



FINNISH
GOVERNMENT

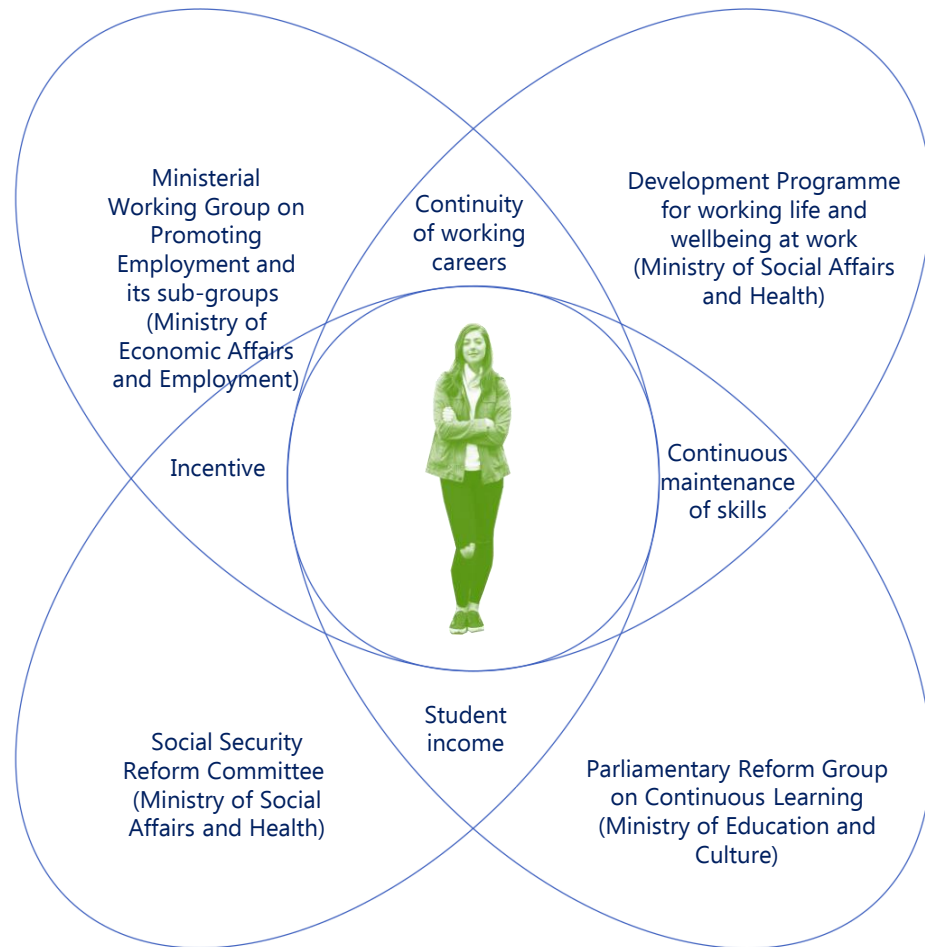
Reforming continuous learning

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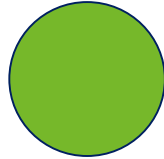


VALTIONEUVOSTO
STATSRÅDET

The reform of continuous learning is one of the most important reforms in the 2020s, in which the skills of people of working age, the provision of education, livelihoods and the needs of working life are examined as a whole.

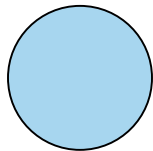


Organisation 9/2019



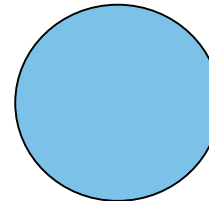
Parliamentary group for the reform

- Chair: Minister of Education Andersson/Saramo, Vice-chairs: Minister of Science and Culture Saarikko and Minister of Employment Haatainen
- Overall review
- Policy approaches for long-term development
- Permanent Secretaries as permanent experts
- Secretariat (Ministry of Education and Culture, Ministry of Economic Affairs and Employment, Ministry of Social Affairs and Health, Ministry of Finance)



Labour market organisations

- Supporting the parliamentary group



Monitoring group

- Broad-based
- Preparation and monitoring
- Stakeholder cooperation

In the Government, the reform is led by the Ministerial Working Group on Competence, Education, Culture and Innovation. The Ministerial Working Group on Promoting Employment is also involved.

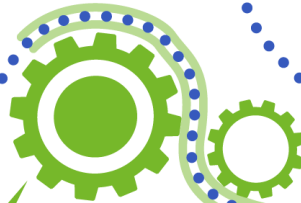
CONTINUOUS LEARNING refers to learning that spans across people's whole lives and covers different areas of life.



