

# CAREER PRACTITIONER TRAINING PROGRAMMES & TEACHER TRAINING IN FINLAND

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**“NUORISON PARASTA TÄSSÄ HARRASTETAAN”**★

★ Seinäteksti Jyväskylän yliopiston vanhassa juhlasalissa (1882)



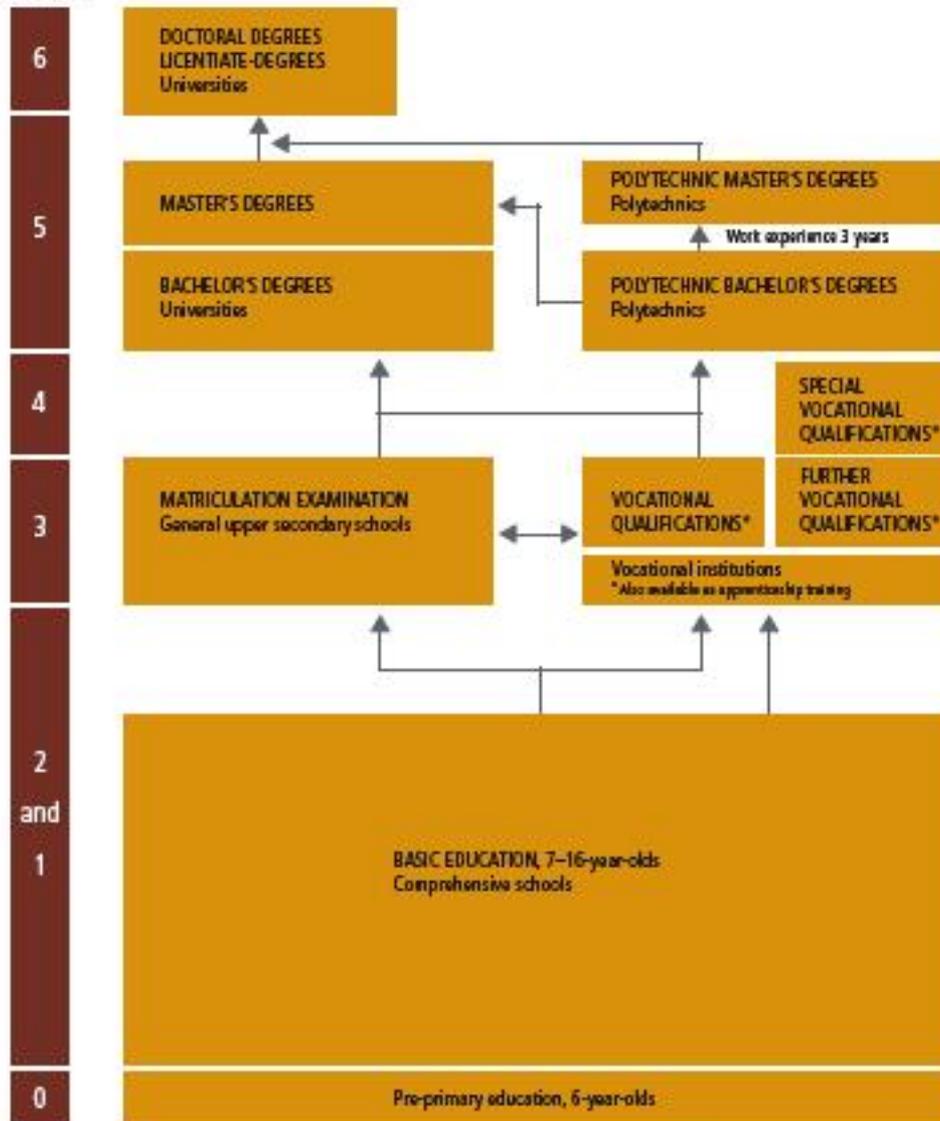
# Educational and vocational guidance as a change agent in Finnish school reforms

- Reforms within comprehensive education 1970's & upper secondary education in 1980's
  - Careers education was integrated to the new national curricula as a compulsory subject for students.
  - **The development of counsellor training supported the implementation of the new system.**
    - Interpretation of the new system to students, parents and also to other teachers.
    - Information about the new opportunities in the labour market.
    - A strong political consensus on the added value of school counselling.



