs at national and regional level

Quantitative and qualitative anticipation data is used

- In education policy decisionmaking
- to develop the content of education and to work out education provision to match demand
- For students and student advisors when planning training and career choices

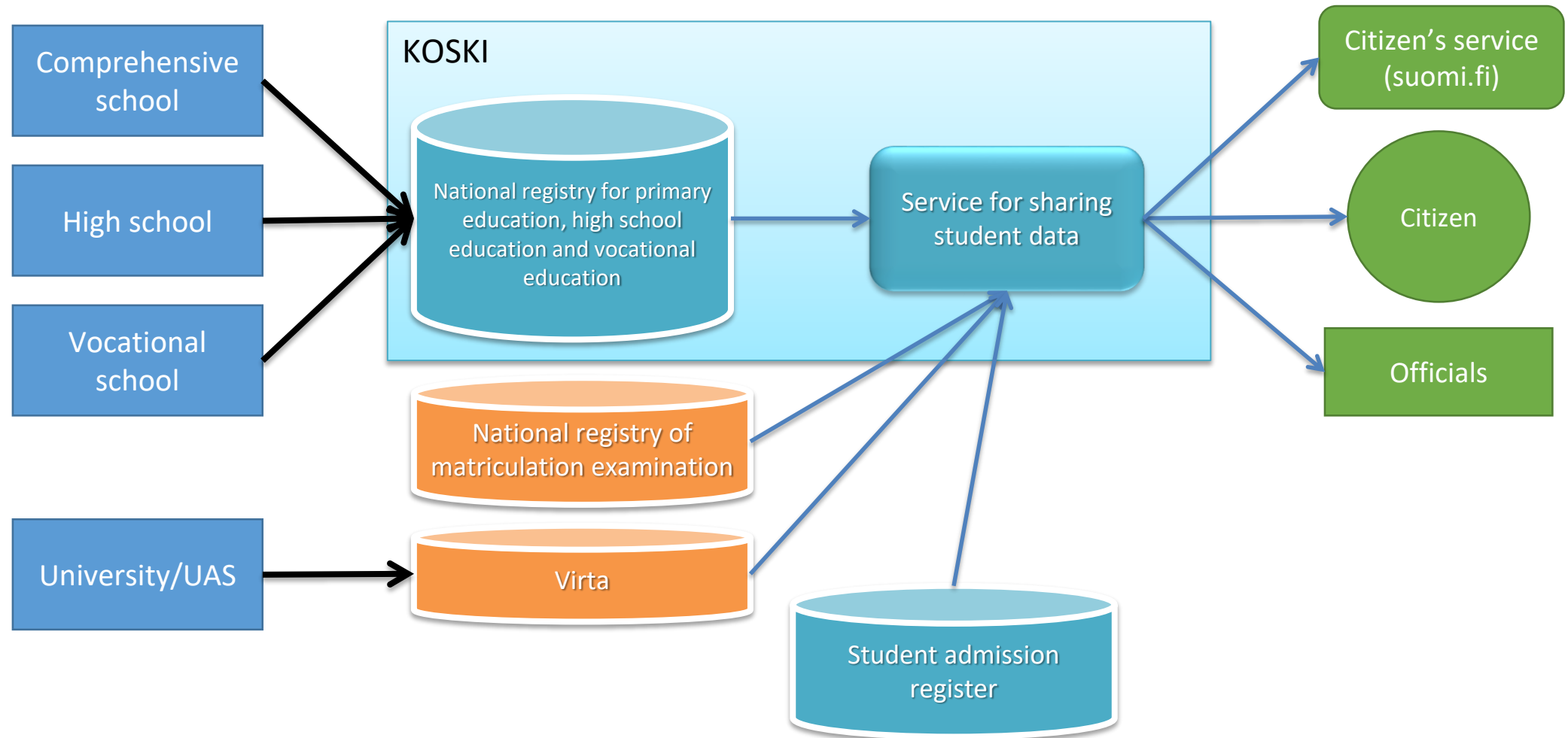


KOSKI - a National Registry and Data Transfer Service for Study Rights and Completed Studies

- EDUFI maintain and develop
- Personal ID → anonymous OID - Object Identifier
- Utilizing KOSKI-data: secure availability of real-time student data enables
 - better planning and personalization of studies
 - recognition of skills/qualifications acquired from previous studies
 - **tracking progress and attendance**
 - sharing information for example when applying for a job
 - calculation of funding distribution
 - **compiling statistics**
 - **evaluation of education**



