



# National Forum for Skills Anticipation

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NATIONAL FORUM  
FOR SKILLS ANTICIPATION



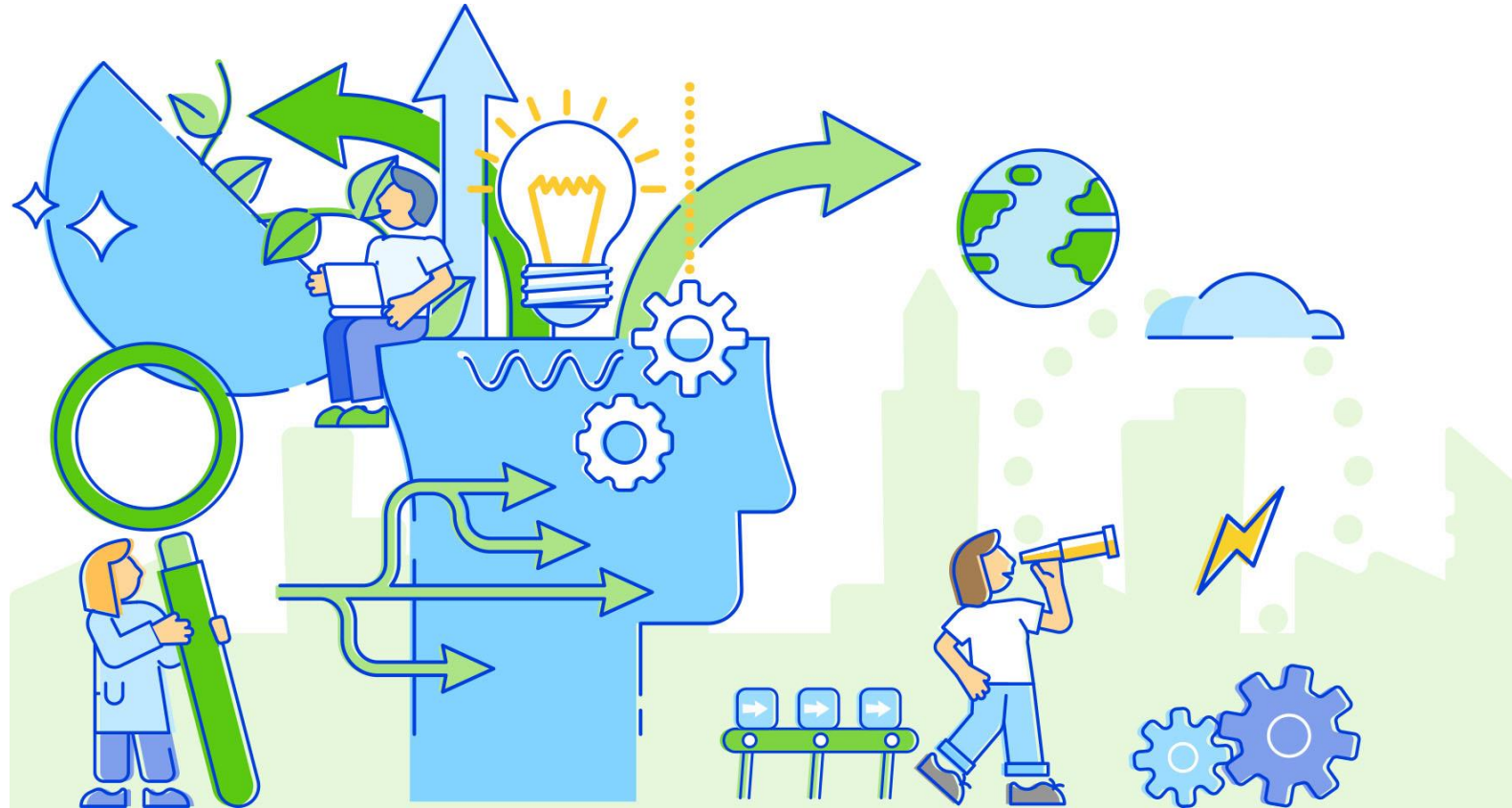
FINNISH NATIONAL  
AGENCY FOR EDUCATION

MINISTRY OF  
EDUCATION AND CULTURE  
FINLAND

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# National Forum for Skills Anticipation - General information

