

Malta Skills Council – Introduction to SECLE

12.10.2023

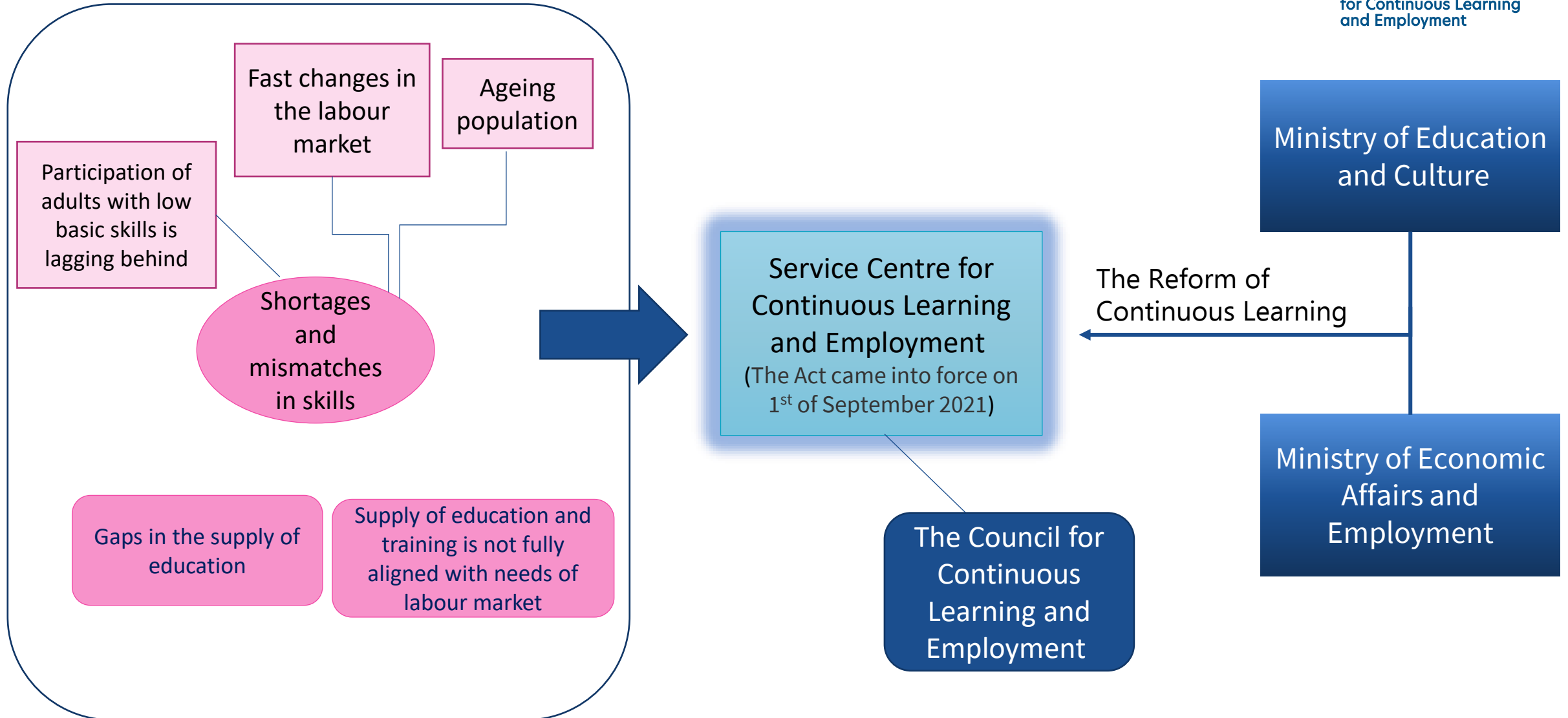
Background: Challenges in the Finnish System for Continuous Learning

- Finland lacked a comprehensive strategy for continuous learning
- Gaps in supply of education
 - ▶ Limited upskilling opportunities for working age adults
 - ▶ **Limited availability of short-term courses relevant to the labour market**
- The current system encourages participation in formal education, such as Bachelor's Degree (free of charge, study benefits)
- The existing **supply of education is not fully aligned with the needs of the labour market**, partly due to deficient methods for making use of anticipation data

- **In Finland there is biggest difference in participation in learning between adults with low basic skills and those with higher level skills amongst OECD economies.**

OECD publication, 19 February 2020: Continuous Learning in Working Life in Finland

Why is the Service Centre needed?



The Service Centre for Continuous Learning and Employment



Promotes the competence development of working-age people and the availability of skilled labour.

