



Kansainvälisen liikkuvuuden ja yhteistyön keskus

Centret för internationell mobilitet och internationellt samarbete

Centre for International Mobility

Lifelong guidance in Finland

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Lifelong guidance for lifewide perspectives



FINNISH EDUCATION ACROSS DECADES

- **1959:** schools are small & crowded. The large generations born after the 2nd WW are **taught to obey**. A **good student** gives space to the weaker ones, knows to remain silent and does not continuously express his/her opinions. **Teachers are next to God**.
- **1972: Society** takes more **responsibility for citizens**. At schools **group-based learning** becomes an everyday activity. Anybody can learn just anything. **Societal dimension** across all subjects. **Unified** comprehensive/compulsory education for all.
- **2015:** In a **competitive economy** a student will have to **grow and evolve** as a human being and citizen. S/he is expected to master **technology**, be **entrepreneurial**, **internationally** oriented and **environmentally** conscious. Learning relies on plays and games, iPads and computers (i.e. **digitalization** of learning).

LEGISLATIVE BASIS – Education sector

The Basic Education Act (628/1998) including **guidance and counselling support**.

General Upper Secondary Schools Act (629/1998) prescribes on **guidance and counselling support** at the general upper secondary education.

Vocational Education and Training Act (630/1998) governs the organisation of guidance and counselling as part of curriculum-based upper secondary VET for both **young and adult students**.

The Act on Polytechnics (351/2003) stipulates the organisation of degree studies & the Polytechnics Decree (352/2013) prescribes on the organisation of **student services**.

The Universities Act (L558/2009) and the Universities Decree (A115/1998) state that the university must arrange teaching and **study guidance**.

Guidance in education and training sector

Guidance and counselling services in educational institutions

■ Comprehensive school (9 years)

In charge of guidance and counselling:

- class teachers
- subject teachers
- guidance counsellors

Methods:

- in classes
- study excursions
- workplace visits
- individual guidance
- web-based and distance guidance

■ (Upper) Secondary education (3 years)

General upper secondary school

In charge of guidance and counselling:

- teachers
- group advisers
- guidance counsellors

Vocational college

In charge of guidance and counselling:

- teachers
- group advisers
- guidance counsellors
- workplace instructors

Methods:

- workplace visits and study excursions (general upper secondary school)
- in groups
- integrated into teaching
- individual guidance
- web-based and distance guidance
- on-the-job learning (vocational institution)

■ Higher education (polytechnics and universities) (3-5 years)

In charge of guidance and counselling:

- specialist counsellors
- teachers

Methods:

- individual guidance
- integrated into teaching
- careers and recruitment services
- study affairs guidance
- web-based and distance guidance

■ Adult education institutions

In charge of guidance and counselling:

- teachers
- guidance counsellors

Methods:

- individual guidance
- integrated into teaching
- web-based and distance guidance