KOSKI architecture



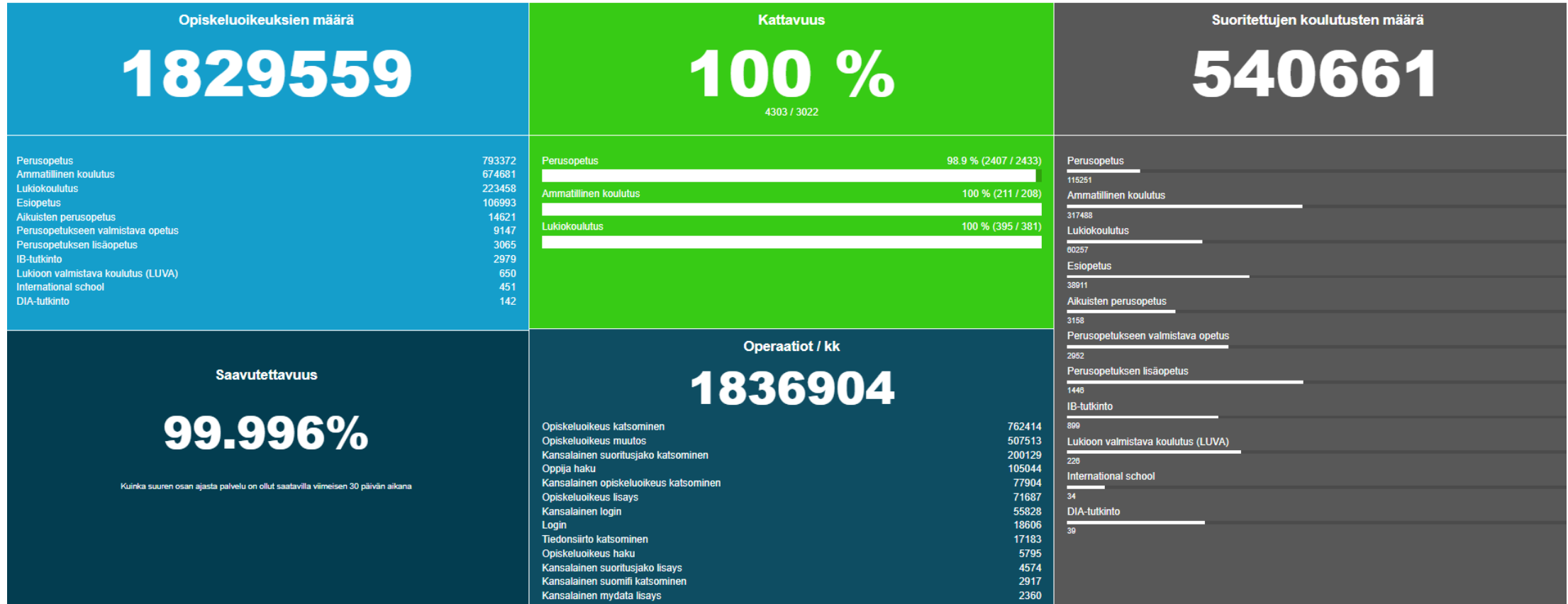
Koski-pulse

The amount of Study Rights,
including VET

Koski  Pulssi

Coverage

Number of training completed,
including VET



Service availability

Operations per month

Statistics are open to all: [Vipunen.fi/en-gb/](https://vipunen.fi/en-gb/)



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USING THIS SITE

ABOUT THE DATA

CONCEPTS AND
DEFINITIONS

CONTACT

[Vipunen.fi](#) > Education Statistics Finland

Vipunen - Education Statistics Finland

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. You can use this service to access statistics and indicators for 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.



- Statistics to everyone.
- Datasources: Statistics Finland, EDUFI, Ministry of Education and culture
- Service administrator: EDUFI and Ministry of Education and culture

Vocational education and training completers' entry into employment and placement into further education in 2017, by field of education (ISCED), source: vipunen.fi

1 yr after graduation									
	Full-time employed	Employed student	Full-time student, schoolchil	Unemployed	Conscript, conscientious objector	Pensioner, incl. unemployment pension	Other or unknown	Emigrated	Total
Education	90	9	1-4	1-4		1-4			105
Arts and humanities	1 338	393	525	678	36	63	276	39	3 348
Social sciences, journalism and information	15	1-4		1-4		1-4	1-4		24
Business, administration and law	6 702	1 104	615	1 308	81	81	573	45	10 512
Natural sciences, mathematics and statistics	108	30	36	54	1-4	6	9	1-4	246
Information and Communication Technologies (ICT)	711	156	390	657	63	21	219	6	2 223
Engineering, manufacturing and construction	10 041	1 350	1 197	3 246	327	102	1 281	54	17 598
Agriculture, forestry, fisheries and veterinary	1 443	303	234	450	24	33	204	24	2 718
Health and welfare	9 135	1 380	738	1 092	21	24	480	39	12 909
Services	8 259	1 197	774	1 785	105	129	750	78	13 077
Total	37 845	5 922	4 506	9 279	660	465	3 795	288	62 763