- Analyses the competence and labour market needs of working life
- Finances short-term courses relevant for the labour market
 - Target groups: working-age population, people in and outside of the workforce
- Develops information and guidance services
- Supports regional and other cooperation

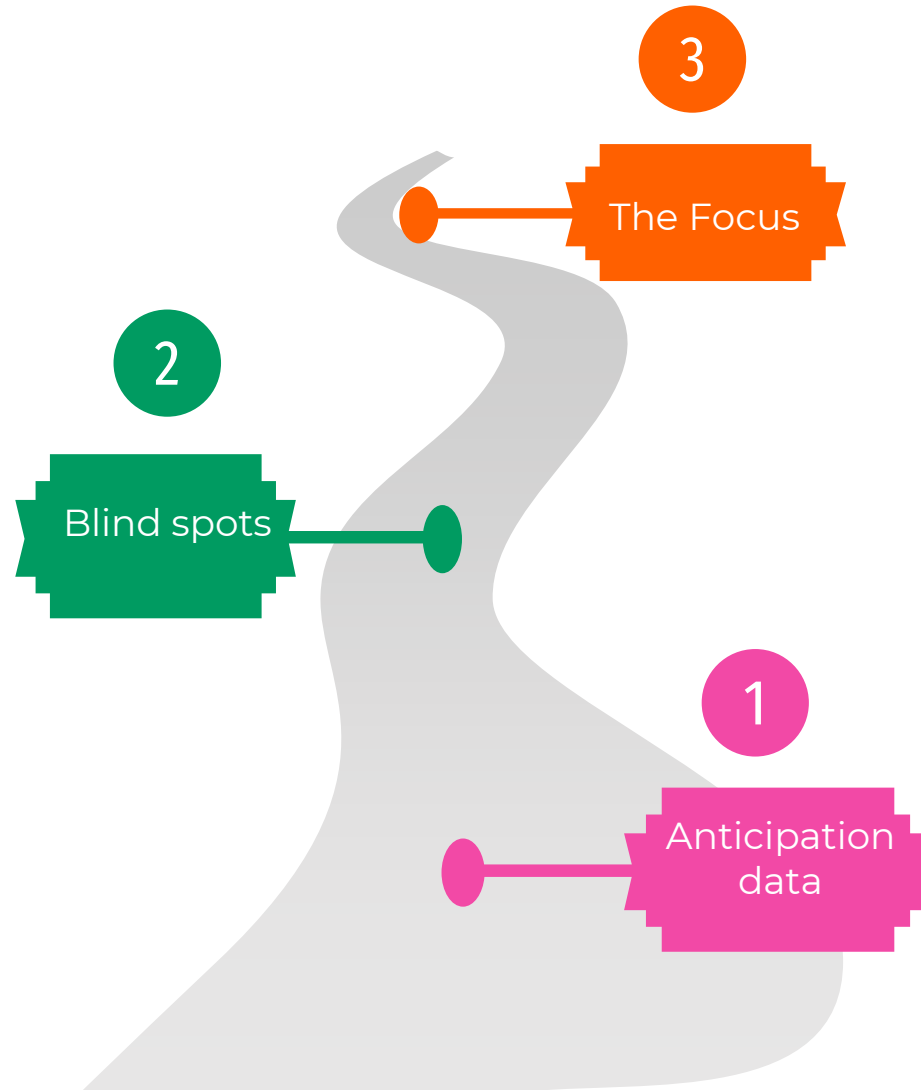
The Service Centre is located in the premises of the Finnish National Agency for Education in Helsinki.

Financing education

- The Service Centre finances education (of shorter duration than a degree) needed in the workforce, for instance when
 - skilled people are needed for already existing work within a short time frame (care assistants)
 - new expertise is needed, for which established education doesn't exist (hydrogen and battery technology)
 - changes in the labour market require updating and upgrading of skills (cash handling jobs → online retail)
- The training and education financed by the Service Centre **complements the existing supply of education.**

Setting the focus

Analysing the existing supply of education and training to identify its blind spots.