- A joint expert body for anticipation of the Ministry of Education and Culture and the Finnish National Agency for Education (EDUFI).
- Consists of a steering group, nine anticipation groups representing different sectors, and the anticipation groups' networks of experts.
- Representatives of employers and entrepreneurs, employees, teaching staff (VET and higher education), VET providers and higher education institutions, research and educational administration.
- Established in 2017, current term of office 2021-2024



# Anticipation groups



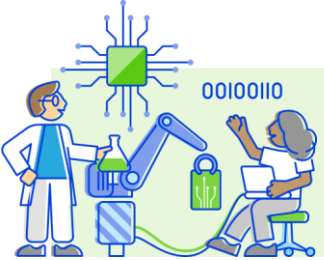
**Process industry and production**



**Natural resources, food production and the environment**



**Business and administration**



**Technology industry and services**

**STEERING GROUP**  
plans and steers the anticipation groups' work



**Education, culture and communications**



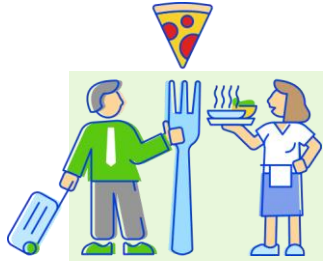
**Social, health and welfare services**



**Transport and logistics**



**Built environment**



**Hospitality services**



# Tasks of the anticipation groups

1

To participate in anticipating skills and education and training needs as well as producing qualitative and quantitative anticipation information following the anticipation plan prepared by EDUFI.

2

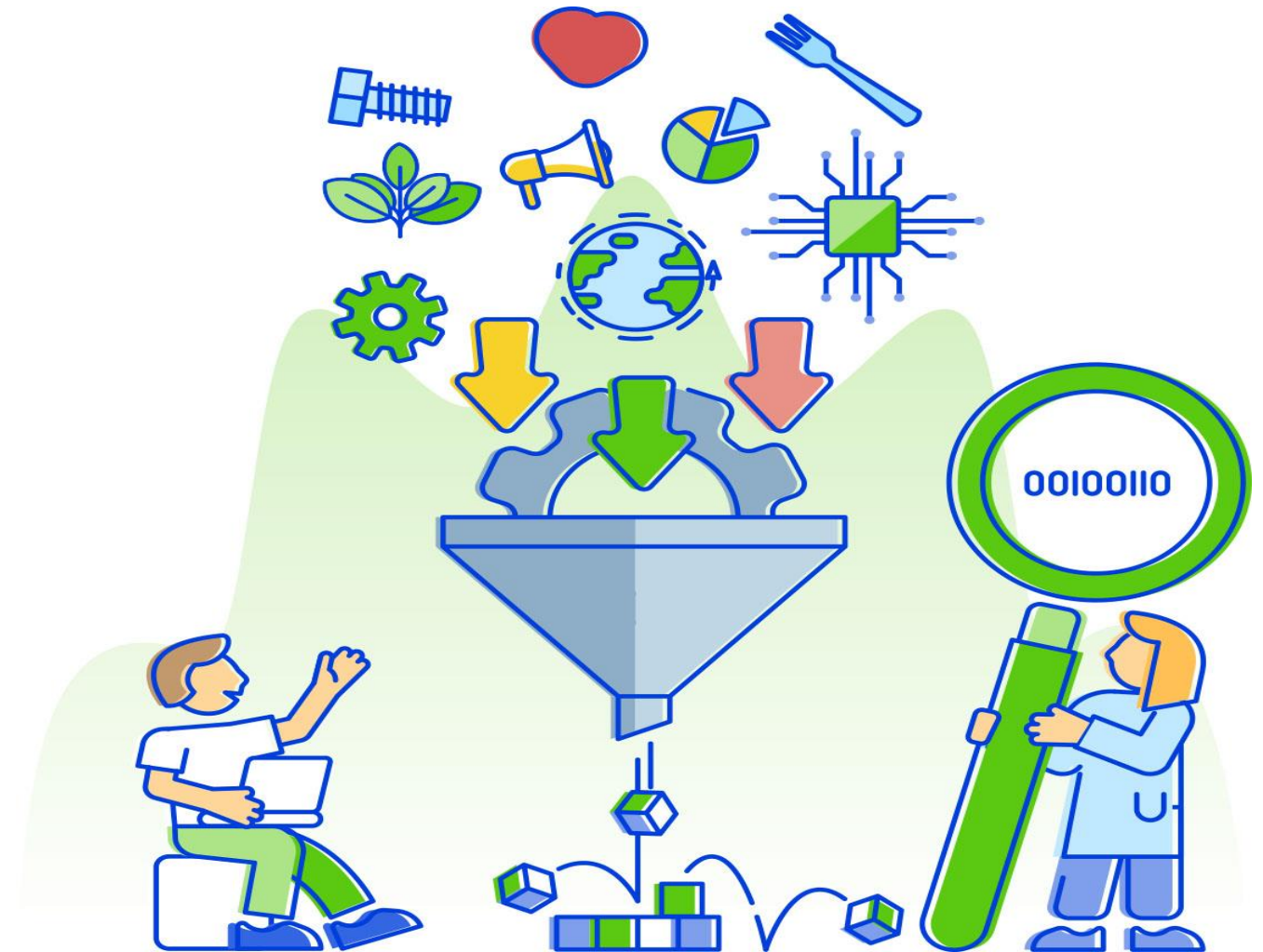
Based on the anticipation information, to analyse the changing and new skills needs in working life.

