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# Sustainable development in curricula in Vocational Education and Training in Finland

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# General Objectives of Vocational Education and Training in Finland

- ◆ knowledge and skills necessary for vocational competence and (self-)employment
- ◆ support for personal growth and citizenship
- ◆ knowledge and skills needed for further studies and in life-long learning





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# National programmes for sustainable development

- ◆ Ministry of Education Development Plans for Education and Research, 1999–2004, 2003–2008, 2007–2012
- ◆ Finnish National Board of Education Programme to Promote Sustainable Development for 2002–2004
- ◆ National Programme to Promote Sustainable Consumption and Production (KULTU), 2005
- ◆ Ministry of Education's 'Sustainable development in education; Implementation of Baltic 21E programme and Finnish strategy for the Decade of Education for Sustainable Development (2005–2014)', 2006
- ◆ Finnish National Commission on Sustainable Development, Subcommittee for Education, 'Strategy for Education and Training for Sustainable Development and Implementation Plan', 2006
- ◆ The national strategy for sustainable development – 'Towards sustainable choices', 2006

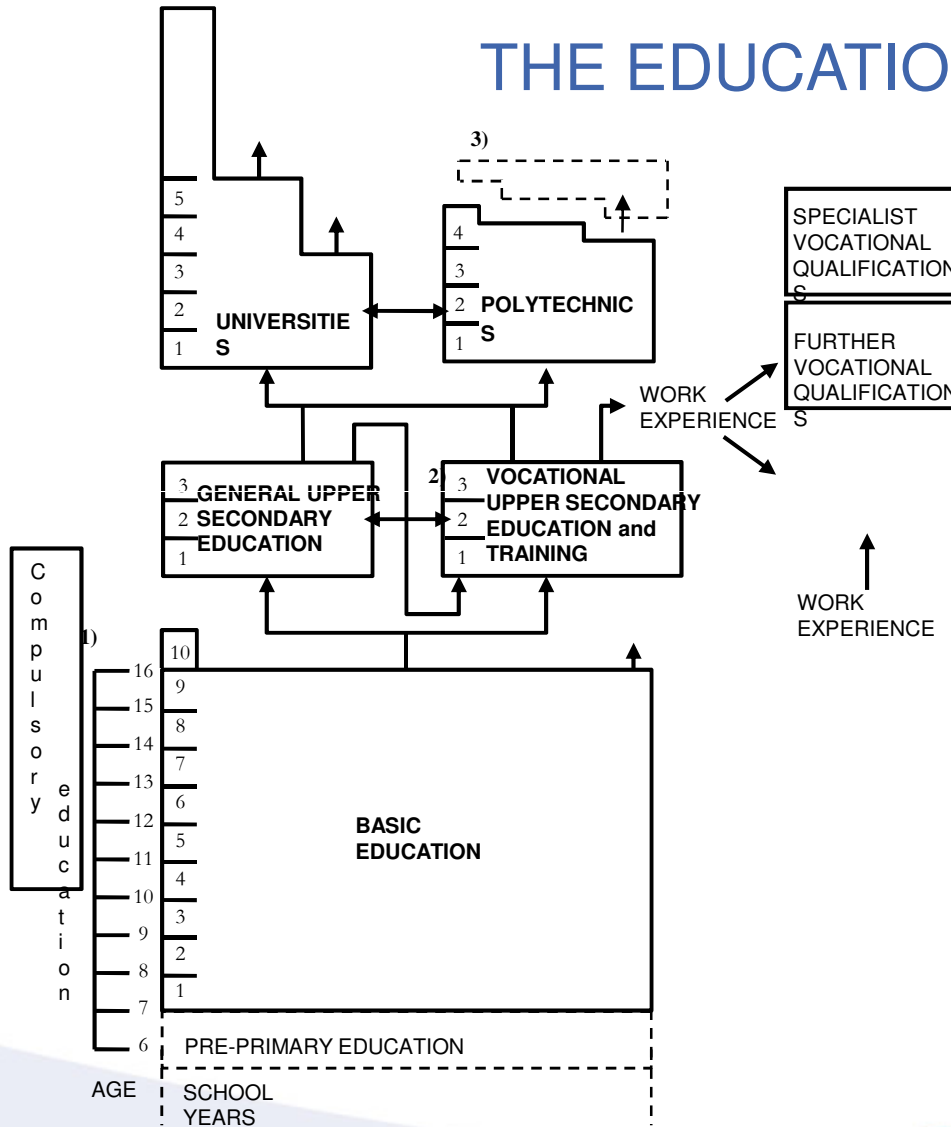


## Sustainable development in VET

- ◆ Sustainable development within the National Core Curricula for Upper Secondary Vocational Education and Training, 1999
- ◆ The Eco-Schools Programme in VET, 2000
- ◆ Environmental Criteria for Schools and Educational Establishments, 2003
- ◆ Environmental Certification of Schools and Educational Establishments, 2004
- ◆ Sustainable development in vocational skills demonstrations, 2006
- ◆ Sustainable development in the Quality Management Recommendations for Vocational Education and Training, 2008
- ◆ Sustainable Development Criteria for Schools and Educational Establishments, 2008
- ◆ Sustainable Development Certification of Schools and Educational Establishments, 2009