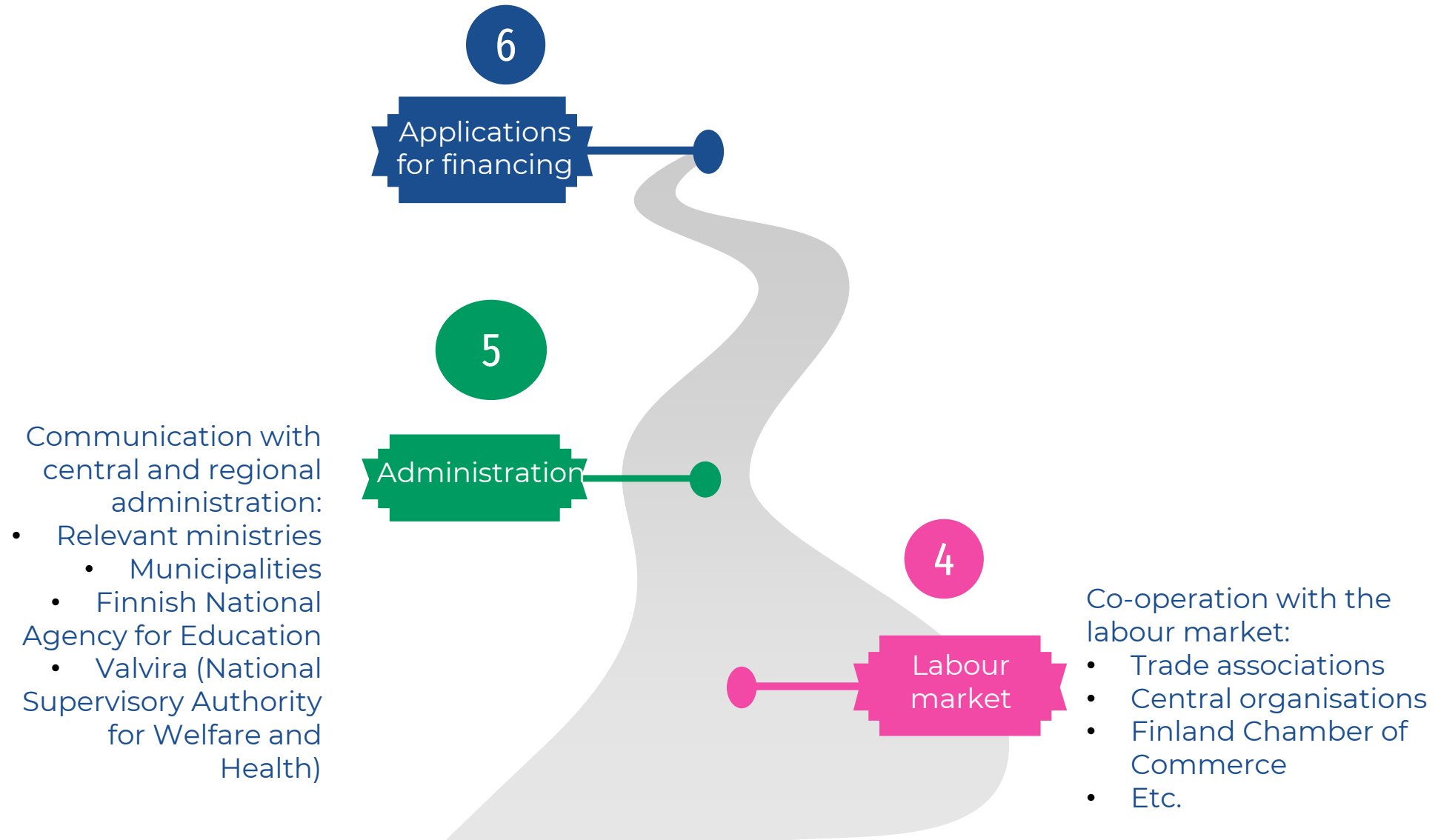
The Council for Continuous Learning and Employment decides on the focuses. Council consists of relevant ministries and work life organisations.

Anticipation data on skills needed.

Focus 2023

1. Supporting **a digital transformation and transition to a carbon neutral society**;
2. Reskilling and upskilling **in sectors and groups particularly affected by structural change**;
3. Complementing and qualifying training **in the fields of social and health care and early childhood education**;
4. Complementing **the competence of immigrants** working in positions that do not match their education.
5. Supporting **the participation of under-represented groups in education and training**.

Continued preparation in extensive co-operation



Budget 2022-2026

	2022	2023 ^[1]	2024 ^[1]	2025	2026
Operating expenses	1 100 000	1 200 000	1 200 000	1 200 000	1 200 000
Trainings, supportive measures etc.	43 000 000	26 000 000	10 000 000	10 000 000	10 000 000
RRF – trainings, anticipation etc. ^[2]	18 550 000	12 350 000	4 600 000		
In total	62 650 000	39 850 000	15 800 000	11 200 000	11 200 000

^[1] The Budget Proposal prepared by the Ministry of Finance

^[2] The European Union's Recovery and Resilience Facility (RRF)

Autumn 2022

Government Grants

- Training for professions undergoing structural change and for surplus occupations (incl. office workers, trade and economy, art and graphic industries)
- Green Transition (incl. machine, metal, transport, and logistics industries)
- Care Assistants 1/3

Procurements

- Scientific study: Outreach Action Pilot
- Hydrogen technology
- Battery technology
- Digital trade and commerce

Spring 2023

Government Grants

- Care assistants 2/3
- Ukrainians
- Early childhood education

Procurements

- Forest industry
- Food industry

Autumn 2023



Government Grants

- Care assistants 3/3
- Basic skills for prisoners
- Health care sector: Nurses with a degree from outside EU/ETA
- Wind power
- Apprenticeship in english for immigrants
- Repair construction and circular economy in construction

Procurements

- Data-analytics and cyber security
- Sustainable energy solutions for households
- Ukrainians

How to make continuous learning more accessible and meaningful?