# Formal education in Finland

ISCED-classification



- ISCED-classification 1987
- 0 Pre-primary education
  - 1-2 Primary education or lower secondary education
  - 3 Upper secondary education
  - 4 Post-secondary non-tertiary education
  - 5 First stage of tertiary education
  - 6 Second stage of tertiary education

Source: Ministry of Education and Culture, [www.minedu.fi](http://www.minedu.fi)

# Evolution of the training programmes for school counsellors

- Separate training programmes for practitioners for comprehensive schools, upper secondary general education and upper secondary level vocational education until 1998.
- According to research findings in 1990's separate training implied separate practice.
- Reform within upper secondary level education in Mid-1990's
  - Increased co-operation between general education and VET.
- **In 1999 a common minimum training (60 ECTC) for all school levels.**

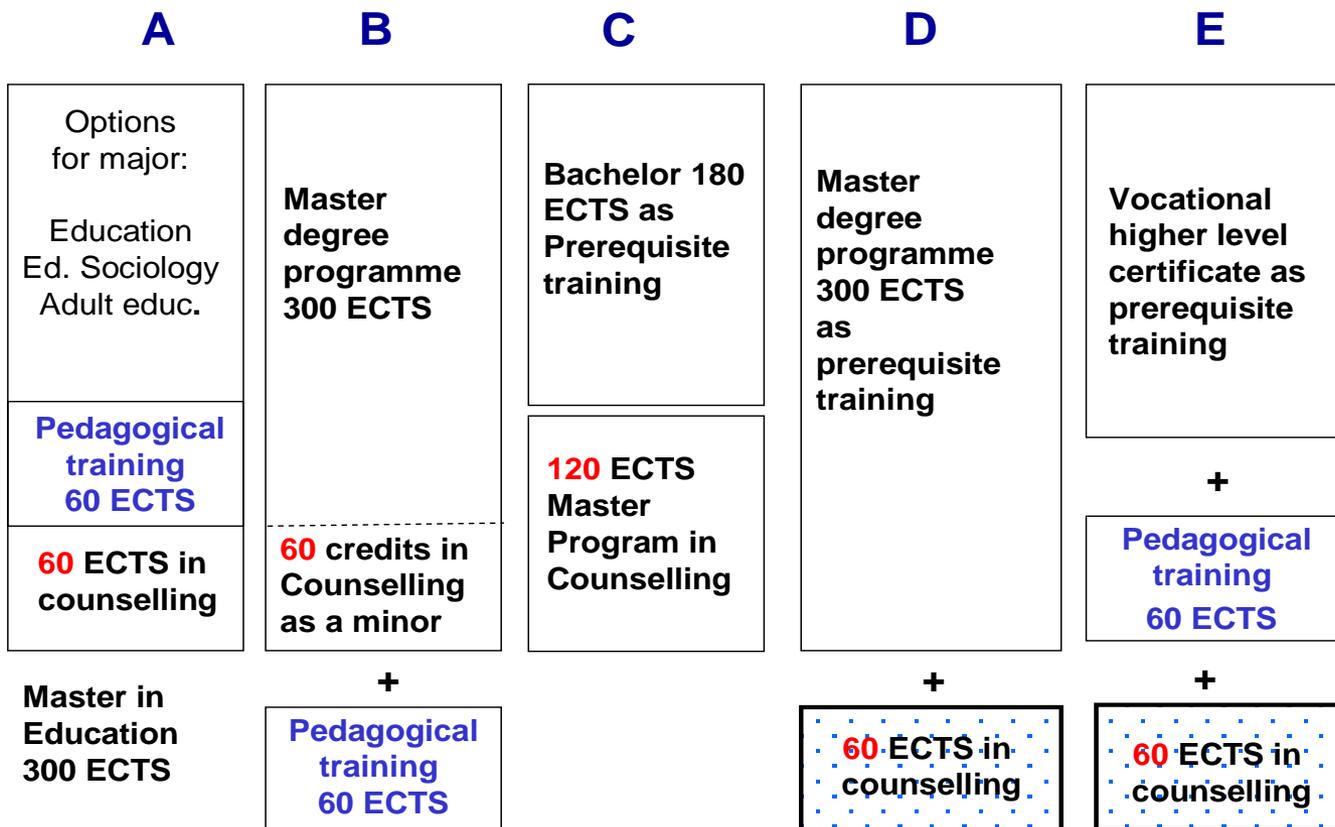


# Promotion of professionalism in Finland

- **The qualifications and competences of school counsellors are regulated:**
  - a Master's degree in school counselling
  - OR**
  - a 60 ECTS postgraduate diploma in school counselling.
  