3

Based on results, to issue and monitor the progress of initiatives, recommendations and proposals to relevant parties with the aim of developing education and training at different levels.

4

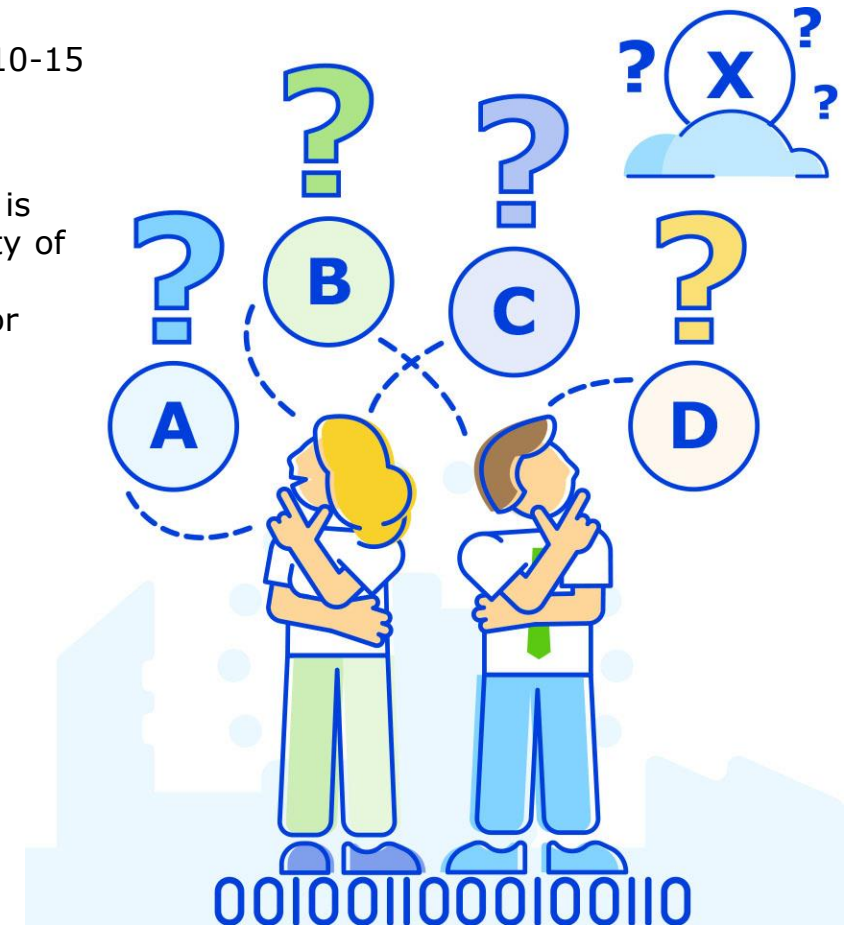
To promote the use of anticipation information and, with the support of EDUFI, raise awareness of the National Forum for Skills Anticipation and communicate about the anticipation results.





