

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





Strategies for moving freely

The Finnish approach to Vocational Education and Training

13 November 2024



Strategies for Moving Freely ColegauCymru
The Finnish Approach to Vocational
Education and Training (VET)
Learning points for Wales



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 workshops. 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

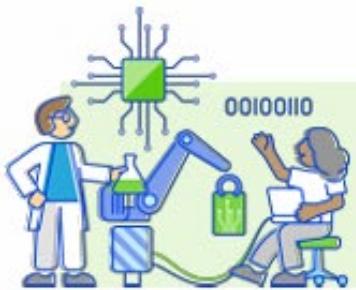
Evidence base used for Thematic Review

- 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



Technology industry and services



Social, health and welfare services



Natural resources, food production and the environment



Business and administration



Education, culture and communications



Built environment



Hospitality services



Transport and logistics

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

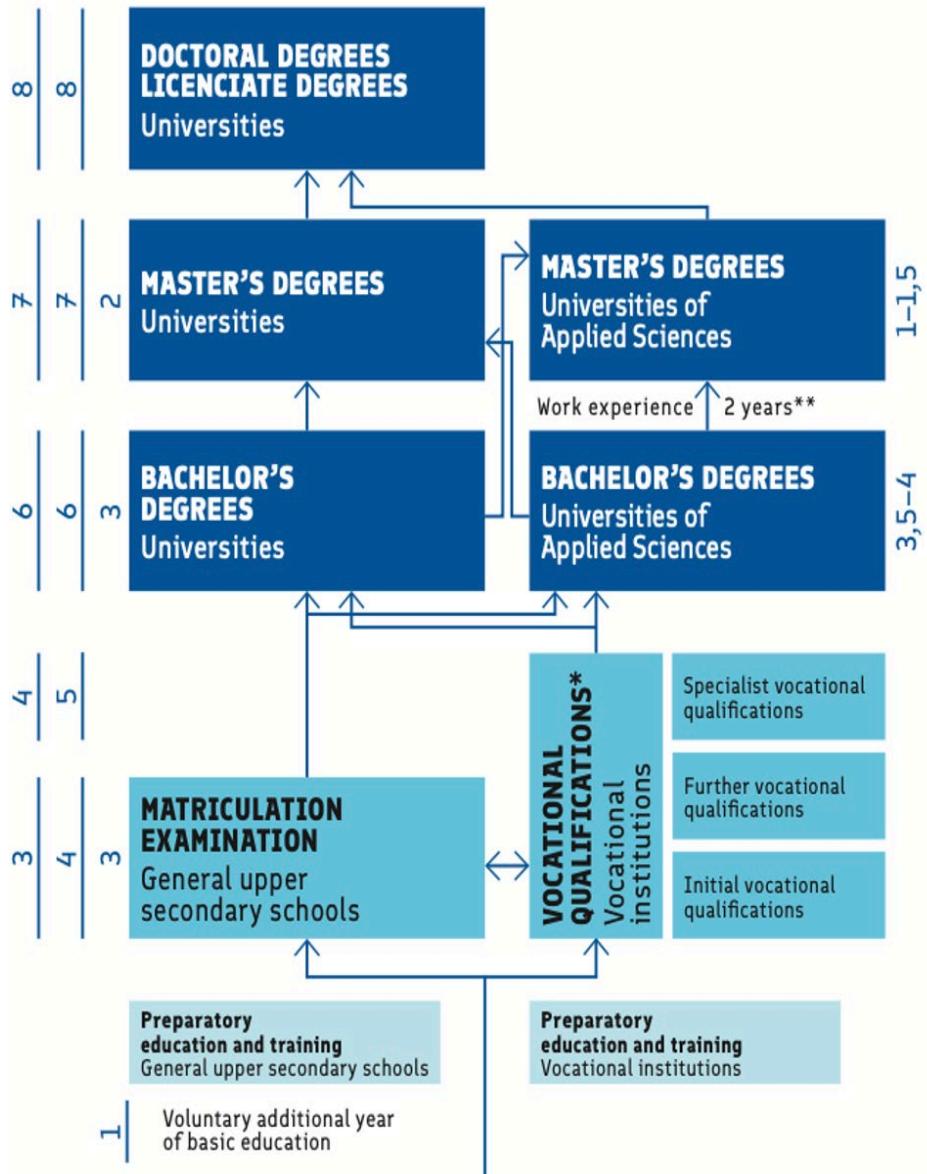
Guidance is provided in multidisciplinary cooperation

