

L&W Employment and Skills  
Wales Convention 2024



# **Workshop: Lesson from Finland – vocational education in Wales**

Rachel Cable and Mark Ravenhall

**Mae ColegauCymru yn sefydliad aelodaeth sy'n cynrychioli buddiannau pob un o'r 13 coleg addysg bellach yng Nghymru**

**ColegauCymru is a membership organisation which represents the interests of all 13 FE colleges in Wales**

- Coleg Caerdydd a'r Fro | Cardiff and Vale College
- Coleg Penybont | Bridgend College
- Coleg Cambria
- Grŵp Llandrillo Menai
- Coleg Sir Gâr / Coleg Ceredigion
- Coleg Gwent
- Y Coleg Merthyr Tudful | The College Merthyr Tydfil
- Coleg Sir Benfro | Pembrokeshire College
- Grŵp Colegau NPTC | NPTC Group of Colleges
- Coleg Gŵyr Abertawe | Gower College Swansea
- Coleg y Cymoedd
- Addysg Oedolion Cymru | Adult Learning Wales
- Coleg Catholig Dewi Sant | St David's Catholic Sixth Form College





# The voice of FE in Wales



# Strategies for moving freely

The Finnish approach to Vocational Education and Training

13 November 2024



Ariennir gan  
**Lywodraeth Cymru**  
Funded by  
**Welsh Government**

## Strategies for Moving Freely

The Finnish Approach to Vocational Education and Training (VET)

Learning points for Wales



Ariennir gan  
**Lywodraeth Cymru**  
Funded by  
**Welsh Government**

Executive Summary  
Mark Ravenhall and Colin Forrest  
October 2024  
This report is available in Welsh

8.9.2023–5.5.2024

## strategies for moving freely

**Jenny Nordberg** was born in 1978 in Halland and currently lives in Skåne, in the southern part of Sweden. An industrial designer by training, she often works at the intersections of art and design, meaning that her works can be classified as both.

Nordberg applies a problem-based and research-driven approach to her design practice. Her works do not come to life in factories but rather in the studio and small workshop. Her works are always unique and produced in a limited series.

Nordberg was awarded the prestigious title of Designer of the Year in Sweden twice in 2022, by *RUM* magazine and ELLE Deco Design Awards. She has developed a distinct way of addressing wicked problems through humour. Such problems – also very present in the world of design

# Workshop aims

- Introduce the project and report, and outline the VET system in Finland
- Explore the challenges faced by Finland and how its VET system responded
- Discuss what Wales can learn from the Finnish system



# Finnish organisations visited

- Education ministry and lead agency (EDUFI)
- Skills Finland
- AMKE (representative organisation of VET providers)
- Omnia (general further education college)
- Luovi (specialist education provider)





# Workshop process

- The evidence from the report
  - The six 'design principles' of the Finnish system
  - Applying the design principles to Wales (group discussions)
  - Feedback and conclusions
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# Evidence base used for Thematic Review

- Desk based literature review.
- Wide range of sources: policy documents, grey literature, evaluations, literature databases including peer-reviewed papers.
- 160 sources of evidence referenced (95% post 2017).
- Following themes became the focus of the visit:
  - Skills anticipation
  - Careers guidance
  - Role of VET providers
  - VET workforce



