



■ **Quality Assurance in Vocational Education and Training in Finland**

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■ **Copenhagen process**

- Strategy for improving
 - overall performance,
 - quality and
 - attractiveness of VET in EU
- Increase voluntary and bottom-up co-operation in VET
- To promote mutual trust, transparency and recognition of competences and qualifications
- In order to build basis for increasing mobility and facilitate access to lifelong learning
- Crucial role of social partners



■ Policy priorities of VET in Finland

■ Strengthened links between VET and the world of work

- Increasing employability and making transition from school to work more effective
- Expansion of work-based learning: increased work-placements and apprenticeship training

■ Better access to lifelong learning

- General eligibility from 3 year VET qualifications into tertiary education
- Creation of polytechnics (non-university HE)
- Increased training provision for adults

■ Decision-making power largely shifted to VET providers

- F. eg. supply of training
- Flexibility
- Responsive to regional labour market
- Responsibility to act and financial burden within same hands
- Need for quality assurance



■ Policy priorities...

- **Anticipation of the match between demand and supply – giving signals to training provision**
 - National and regional levels
 - Main emphasis in the co-operation between enterprises and VET-providers
- **Financing system amalgamated into lump sums without ear-marks**
 - Based on national unit prices per student
 - State and municipalities together
- **Total reform of the education and training legislation**
 - Organisational freedom
 - Targets and goals – obligations of the providers – rights of the students
- **Raising the attractiveness of VET**



■ **More attractive VET**

- **Strong links between VET and working-life**
 - competence-based qualifications, work-based learning, skills demonstrations, social partner participation, quality of training
- **Increased counselling at comprehensive schools**
- **VET as educational pathway to higher education**
- **Increased possibilities to gain double qualification**
- **Increased use of skills competitions**
- **Performance-based funding and quality-awards**
- **Extra funding for VET-providers with non-attractive qualifications years 2003-2005**



■ **Quality assurance of VET – case Finland**

■ **Competence-based qualifications**

- Based on the needs of working life
- National qualification structure
- Modular structure
- Curriculums and training programs at the provider level: individual programs
- Recognition of prior learning

■ **Skills demonstrations and skills tests**

- 1994 into adult VET – 2006 into all VET qualifications
- Recognition of earlier professional experience: regardless of how and where skills have been acquired (informal and non-formal learning)
- Validation of skills and competences acquired during the training
- Qualification committees

■ **Registered training providers**

- Accreditation: fields of training, maximum number of students/year, other requirements and provisions

■ **National requirements for teachers**

- HE qualification, work experience and VET teacher training



- **Quality management at the training providers' level**
 - National recommendations (CQAF)
 - National quality awards (EFQM/CQAF)
 - Quality enhancement and development projects (Leonardo, national)
- **Evaluation**
 - Obligation of VET providers to carry out evaluations: self-evaluations, external evaluations
 - National evaluations: The Finnish Evaluation Council
- **Increased use of skills competitions (benchmarking, skills demonstrations)**
 - National FinnSkills Competitions yearly
 - 38th WorldSkills Competitions 26 – 29, May 2005 in Helsinki
- **Financial incentives**
 - Performance-based financing system for VET-providers – performance indicators: impact (employment, HE transition), processes (drop-out, completion/graduation), staff (qualifications, staff development)



■ Performance-based funding and statistical indicators

- A set of quality indicators at the national level and at providers' level
- Indicators
 - broad and specific enough to cover the main dimensions for quality
 - practical and sufficiently operational
 - applicable on VET-systems level as well as providers' level
 - with reasonable efforts for data collection
 - leading to useful results which contribute to the improvement of quality in VET