# The main objective is to create a stepwise roadmap for education and training, skills and learning for the medium and long term

- 1** Building alternative scenarios based on national reports and studies outlining changes in the operating environment
- 2** Evaluating Covid-19's mid-term effects on labor demand and skill requirements across sectors.
- 3** Anticipating the match between labour demand and supply over the medium term (5 to 9 years)
  - skills and education and training needs of the workforce as well as the supply potential of the workforce
  - the match between labour supply and demand and ways to balance it.
- 4** Anticipating long-term (10-15 years) qualification and generic skills needs.
- 5** The cross-cutting theme is bolstering the adaptability of the labour market and education and training for unpredictable and unexpected changes.



# Anticipation of medium-term match of labourforce demand and supply

## ANTICIPATION OF LABOUR AND EDUCATION AND TRAINING NEEDS

- What will the need for labour be like in different sectors and their occupational fields in the medium to long term (5 to 9 years)?
- The examination focuses on change in the number of the employed in sectors, change in the occupational structure of sectors, natural wastage, career transitions and the equivalence of occupations and education and training
- Covers 38 sectors, 130 occupational fields, all levels of education and competence areas
- Main information sources include long-term scenarios produced by the ENKO consortium on transformation of industrial structure, views of the anticipation groups, and other anticipation information

## ANTICIPATION OF SKILLS NEEDS

- What will the skills needs of sectors and occupational fields be like in 5–9 years?
- The examination focuses on generic, cross-sectoral, and occupation-specific skills and competencies
- Based on further development of the skills classification used during the current term

## ANALYSIS OF MATCH BETWEEN SUPPLY AND DEMAND

- The aim is to build a sector-specific overall understanding of the balance between supply and demand - (quantity/skills) and to prepare proposals for measures to improve the match
- Particular attention is paid to sectors with undersupply or oversupply (quantity/skills)
- The perspectives include developing education and training, skills, and learning of both the current and new workforce

## ANTICIPATION OF QUANTITATIVE SUPPLY OF LABOUR IN INDIVIDUAL SECTORS

- How will the supply of labour develop in each sector?
- Forecast of degrees and qualifications completed, trend in net immigration, persons outside the labour force, labour reserve of the unemployed and seasonal foreign labour
- Sources include a degree and qualification forecast model as well as statistics, reports and other datasets

## ANTICIPATION OF THE SUPPLY OF SKILLS IN INDIVIDUAL SECTORS

- How will the supply of skills develop in each sector?
- Skills bottlenecks in different areas of labour supply are identified
- Existing datasets with possible additional procurements are used





# Features of the anticipation process

- The Forum participates in anticipation work by responding to surveys, by discussing and commenting on preliminary results and making development proposals at the anticipation group meetings and in joint seminars.
- The results are communicated through multiple channels throughout the term of office.
- The development of a digital information system for anticipation is an important part of the work programme of this term. The system will support the production, communication and utilisation of anticipation information
- The Forum cooperates with other producers of anticipation information.
- The Finnish National Agency for Education may also conduct projects on specific themes and phenomena, in which the Forum members are invited to join. The projects may examine sectoral skills needs or those associated with various phenomena.