Fast expectations of students

- **NATIONAL STUDENT FEEDBACK from 1.7.2018** – Are asked twice during studies: 1) initial stage questionnaire and 2) final stage questionnaire
- Feedback is given anonymously results in statistical form will be published in open Vipunen.fi –site.
- Impact question in final stage: **After graduating, I think I will be**
 - ✓ An employee
 - ✓ An entrepreneur or a self-employed worker
 - ✓ A student
 - ✓ Unemployed
 - ✓ Something else (doing military/civilian service, on parental leave, in rehabilitation, other)
- EDUFI develop this service



New: satisfaction of the working life

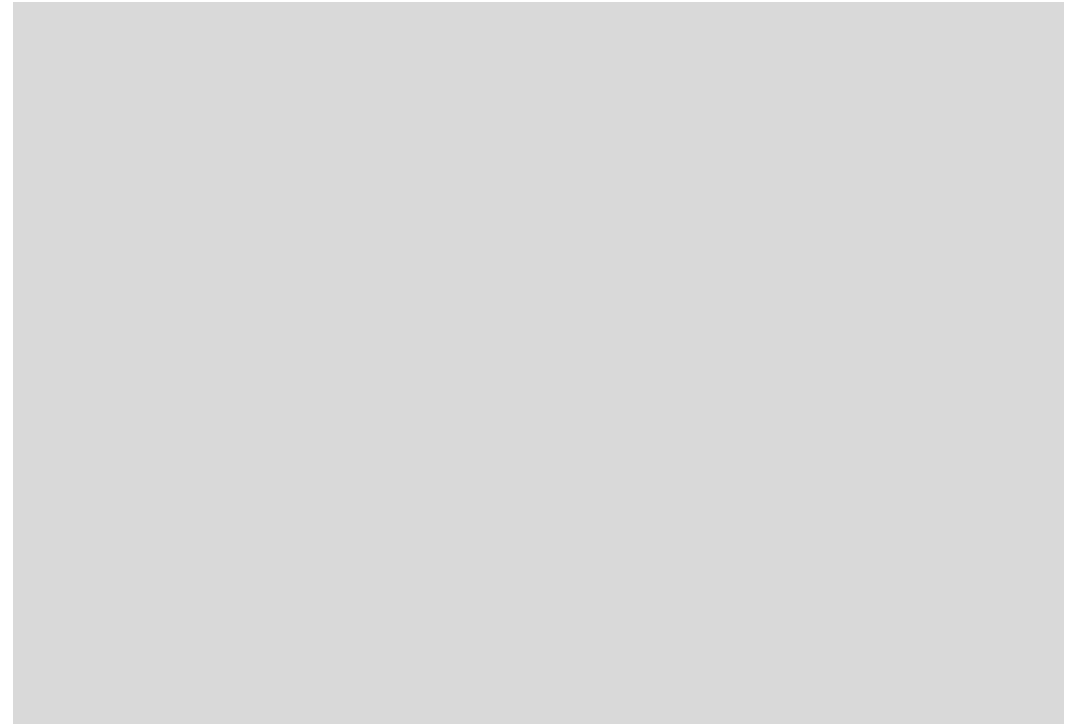
- The preparation of working life feedback questionnaires is currently running and the feedback system will be taken in use from 1.7.2020 (the Ministry will make the final decision in the spring). EDUFI develop.
- The plan is to develop two different questionnaires: 1) for workplace instructors and 2) for employers.
- There is many open questions, e.g. what and when is asked.
- One target will be to assure that the co-operation between working life and education is working well



VET provider's administrative register

Data on the

- students
- teachers and staff
- courses, selections
- grades, certificates
- invoices
- statistics
- etc.



Working closely with data and service providers brings benefits also to VET providers

- Little to no need for separate data collection
- Continuous data collection by compatible ICT systems
- More real-time data; VET provider can develop quality and management based on knowledge
- Portable data format; VET provider can develop a tools to use knowledge based on the nationally common technology



The use of quantitative and quality data at VET provider level

- VET providers define indicators, target levels and results they want to monitor.
- Different kind of tools: databases, interviews (phone calls, electric questionnaires), survey, statistic
- The results are analyzed, reported and discussed systematically in all levels: with executive group, managers, staff, students and partners
- The results are used to find what is working and what should be improved and showing the effectiveness and impact of VET studies.