# THE EDUCATION SYSTEM OF FINLAND



1) An additional 10<sup>th</sup> year is voluntary giving pupils an opportunity to improve their grades and clarify their career plans.

2) Vocational upper secondary education and training is arranged in vocational schools (including at least six months of on-the-job learning) and in the form of apprenticeship training. Adults can obtain vocational upper secondary qualifications also in competence tests.

3) The Ministry of Education has granted permission to a number of polytechnics for trial post-graduate degree programmes for 2002-2005.



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## VET AT UPPER SECONDARY LEVEL

### 8 FIELDS OF EDUCATION

52 VET –QUALIFICATIONS and 116 study programs  
areas of competence

**1. Humanities and Education**

*3 vocational qualifications*

**2. Culture**

*6 vocational qualifications*

**3. Social Sciences, Business and Administration**

*1 vocational qualification*

**4. Natural Sciences**

*1 vocational qualification*

**5. Technology, Communications and Transport**

*26 vocational qualifications*

**6. Natural Resources and the Environment**

*5 vocational qualifications*

**7. Social Services, Health and Sports**

*6 vocational qualifications*

**8. Tourism, Catering and Home Economics**

*4 vocational qualifications*





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## NATIONAL REQUIREMENTS (120 CREDITS) FOR EACH VOCATIONAL QUALIFICATION AT UPPER SECONDARY LEVEL

Vocational units (including at least 20 credits of on-the-job learning)	90 credits
- Basic and field-specific study units (compulsory)	
- specialising study units (partly optional)	
- other optional units (decided by VET provider)	

Core units (common to all) such as languages, math, physics, chemistry	20 credits
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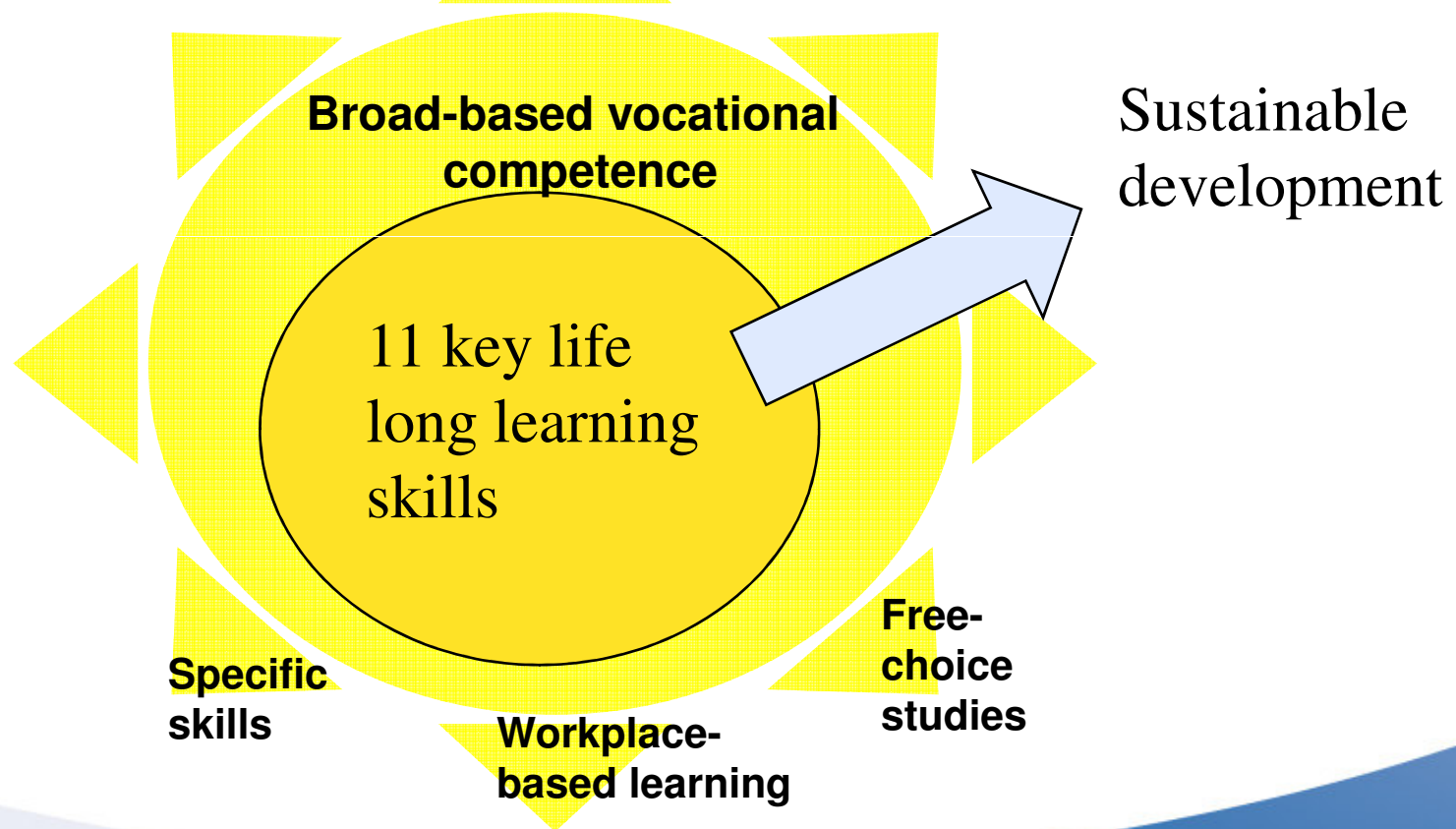
Free-choice units -individual choice	10 credits
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# VET IN FINLAND – UPPER SECONDARY LEVEL