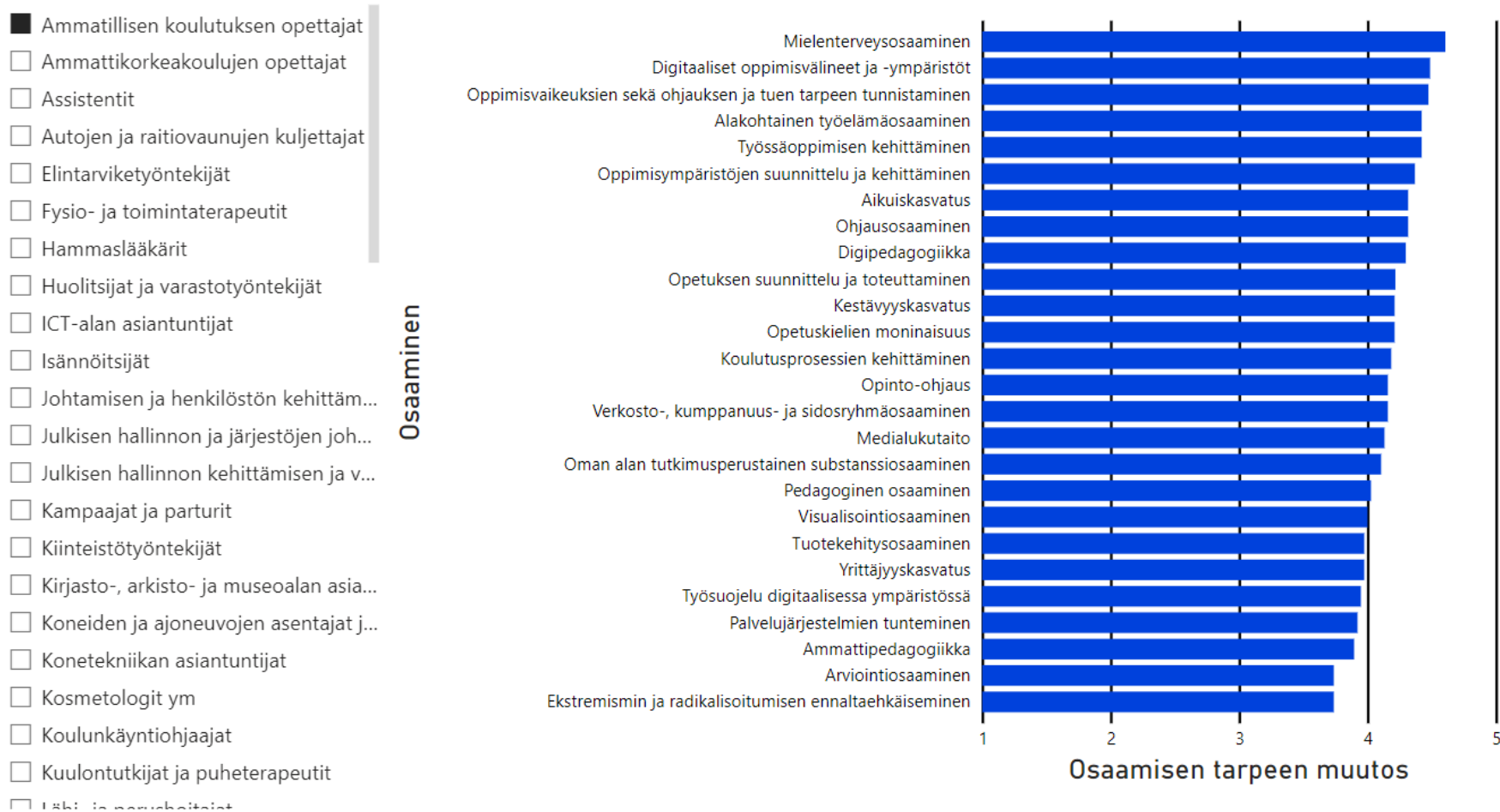


# Examples of published results

Changes in occupational skills needs until 2030 - PowerBI report (2023), only in Finnish ([a direct link](#)).