# Anticipation groups



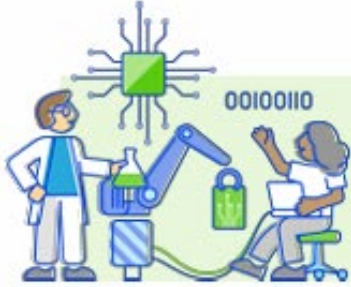
**Process  
industry and  
production**



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



**Business and  
administration**



**Technology  
industry and  
services**



**Education,  
culture and  
communications**



**Social, health  
and welfare  
services**

## STEERING GROUP

plans and steers the  
anticipation groups' work



**Transport  
and logistics**



**Built  
environment**



**Hospitality  
services**

# Criteria for Good Guidance

**Guidance takes  
stock of the  
learner's overall  
situation**

**Guidance is  
learner centric and  
interactive**

**Guidance is  
accessible and  
provided on  
multiple channels**

**Guidance is  
provided in  
multidisciplinary  
cooperation**

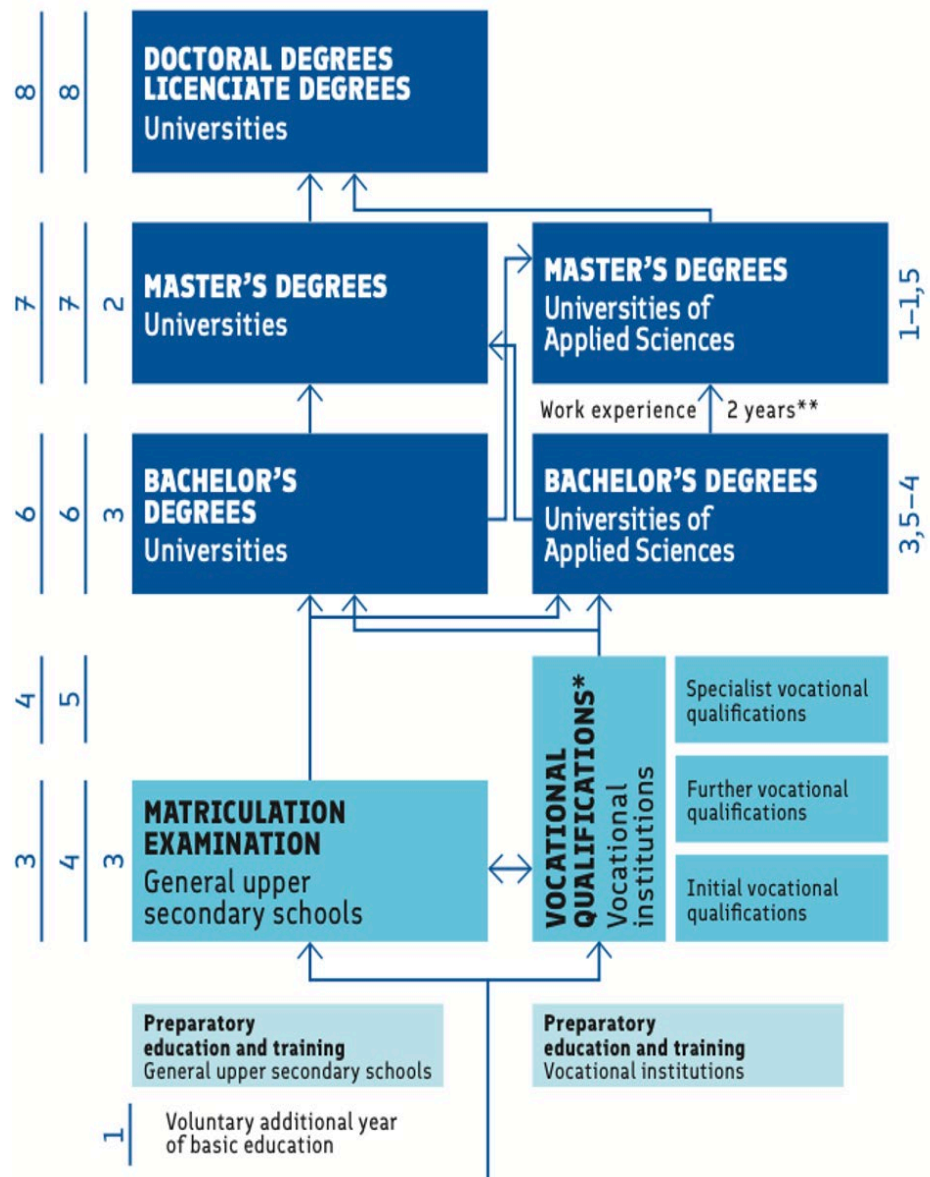
**Guidance is equal  
and ethically  
sustainable**