- National recommendation for a ratio of 250 students per counsellor



# Optional paths to obtain school counsellor certificate



Work-based training/partly in distance



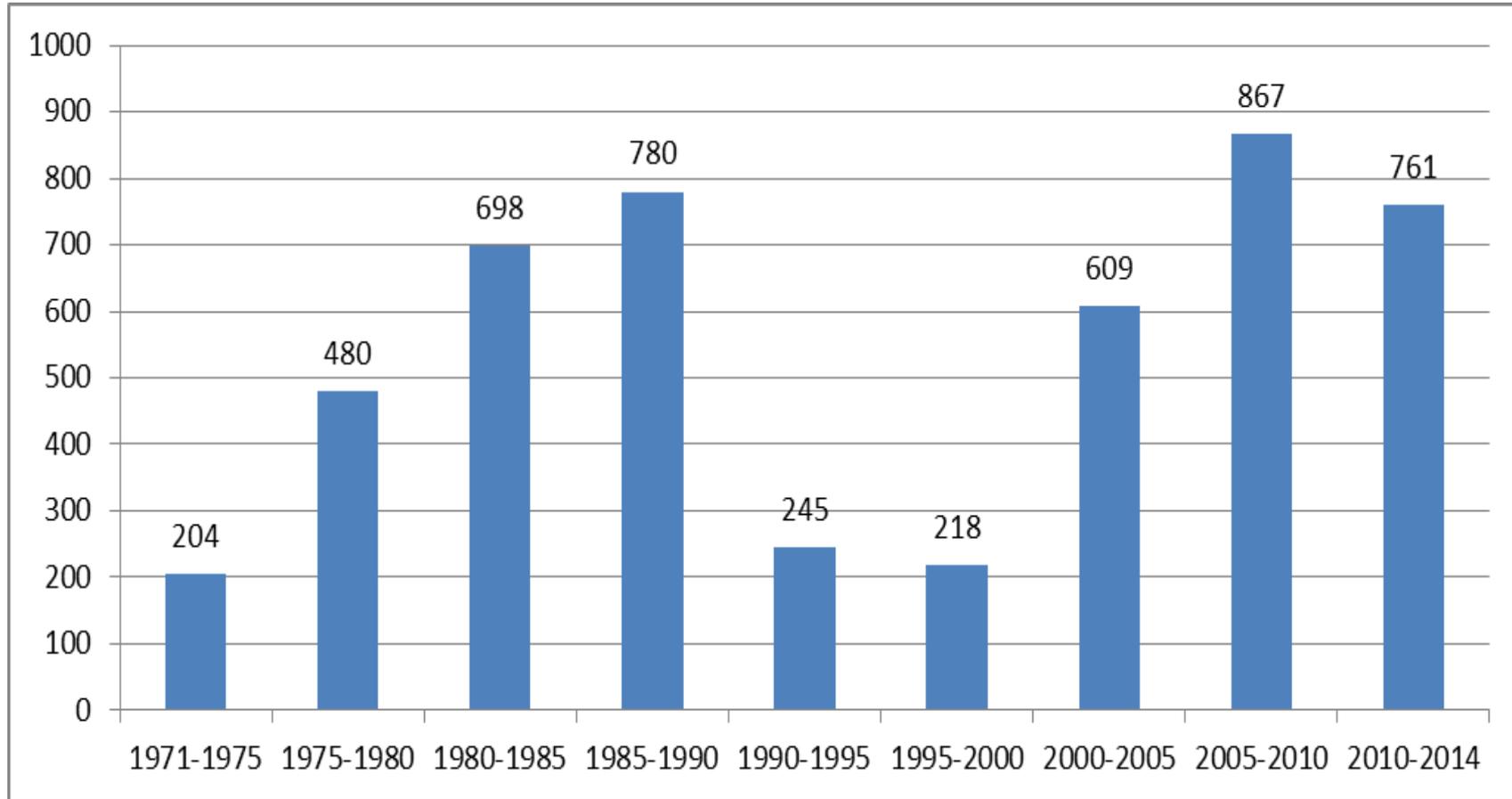
# Counsellor training programmes in Finnish universities

	Master degree 300 ECTS	Master degree 120 ECTS	60 ECTS as a minor	Post-graduate diploma 60 ECTS
University of Eastern Finland	X	X	X	X
University of Jyväskylä		X		X
Haaga-Helia university of applied sciences				X
Hämeenlinna university of applied sciences				X
Jyväskylä university of applied sciences				X
Oulu university of applied sciences				X
Åbo academy (Swedish language)				X

Doctoral studies available in two universities (JYU, UEF)



## Volume of the school counsellor training in Finland 1971 – 2014



# GUIDANCE AND COUNSELLING EDUCATION AND RESEARCH AT THE DEPARTMENT OF TEACHER EDUCATION



**“Nuorison parasta tässä harrastetaan”<sup>★</sup>**

<sup>★</sup> Seinäteksti Jyväskylän yliopiston vanhassa juhlasalissa (1882)



# Tasks and challenges

- Responding to the increasing demand for school counsellor education.
- Development of postgraduate and professional education and research in the field.
- Intensification of national and international cooperation in education and research in the field.