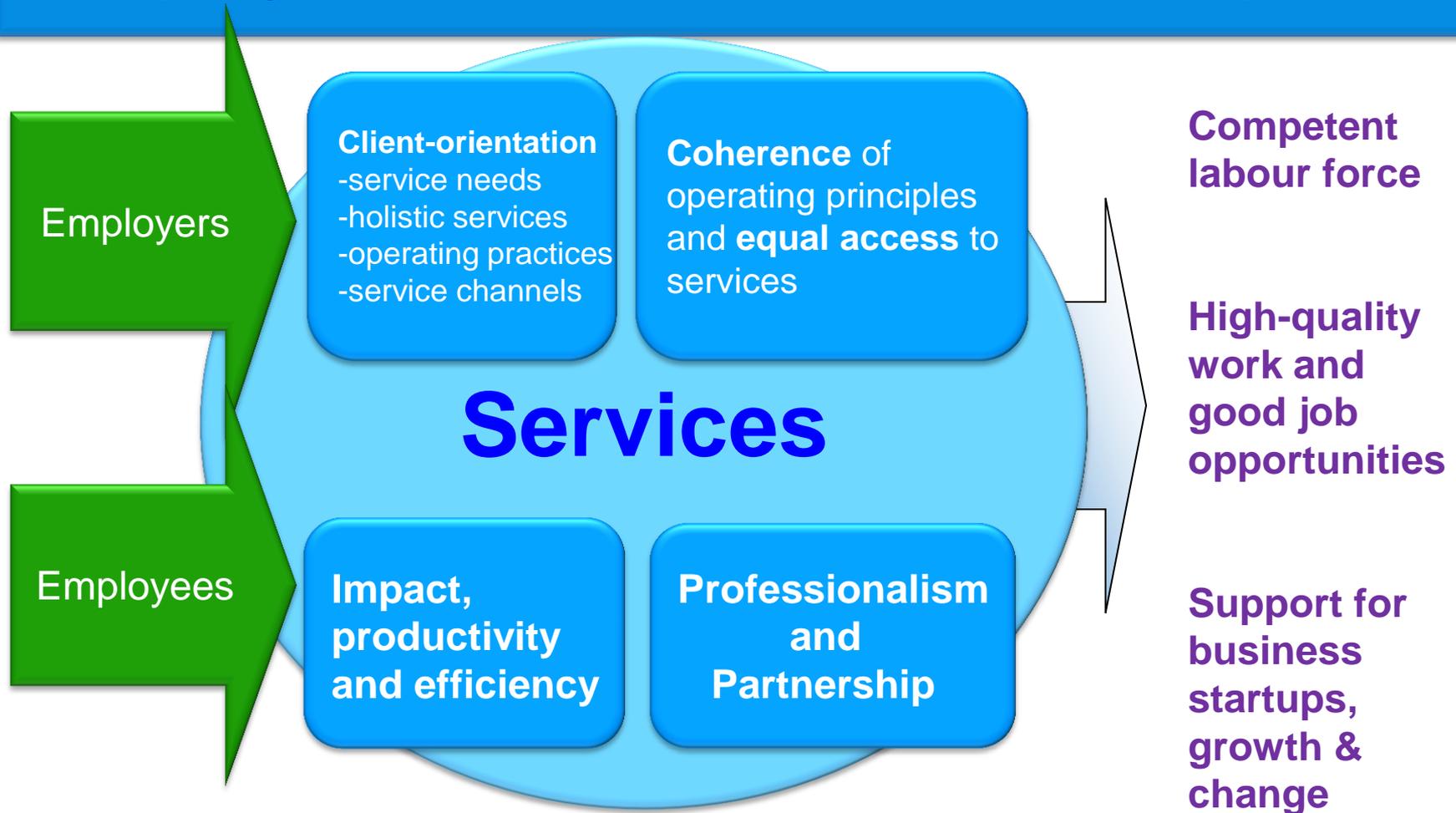
LEGISLATIVE BASIS – Employment sector

[Act on public employment and business service \(28.12.2012\)](#), chapter 4: Information and advisory services, expert assessments, vocational guidance and career planning, coaching and try-outs.

Section 1. The Employment and Economic Development Office **distributes information and gives advice** on: 1) vacant positions and job seeking; 2) workforce availability and acquisition; 3) training opportunities and other possibilities for skills development; 4) the labour market, occupational sectors, and occupations; 5) starting up of business activities and opportunities for developing them; and 6) services, subsidies, and compensations provided for implementing change security.

Section 3. Vocational guidance and career planning: Employment and economic development authorities may offer vocational guidance and career planning to support clients in making **career choices**, in **occupational development, placement** in working life, and **lifelong learning**. With the client's consent, appropriate **psychological assessment** methods may be used in order to assess a jobseeker client's vocational and career options, competence, and suitability, if necessary.