## Ammattialakohtaisten osaamistarpeiden muutos vuoteen 2030

1 = Osaamisen tarve vähenee huomattavasti - 5 = Osaamisen tarve kasvaa huomattavasti



# Examples of published results:

## Competence needs cards by sector group & vocational field (2020) ([a direct link](#))



Skills specific to the vocational field

### Construction sector experts in 2025

#### Growing skills needs

##### Generic and working life skills

- Life cycle competence
- Model-based production management on site, data model competence in construction, 3D modelling competence (CAD/CAM/CAP/CNC)
- Remote and virtual services management
- Automation management competence
- Multiculturalism competence
- Robotics technology
- Research and development competence
- Network, partnership and stakeholder competence
- Network leadership
- Competence in technical building design, technical design and measurement technology

##### Basic digital skills

- Skills in searching for and evaluating information
- Digital information sharing skills
- Digital team work skills
- Skills in reprocessing and integrating digital content
- Skills in creative use of digital technology
- Artificial intelligence competence/machine learning
- Autonomous control
- Digital communication skills
- Ability to apply digital tools
- Information management skills
- Ability to develop digital content
- Ability to recognise digital skills gaps
- Digital active citizenship
- Ability to see the change in built environment brought about by digitalisation



#### Key skills needs

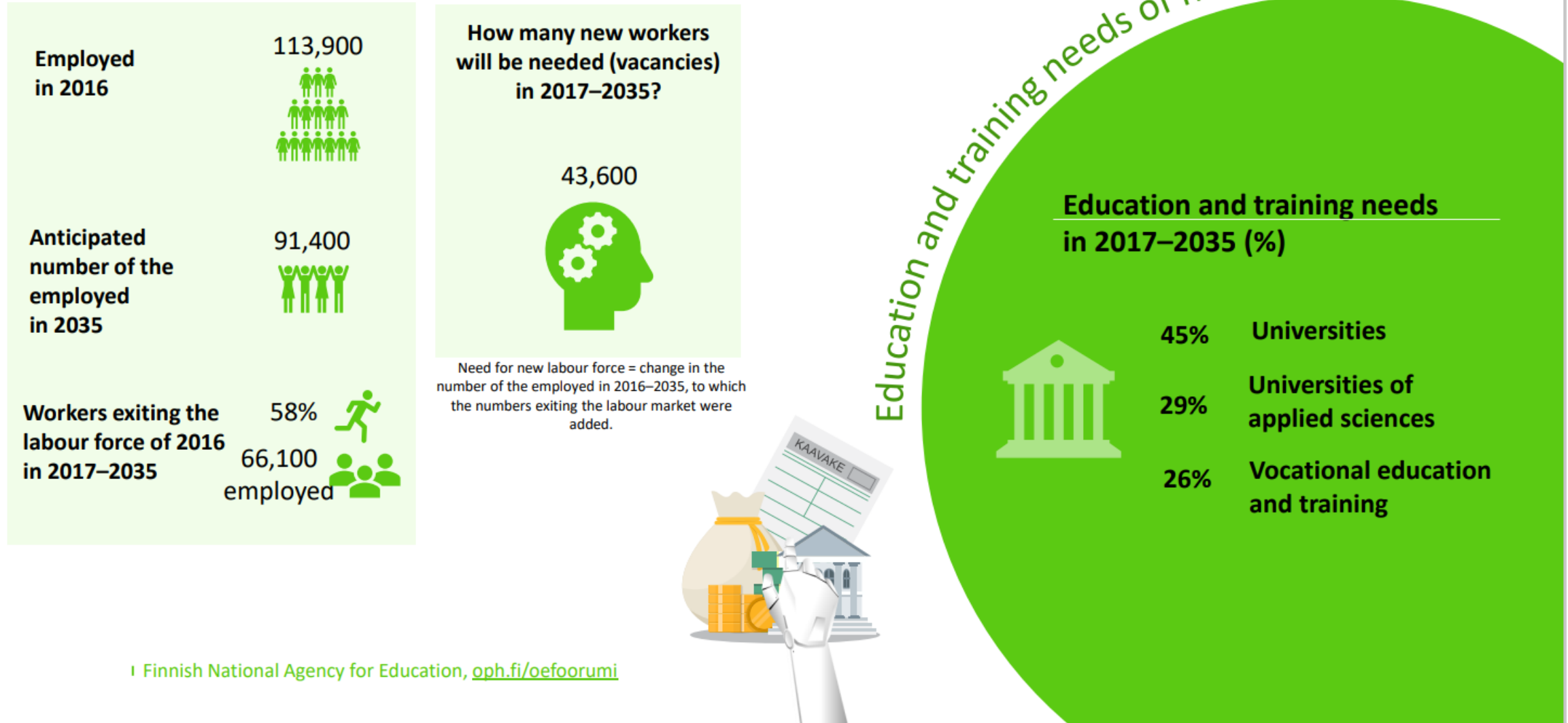
- Modelling and simulation, model-based production management on site, 3D modelling competence and data model competence in construction
- Life cycle competence
- Remote and virtual service management/managing, understanding and applying digital services
- Competence in technical design, technical building design and measurement technology
- Quality management: attitude to technical competence, acknowledging the need for changes in operating methods and culture, responsibility, social skills
- Skills in creative use of digital technology
- Autonomous control and artificial intelligence competence/machine learning
- Skills in searching for and evaluating information
- Customer service skills: customer insight and customer orientation, an entrepreneurial approach to business
- Social skills: interaction skills and interpersonal skills will be emphasised in the future