**Guidance supports  
cooperation in  
transition phases**

**Guidance supports  
career planning  
skills**

**Guidance  
promotes effective  
cooperation with  
working life**







# Six 'design principles' of Finnish VET

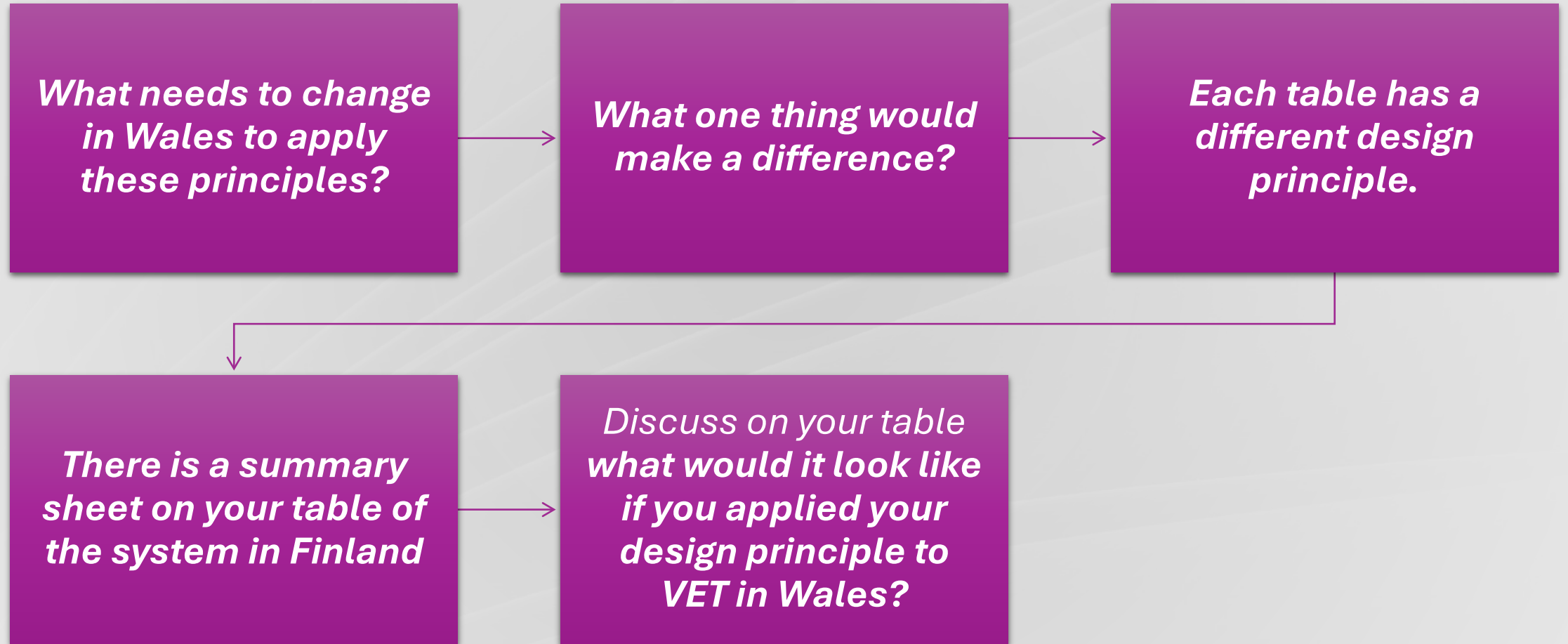
- **Comprehensive** and continuous
- **Contemporary** data and analysis
- **Clear** attractive pathways
- **Choice** for individuals based on lifelong guidance
- **Competence**-based and flexible
- **Competent**, qualified and trusted providers

We tested and developed these design principles with colleagues and had follow up conversations on VET funding, microcredentials, and RPL with Finnish and Welsh stakeholders.



**Finnish  
VET**  
in a  
Nutshell

# Discussion groups



# Summary and feedback

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# Report Recommendations

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**5.1 Welsh Government** should develop a vocational education and training strategy

**5.2 Welsh Government** should develop national skills anticipation planning

**5.3 Medr** should develop funding approaches that enable funding flexibility and consistency for VET providers

**5.4 Qualifications Wales** should engage with the VET sector to explore the transferability of a competence points system for Wales

**5.5 Careers Wales** should work with VET providers to cost the development of a system of individualised vocational planning and support.

**5.6 Medr** should continue to prioritise professional learning for the FE sector



What Next?



# Thank you for your time today

Please feel free to scan the QR code in the Executive Summary, for a link to the full report, that can be found on our website.

Read the Full Report:



English



Welsh