ON-THE-JOB LEARNING

- guided by a more experienced colleague or mentor, engaged in education and training
- independently
- with the help of online material, etc.

At present, upskilling for adults is a complicated jigsaw puzzle, which it should not be.



REFORMING CONTINUOUS LEARNING



EDUCATIONAL INSTITUTION



WORK

LEISURE ACTIVITIES

COURSES

Continuous learning covers learning within the scope of the education system and learning that takes place independently of it.



INCOME WHILE STUDYING

- wages
- financial aid for adult students
- unemployment benefit
- student financial aid



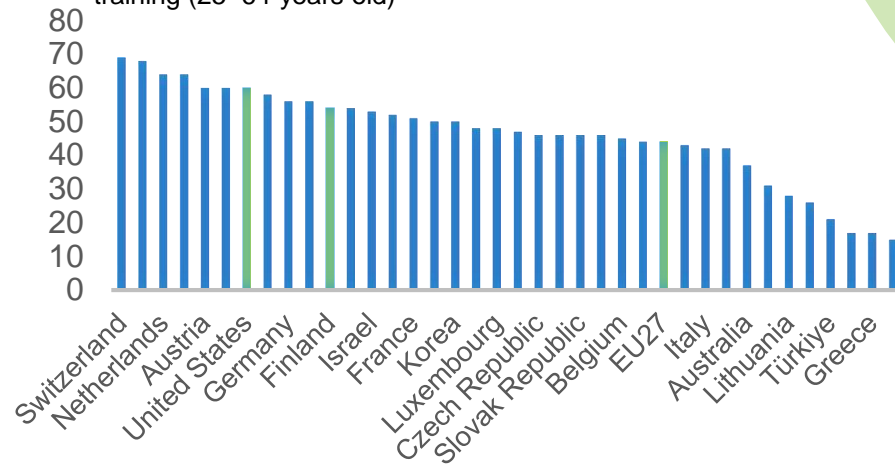
EDUCATION AND TRAINING CONTENT

- workplace studies
- programmes provided by the education system
- other courses/programmes



- ▶ Finnish people's skills and participation to adult learning are one of the highest in the world
- ▶ Skills and participation to education accumulates heavily
- ▶ There are a lot of people with only basic education or low skills
- ▶ Basic education is not sufficient in the labour market

• Participation rate in formal and/or non-formal education and training (25–64-years old)



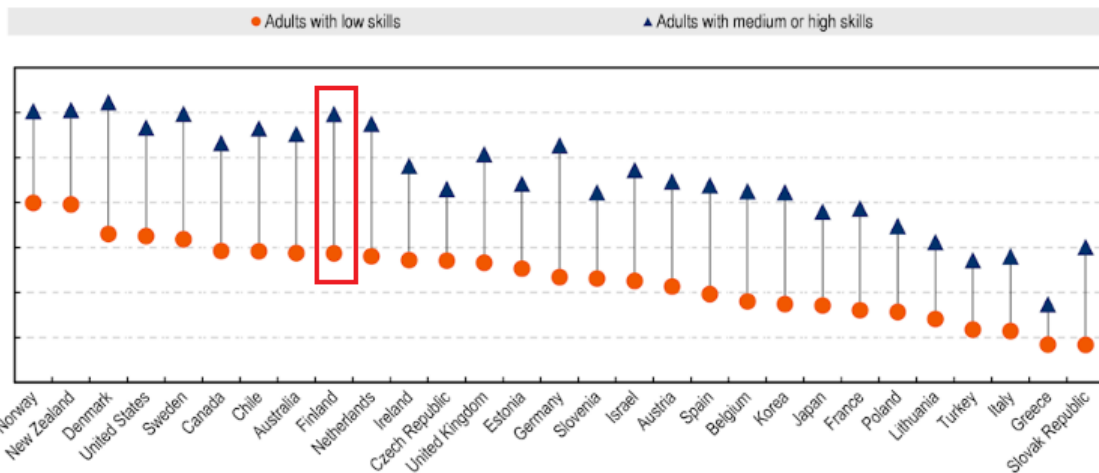
- Survey of Adult Skills (16–65 years old) PIAAC (OECD) Finland's results in 2012

Placement:

- Literacy 2.
- Numeracy 2.
- Problem Solving 3.

But on the level 1 or below:

- Literacy 370 000,
- Numeracy 450 000
- Either or both 600 000.
- Problem solving: 1 000 000.



