



**EQAVET Peer Learning Activity - Actions to reduce
early leaving in VET, Helsinki, 30 September / 1
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***System level – early warning systems used in VET
How to reduce the number of learners leaving VET
early in Finland***

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Background and challenges

- Early leavers from education and training in Finland

	2011	2014	EU average/2014
Men	11,2 %	11,9 %	12.7 %
Women	8,4 %	7,2 %	9,5 %
Total	9,8 %	9,5 %	11,1 %

(European Commission)

- There are differences between VET providers, fields of education and training and VET qualifications.
- Identify potential risk factors for early school leaving and prevent and tackle those issues through the quality assurance system.
- Integration of migrants into the Finnish school system e.g. how to guarantee equal access.

Planning phase (EQAVET)

National level objectives have been set and monitored using indicators.

The structure of a vocational qualification e.g.

- Learning outcome approach of qualification requirements
- To move increasingly to a learning outcomes based approach and a unit-based (modular) qualification structure - this supports the construction of flexible and individual study pathways and promotes the validation and recognition of prior learning as part of a qualification.
- eperusteet is a web-based platform where all VET qualifications are published.
- Increase on-the-job learning (**At least 30 competence points**)
- Core subjects are regrouped into four larger entities e.g. skills needed in society and the world of work.
- Guidance and counselling activities are included in the work of counsellors and every teacher.



Planning phase (EQAVET)

- **There is a system to offer intensive or special needs support and to identify learners who have these needs.**
- **New pre-vocational programmes have been used since August 2015.**
- **The development of more flexible qualification structure.** There is already free entry to HE after learners complete a three-year VET qualification.
- **VET Quality strategy 2011-2020 e.g.** The development of VET is based on reliable and varied performance and evaluation data and other knowledge. To this end, a uniform knowledge architecture will be developed in support policy developments, monitoring and decision making.
- Proactive information is needed as well as data on past performance.



Implementation phase (EQAVET)

Preconditions and challenges e.g.

- Regulations
- Support to help VET providers reduce the number of learners who leave early
 - Financial support
 - Guidelines
 - Programme and pilots
 - Continuous further development of data gathering systems
 - Personal identification number helps data collection.

At the VET provider level

- Curriculum of education provider must comply with the national qualification requirements to realise individual flexible learning pathways etc.
- Multi-professional teams: action plans, follow up and assessment of their success and improvement activities – new action plan
- Networking and cooperation with comprehensive schools and other VET providers and other sectors at regional level
- Self-assessment of current performance is important (regulated by the law) and improvement plans are based on the results.



Assessment and review phases (EQAVET)

Preconditions and challenges e.g.

- Administrative e.g. electronic system for follow-up is needed to get up-to-date information on individuals about their learning pathways, their acquisition of competences and absences etc.
- Student feedback systems are in place – they should cover much more than student satisfaction surveys.
- A follow up system is needed to get system level information about dropouts rates, trends and information on individuals' background and other background data.
- Criteria for effective quality assurance and quality improvement system
- By 2015 VET providers should have implemented an effective quality assurance and quality improvement system.
- Criteria for support services for students is one aspect of the quality assurance and quality improvement system of VET providers and .
- Support for the further development based on an evaluation of the results will be given to VET providers.
- Performance based financing system includes completion rate as one part of the outcome indicator.



Programme to improve vocational education 2011 - 2015

The Guarantee of Employment for Young People as part of the Government's Programme (2011-2015).

The FNBE has chosen 23 national projects to develop new practice in:

- early intervention: personal guidance counselling which includes monitoring students' performance and intervening early, especially in relation to student absences
- using students' leisure time: supporting students to get The Work Capacity Certificate during their leisure time
- counselling which includes using social media: teachers and counsellors must have sufficient IT-skills to work with the students in social media
- transition point cooperation: comprehensive school guidance counsellors collaborate with colleagues in vocational colleges
- regional cooperation: local guidance counsellors' network between comprehensive schools, upper secondary schools and vocational colleges

Quantitative and qualitative monitoring

Identification and dissemination of good practices



Some findings to help focus our development

- Just looking at the average number of drop outs does not give enough information for further developments e.g. in 2011 the dropout rate was approximately 10% in VET each year. But the number of people who interrupted their study varied between 4 – 25% in different fields of vocational education and training. After three years the number of drop outs decreased slightly but there are still big differences between fields of VET and initial qualifications.
- The risk of students leaving VET is highest (up to 25%) in the 20-24 age group compared to other age groups (e.g. for those under 19 year it is only 5% on average).
- The risk of students leaving VET is, on average, highest at the beginning of their studies.
- Those students with special needs leave VET more often if they study in general vocational institutions than if they study in vocational special education institutions where they have more support, teachers who are more qualified to meet the needs of all learners.



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Thank you!



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