# The main themes in education:

- **”Being and becoming a counsellor”**
  - Philosophical premises and ethics of counselling
  - Evidence- and research-based counselling
  - Identity of a counsellor
- **Dialogic counselling interaction**
  - The process of counselling
  - The different methods of counselling
- **Guidance and counselling over the life-span**
  - Resource- and empowerment-oriented counselling
  - Life design, education and career choices of individuals at different life stages
  - Multiprofessional counselling networks, ICT and social media in guidance and counselling
- **Social awareness and justice**
  - Counselling in changing society and working life
  - Multicultural counselling and individual differences in counselling



# Content of studies in the post-graduate diploma programmes

- Study Counsellor Education programme includes a more comprehensive interpretation of the large-scale expertise of study counsellors. It also seeks to develop each student's work and operating environment on a practical level.

The post-degree programme implies the aim of becoming deeply aware of one's own philosophy of counselling and guidance. These objectives are reached through thematic entities. The content and proceeding of the themes are based on students' growth into the profession through research on their own work.

- Orientation to Study Counselling
- Networking in Counselling
- Developing Counselling
- Guiding Diverse Learners
- Counselling in Various Stages of Life
- Theoretical Approaches to Counselling
- International Approaches in Counselling
- Counselling in Practice



# The main themes in research in JYU:

- **Theoretical and philosophical questions in guidance and counselling.**
- **Research-based development of guidance and counselling education.**
- **Counselling as a profession:**
  - **Counselling skills and abilities**
  - **Methods of counselling**
  - **Occupational well-being, ethical strains and ethical dilemmas of counsellors**
- **Life design and career counselling in adulthood.**
- **Evidence-based lifelong guidance practice and policy development.**
- **ICT in guidance.**
- **Cross-sectoral lifelong guidance networks.**
- **Leadership and management of cross-sectoral guidance provision.**





## Guidance and counselling services in Employment and Economic Development Offices

### ● Educational and vocational information services

In charge of guidance and counselling:

- education advisers

### ● Vocational guidance and career planning

In charge of guidance and counselling:

- vocational guidance psychologists

### ● Employment service

In charge of guidance and counselling:

- employment advisers and counsellors

### ● Vocational rehabilitation

In charge of guidance and counselling:

- special employment advisers
- rehabilitation advisers (for disabled jobseekers)
- vocational guidance psychologists (for all individual clients)

## Guidance and counselling services in educational institutions

### ● Comprehensive school (9 years)

In charge of guidance and counselling:

- class teachers
- subject teachers
- guidance counsellors

### ● (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

### ● Higher education (polytechnics and universities) (3-5 years)

In charge of guidance and counselling:

- specialist counsellors
- teachers

### ● Adult education institutions

In charge of guidance and counselling:

- teachers
- guidance counsellors

# GUIDANCE AND COUNSELLING SERVICES IN EMPLOYMENT AND ECONOMIC DEVELOPMENT OFFICES



**“Nuorison parasta tässä harrastetaan”<sup>★</sup>**

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# Staff training programmes for TE-offices

- Until 2014 the Finnish ministry of employment and the economy had an in-house training and development centre, Salmia (<http://www.salmia.fi>) which has been providing staff development programmes and further training for the staff members under their administration.
- In the 1970's and 1980's the vocational psychologists were required to attend a ten-week in-house training programme which focused on labour market policies, guidance theories and methodologies in guidance.
- Today this in-house training is still required in a shorter format.



# Staff training programmes for TE-offices (2)

- The Salmia Training and Development Centre organized also customized in-service training programmes for vocational psychologists and other career professionals on demand.
- In 2015 the Salmia activities were merged in the new development and administration unit of the ministry.



# Staff training programmes for TE-offices (3)

- Currently the Ministry provides in-house training for staff members in TE-offices (30 ECTS) in thematic modules:
  - Basic skills in career guidance
  - Labour market changes and lifelong guidance
  - Cross-sectoral co-operation and networking in guidance
  - Basic theories and methods
  - Specific annual themes
- Specific in-house training for vocational psychologists on annual specific themes.
- Online courses for staff members on key methodological approaches.



# National strategy for lifelong guidance services in Finland 2011-16

- Services will be equally accessible for all and they meet the individual needs.
- Individual career management skills will be strengthened.
- **Those who work in the field of guidance will have the required knowledge, skills and competences.**
- A quality assurance system for guidance will be developed.
- The guidance system will function as a coherent and holistic entity.



***Thank you!***  
***<https://www.jyu.fi/>***