Employment and Economic Development



Welfare and success of individuals, companies and society

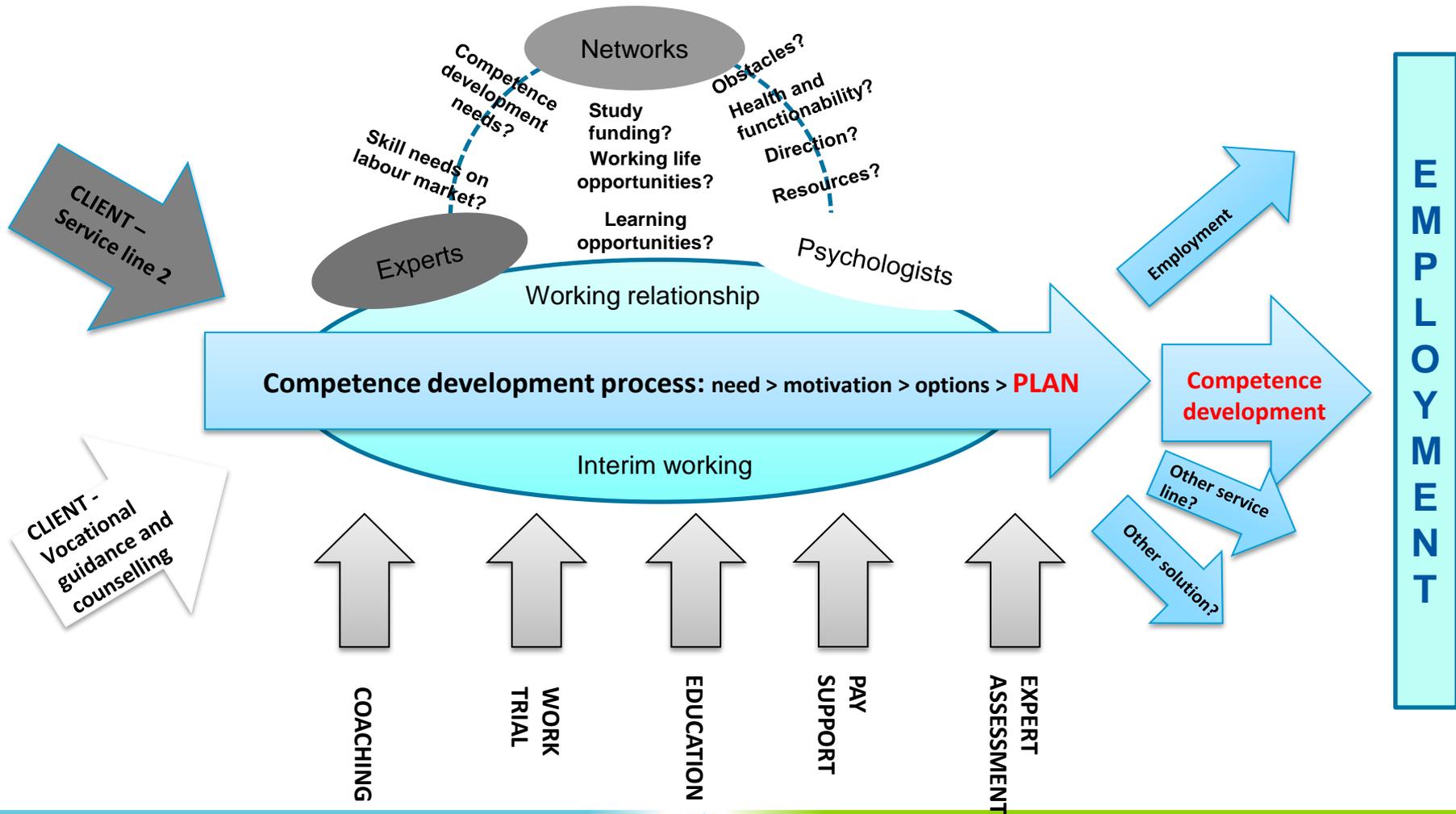
The employment and business services driven by customer needs

The employment and business services are organised around three service lines:

1. Employment and Business Services
 2. Competence Development Services
 3. Supported Employment Services
- ▶ The employment and business services are always driven by the service needs of individual customers, companies, organisations and other employer customers
 - ▶ The service lines work together seamlessly, so that a customer can be flexibly directed from one line to another
 - ▶ Guidance is located mostly to the Competence Development Services, but also in some degree to the other Service lines



Guidance process in competence development services



Services at Employment and Economic Development Administration: Guidance orientation, operational arenas and service channels

CLIENT
SERVICE
CHANNEL

TE-palvelut.fi & Yritys-Suomi.fi -websites

Service descriptions, Information Sources, Online tasks

Self-service

EED Client
service

Nationwide
service
(digital services)