Education providers have main responsibility for quality and evaluation

- Benchmarking; internal and external
- Peer reviews; internal and external
- Development projects

Self-evaluation

**Skills demonstrations
Competence-based
qualifications**

**System & thematic
evaluations**

**National evaluations of
learning outcomes**

**International
assessments**

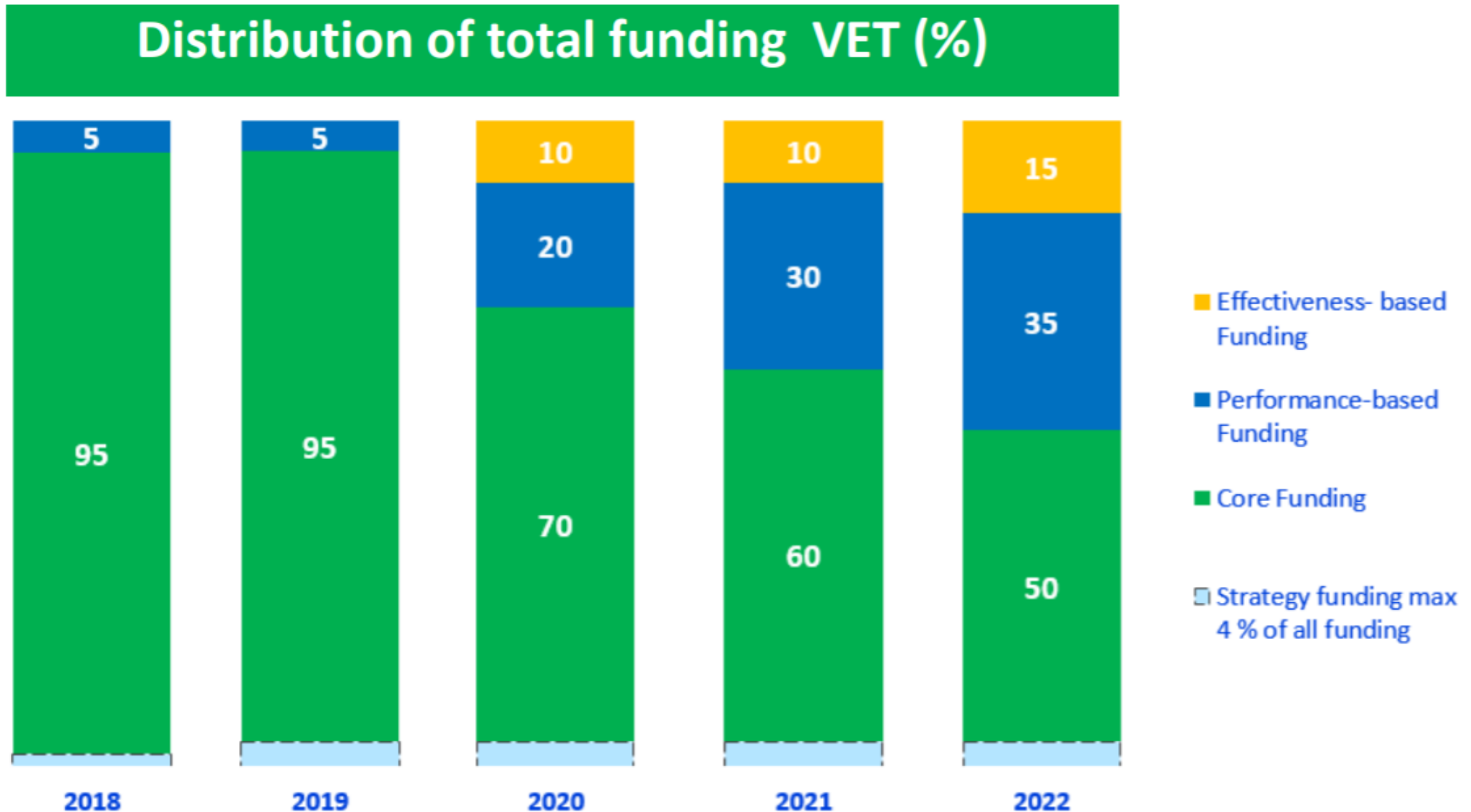


FINNISH EDUCATION
EVALUATION CENTRE

**Quality management is a tool
for management and development.**

**Quality management is
an integral part of everyone's job.**

The quality is important also for finance of VET providers



Kiitos – Thank You!



The Finnish National Agency for Education in Helsinki