Continuous Learning in Working Life in Finland (OECD, 2020); Finland's challenges

- Finland lacks a comprehensive continuous learning strategy
- Shortcomings/gaps in the provision of education and training
 - ▶ Limited upskilling opportunities for adults with vocational qualifications
 - ▶ Limited availability of short courses relevant to the labour market
- The current system encourages participation in formal education, such as bachelor degrees (free of charge, openness, benefits)
 - ▶ Sometimes expedient
 - ▶ Not always the most efficient way
 - ▶ May hamper young people's access to education and training
- The existing education and training provision has limited alignment with labour market needs, partly due to lack of strong mechanisms for using skills anticipation information
- The largest differences in learning participation between adults with low basic skills and those with higher skill levels amongst OECD economies. Targeted support is limited.
 - ▶ Lack of outreach activities
 - ▶ Lack of advice and guidance for studies
 - ▶ Lack of specific targeted study programmes

[OECD publication, 19 February 2020: Continuous Learning in Working Life in Finland](#)



Outlines of the parliamentary group 17.12.2020

[Competence secures the future :
Parliamentary policy approaches
for reforming continuous learning
\(valtioneuvosto.fi\)](#)

Vision and objectives

Competence makes the future secure

- Higher level of competence.
- Higher employment rate.
- Higher number and proportion of 25 to 64-year-olds with a higher education degree and lower number and proportion of 25 to 64-year-olds without a qualification or degree after comprehensive school.

Everyone has the knowledge, competence and skills required for the world of work and a meaningful life.



Everyone develops their skills and competence during their working lives.

- Opportunities for everyone to upskill and reskill proactively, so that they can develop in their work, find a new job and advance in their careers.
- More equitable participation.

Competence renews the world of work and the world of work renews competence.

- A labour force that is skilled supports sustainable growth, innovation and competitiveness, and consequently wellbeing.
- Skilled workforce for employers.
- Workplace communities advocate learning new things.

Sets of measures, 27 measures

Aligning continuous learning with working life

Developing working environments conducive to learning

Identifying and recognising prior learning

Closer links between working life and competence system

Ensuring access to continuous learning

Overhauling guidance

Outreach activities and communications

Developing the benefits system to support continuous learning

Everyone develops their skills and competence during their working lives

Competence renews the world of work and the world of work renews competence

Everyone has the knowledge, competence and skills required for employment and a meaningful life

Creating a service system for continuous learning

Revamping education and training provision

Better use of foresight and its development comprehensively and systematically

Enhancing the service processes used by learners and jobseekers

Harnessing digital opportunities

Strengthening the link between work and competence



Review of the implementation of the reform

Working together to reform continuous learning: final report of the continuous learning reform project

Enhancing everyone's opportunities for continuous learning

- ▶ Increasing educational opportunities
 - ▶ opening up and making the current range of higher education institutions and educational institutions more flexible
 - ▶ new, targeted supply
 - ▶ Developing and increasing outreach activities
 - ▶ Developing guidance and employment services
 - ▶ Ensuring income during studies
- ▶ Digital services by 2025: support individuals' educational and career choices, maintenance and development of competence, and matching the demand and supply of work and education.
 - ▶ In addition to the individual, the digital services serve instructors, working life actors, education actors and actors in the employment and education administration
 - ▶ Higher education institutions develop a continuous and flexible learning tray

Aligning continuous learning with working life

- ▶ Developing anticipation information
- ▶ Making learning a strategic role at workplaces
 - ▶ Tools and models to support learning at workplaces
 - ▶ Networks for SMEs and entrepreneurs
- ▶ Tools and models to identify competence acquired outside formal education



Monitoring

- The indicators defined for monitoring the objectives examine continuous learning from the perspectives of individuals, working life, education and training, and society.
- The indicators are based on existing data collections, but new ones are being created
- All the indicators (in Finnish): <https://minedu.fi/hanke?tunnus=OKM033:00/2019>
- Statistics Finland's data of continuous learning is also published Vipunen (the statistical service of education administration): <https://vipunen.fi/en-gb/combined/Pages/Jatkuva-oppiminen.aspx>

Key monitoring indicators (key indicators):

1. Competence and skills of working-age people
2. Employment rate of working-age people
3. The educational level of the working-age population (those without a post-compulsory qualification or who have only completed general education, and those with a higher education degree)
4. New students raising their level of education
5. A difficulty to reconcile training with work or a lack of time due to family reasons as a barrier to education
6. Participation in continuous learning in the following groups:
 - a. Unemployed people and those outside labour force
 - b. Low income receivers
 - c. Entrepreneurs
 - d. People aged over 55
 - e. Foreign-language speakers
7. Small and medium-sized enterprises that have trained their staff
8. Workplace enables constantly learning new things
9. Lack of basic education or other required skills behind employers' recruitment problems

Reforming continuous learning

Competence makes the future secure

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