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

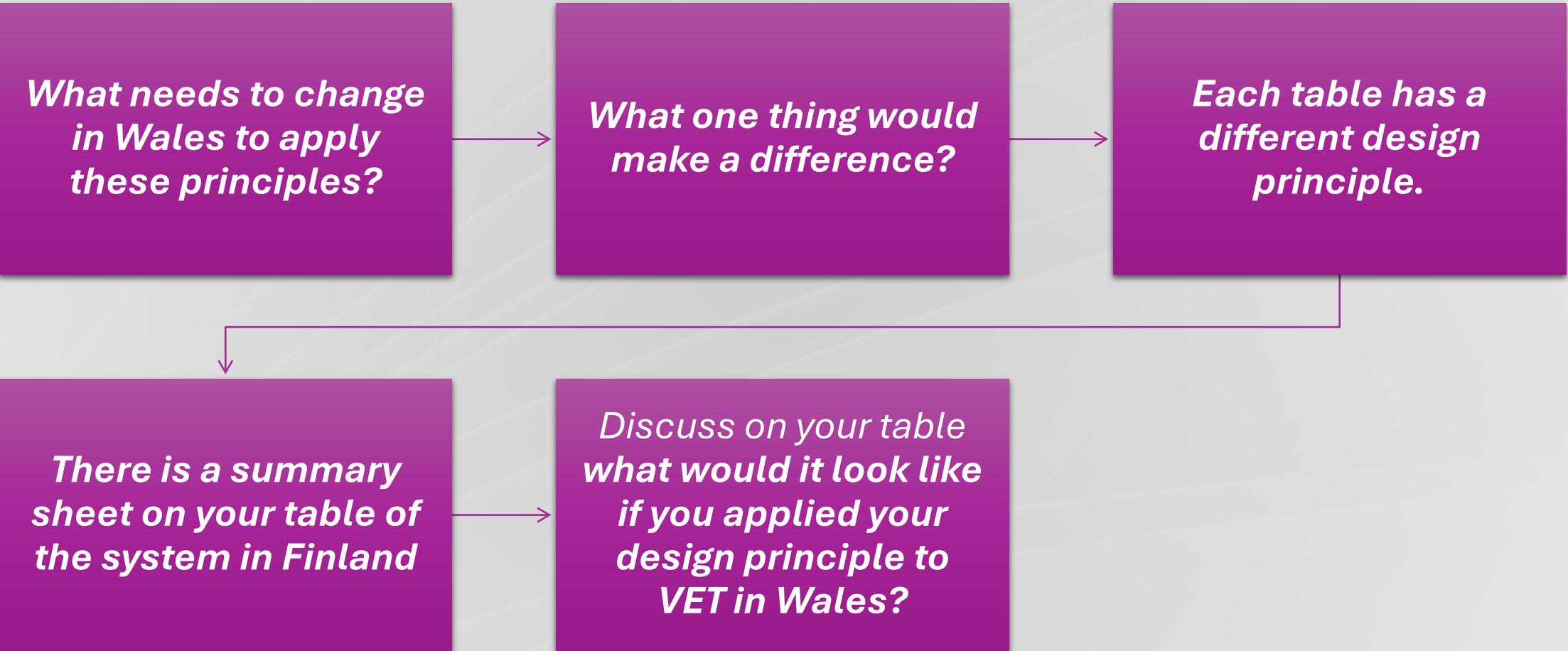
- **Comprehensive** and continuous
- **Contemporary** data and analysis
- **Clear** attractive pathways
- **Choice** for individuals based on lifelong guidance
- **Competence**-based and flexible
- **Competent**, qualified and trusted providers

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

Report Recommendations

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