EED
Offices

Local
service

TYP

Cross-sectoral
joint service to
support employ-
ment

Telephone

Videomeeting

Online guidance

Face-to-face

Snail mail

Email

Internal cooperation and consultation

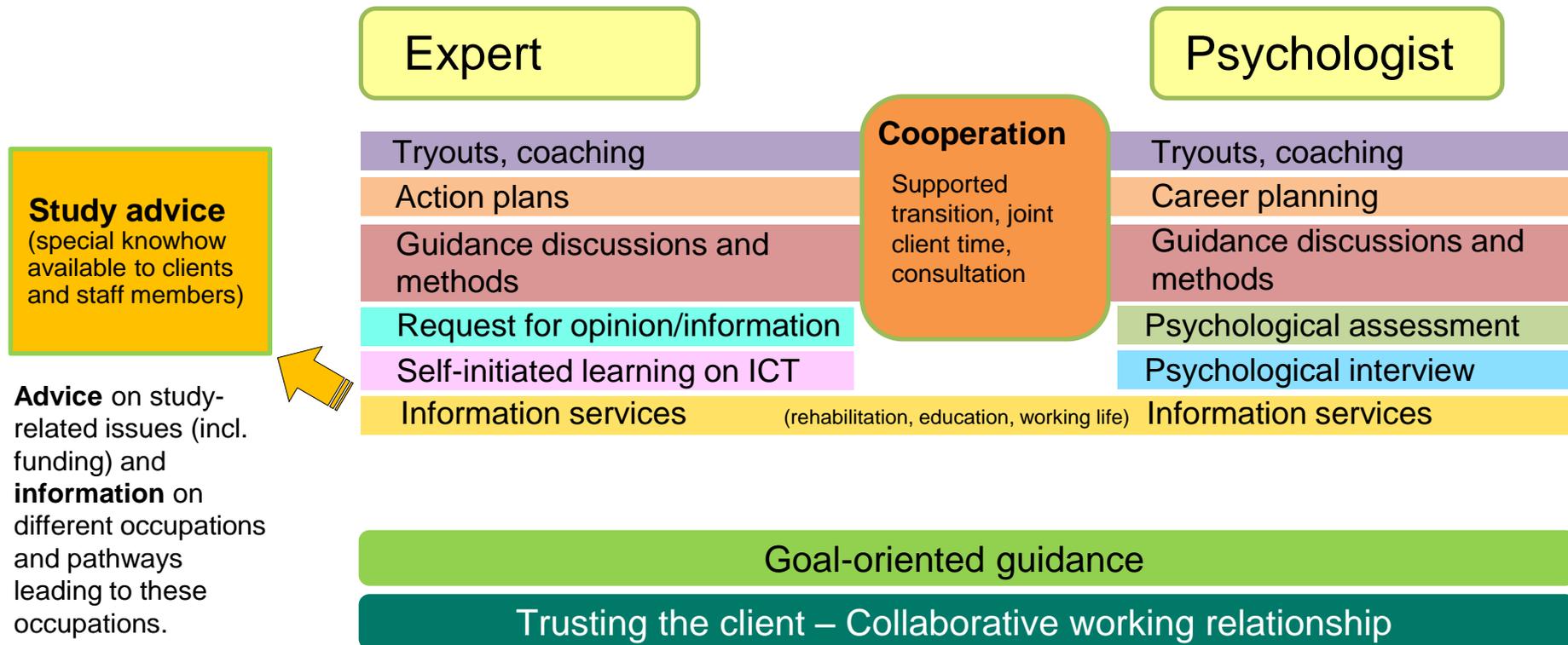
Ohjaamo/Cockpit: Walk-in
service for youth

Network-based cooperation



Focus of psychologists' and experts' guidance work

Guidance: service that helps the client to work actively on issues and challenges identified, and to look for solutions to them. Guidance process consists of many phases and requires time, space and reflection.



Advice on study-related issues (incl. funding) and **information** on different occupations and pathways leading to these occupations.



LEGISLATIVE BASIS - QUALIFICATIONS

Finland has a strongly professionalised system of guidance certified to international standards. The **qualifications of the career practitioners** in comprehensive and secondary level education as well as of the vocational **psychologists** are defined in legislation.

Beyond the **required qualification for teachers** (a master's degree or a special qualification for vocational-school teachers), all school counsellors must have a **certificate of completion of specialist training in guidance and counselling** (60 ECTS) or a Master degree in guidance (300 ECTS).

[N.B. the qualification requirements for counsellors working in **Higher Education** are **not** laid down **by law** (Teaching Staff Qualifications Act 986/1998, Teacher Staff Qualification Decree 576/1998.)]

A prerequisite of a **vocational guidance psychologist** in the **public employment services** in Finland is a **Master's degree in Psychology**.

CIMO as the National Euroguidance Centre in FIN



Euroguidance network promotes **European guidance cooperation linked to international mobility.**

In the **context of guidance and learning mobility** in Europe and beyond, Euroguidance Finland contributes to

- **professional development** of guidance practitioners
- national and international **networking of guidance practitioners**
- providing, exchanging and disseminating **printed and online information** on guidance and learning mobility in Europe

Guidance practitioners in **public employment offices** and **educational institutions** are the key target group of the Finnish Euroguidance centre.



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