## Broad-based Vocational Competence







## SD in VET curricula

- ◆ ‘Students or candidates shall commit to acting for the ecological, economic, social and cultural principles of sustainable development in their occupation. They shall comply with key statutes, regulations and agreements governing sustainable development when carrying out work assignments within their field.’



## Vocational study modules

Skills required in working life  
are described as learning  
outcomes

Assessment criteria S – G – E

Work process

Working methods, tools and  
materials

Knowledge

Key lifelong learning skills

Learning to learn and problem solving

Communication and collaboration

Health, safe and activity

Ethics



National vocational  
qualification defines **a  
minimum level which  
a student has to  
demonstrate**



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## Skills Demonstrations



- ◆ skills demonstrations are introduced in all VET
- ◆ the students show how well they have achieved the objectives of the vocational studies and the skills required in working life
- ◆ planned, implemented and assessed in co-operation with working life
- ◆ organized in genuine working environments during the three school years
- ◆ essential part of student assessment



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## Vocational Qualifications by the Finnish National Board of Education

- Acts and Decrees
- Guidelines
- Aims of VQ
- Study modules and assessment criteria
- Description and values of branch

## Common part of the curriculum by VET providers

- Organising VET in practice
- Pedagogical guidelines
- Learning environments
- Co-operations with other VET providers
- Sustainable development

## Curriculum of the VET-Qualifications by VET providers

- Structure of the VET-Qualifications
- Syllabus of the studies
- Supply of local study modules
- Assessment plans and methods



## The common section – the VET provider must:

- ◆ Education providers must take action to organise activities related to instruction to reinforce communality, which provide the opportunity to consider values and become acquainted with the cultural heritage (Vocational Education and Training Decree 811/1998, section 9).
- ◆ Education providers must draw up a staff development plan.
- ◆ Education providers must prepare plans of action to promote equality and equity in education and training as part of their curricula.
- ◆ Education providers must carry out **development plan to promote sustainable development.**



## What is in the future - targets?

- ◆ SD is one of the key competences in life long learning skills in the new core curriculum in VET, = >follow up
- ◆ by 2014 15% of educational institutions will have acquired some certificate or diploma in recognition for their efforts for sustainable development
- ◆ to incorporate SD into the planning and implementation of different Skills events by 2014
- ◆ more emphasis will be placed on teachers' guides, various learning materials and in-service training for teachers



1. **[www.edu.fi](http://www.edu.fi)**

the Finnish education portal  
information in Finnish, Swedish and English

2. **[www.oph.fi](http://www.oph.fi)**

National Board of Education  
information in Finnish, Swedish and English

3. **[www.oph.fi/info/recognition](http://www.oph.fi/info/recognition)**

The Finnish National Reference Point for  
Vocational Qualifications





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# THANK YOU !