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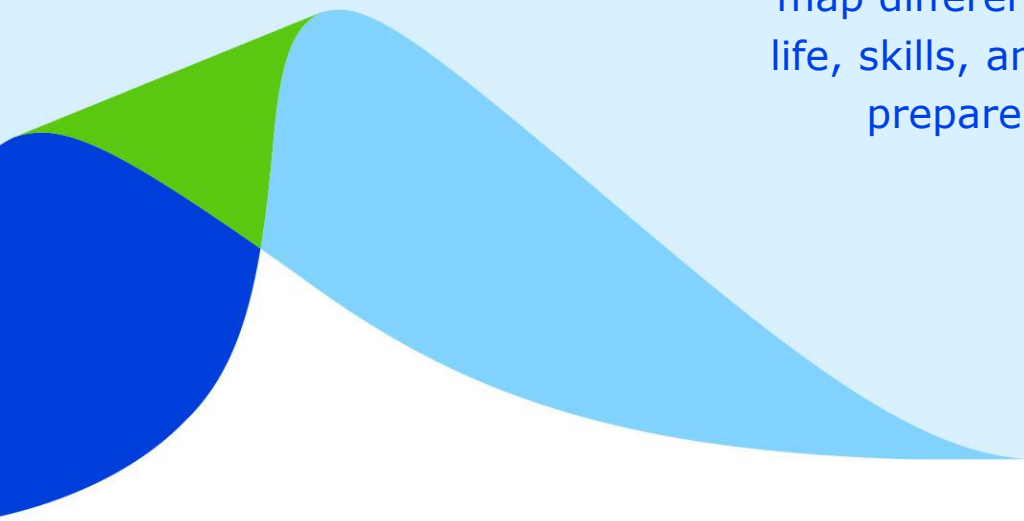
## Education and training needs cards (2020) ([a direct link](#))

### Public administration 2035

Need for new labour force and the education and training needs of new labour force







The National Forum for Skills Anticipation carries out significant future-oriented work that helps to map different future prospects relating to working life, skills, and education and training as well as to prepare for tomorrow's challenges today.

**Further information**

[oph.fi/oefoorumi](https://oph.fi/oefoorumi)

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