- SECLE studies must be possible to carry out when working:
 - Long enough study periods
 - Plenty of distance learning when viable
 - Use of apprenticeship when viable (care takers)
- Accessibility: SECLE studies are free for students and their employers
- Meaningful study:
 - Contents and tasks related to participants work lives
 - SECLE studies are meant to put to practise → benefits for the companies, benefits for the individual

Financed competence services by level of education by May 2023

Government Grants

Level of education	Number of programs	Amount of finance	Number of joint ventures
Vocational education and training	108	20.548.577 €	11
Universities of applied sciences	50	12.810.542 €	14
Universities	18	3.261.127 €	2
Liberal adult education	13	2.303.400 €	2
Total	189	38.923.646 €	29

Financed government grants are estimated to reach 15.000 individuals

Procurements

Procurement section provider	Number of procurement sections acquired	Value of procurement sections acquired	Number of joint ventures
Vocational education and training provider	14	1.681.665 €	12
Universities of applied sciences	5	2.116.665 €	2
Universities	6	1.775.000 €	1
Businesses	12	2.116.665 €	6
Total	37	7.691.995 €	21

Procurements are estimated to reach 2.400 individuals

The Competence Compass

– Future of the labour market made visible.

Satu Meriluoto, Project Manager



Funded by the European Union –
NextGenerationEU

New information service to be launched soon



- Funding received from the European Union's Recovery and Resilience Facility (RRF)
- Development work on the project will be carried out between 2023 and 2024.
- On the platform, we will provide reliable and current information on skills needed for the future from the perspective of continuous learning.
- The new service will be called **Osaamistarvekompassi**, roughly translated to "The Competence Compass".
- The first version of the product will be published in late 2023.

International benchmarks of the Competence Compass



Australian Government
Jobs and Skills Australia



Insight Report

Towards a Reskilling Revolution

A Future of Jobs for All

In collaboration with The Boston Consulting Group

January 2018

MAPPING
THE GENOME
OF JOBS

The Burning Glass skills taxonomy

SEPTEMBER 2019

Service for counselors and private persons



- Counselors can find new kinds of information through The Competence Compass
 - Anticipation information concerning skills and competence needed in the near future (period of 1-5 years)
 - Information about job transitions and skills needed to enable them
- Answers to questions by private persons:
 - “What kind of competence and skills are currently required by the labour market? I want to ensure myself of my professional future.”
 - “What kind of competence and skills are needed in the labour market within the next five years?”
 - “I want to make a job transition with as little reskilling as possible. What new skills and competence do I need to make the transition?”

Service for education providers and policy makers



- Education providers will find information on skills and competence needed in the labour market in the near future, enabling them to develop their services in advance
- We will provide tangible and easily understandable visuals of complex data for policy makers and officials
 - Analysis of job transitions by illustrating the transition data from Statistics Finland from 2014 onwards
 - Real-time situation analysis of the performance of qualifications and degrees in Finland



The Service Centre
for Continuous Learning
and Employment

Secle & under-represented

1. The biggest differences in participation in learning between adults with low basic skills and those with higher level skills amongst OECD economies.*
2. Those with only basic education are less likely than others to know about educational opportunities.**
3. Studies started as an adult raise earnings and employment, but the effects depend considerably on educational background: the effects are the greater the lower the initial level of education***.



*OECD publication, 19 February 2020: Continuous Learning in Working Life in Finland

** Survey: What working-age people think about continuous learning? Secle 2023

*** Kauhanen, Virtanen. Do Investments in Adult Education Pay Off? _ETLA Economic Research. 2021

To find out what works:

Two randomized test pilots

1. Outreach action pilot

- group guidances in small companies
- advice on local education possibilities
- group guidance is based on the company's competence needs
- each group guidance is attended at least one person with no more than a general education
- in total, at least 1200 group guidance is held in different parts of Finland 2023-2024
- the results in 2025

2. Educational information by letter

- 50 000 persons relying on basic education were sent home a letter informing them of educational opportunities

Both pilots compares whether target group participates more than control group

Impacts are followed up by registers.

The research is carried out by ETLA Economic Research, The Labour Institute for Economic Research LABORE and Finnish Institute of Occupational Health

Thank you!

**Contact info: Senior specialist Anna
Päiviö (anna.paivio@jotpa.fi)**