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Timo Kumpulainen (Ed)

# KEY FIGURES ON APPRENTICESHIP TRAINING IN FINLAND

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## Foreword

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### **Dear reader,**

Apprenticeship training is an excellent way to gain entry to the labour market. In Finland the low participation rates of students under 20 years of age and students dropping out of apprenticeship training leading to higher-level qualifications is a problem and an area needing improvement. Student numbers declined in the 2010s, which can be partly attributed to cuts in funding. In particular, funding for vocational further education and training provided in the form of apprenticeship training has been cut as part of the government austerity measures.

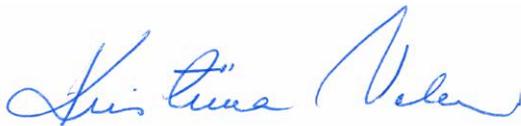
This report examines apprenticeship training in Finland from different perspectives. The themes covered are the number of students, completion of qualifications, education and training providers and funding in Finland. An international comparison is also included.

The main source of quantitative data on Finland is Vipunen, [www.vipunen.fi](http://www.vipunen.fi), the statistical data service provided by the education administration. The Cedefop Country Statistical Overview 2014 has been used as the primary source of international reference data.

The report is divided into five chapters, the first of which examines the number of students in apprenticeship training, student age and gender distribution, language groups and educational backgrounds. The second chapter examines the completion of an apprenticeship qualification through, among others, the duration of training, the most popular qualifications and the successful completion of studies. The third chapter deals with education and training providers and apprenticeship training workplaces. The fourth chapter contains information on the funding of apprenticeship training. The fifth chapter provides a description of the international context of apprenticeship training. Special attention is given to the Nordic countries and Germany in the country comparison.

The report was made in the unit Statistics and international affairs at the Finnish National Board of Education (FNBE). The contributors are Timo Kumpulainen (editor), Senior Adviser; Aapo Koukku, Counsellor of Education; Henri Lukkarinen, university intern and Paula Paronen, Adviser.

We would also like to thank Tuija Laukkanen, Counsellor of Education, from vocational upper secondary and adult education and training unit at FNBE, Mari Pastila-Eklund, Counsellor of education from the Ministry of Education and Culture and Hannele Savioja, Counsellor of Education, from the Anticipation and strategic development unit at FNBE for their contributions to this report. All the experts involved in preparing the report deserve thanks for their efforts.



Kristiina Volmari  
Head of Statistics and international affairs  
Finnish National Board of Education

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## Introduction

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One of the key aims of vocational education and training (VET) is to develop the concrete competences required in working life. A working life orientation has been added to all upper secondary level VET studies, but it is only in apprenticeship training that a majority of the studies must be given in the form of practical work assignments in a workplace. Apprenticeship training can also be used to offer more flexible approaches to training for and entering working life as well as refreshing and supplementing vocational competences during a career in response to changes in the labour market. It is the diverse training opportunities and an individualised plan made between the student and an employer that ensure the suitability of apprenticeship training for different types of students and employers.

Apprenticeship training is provided in the form of a fixed-term, practical work assignment based on a written employment contract and primarily carried out at a workplace. These studies are complemented by theoretical studies. The fixed-term employment contract (apprenticeship contract) is made between the employer and the apprentice, who must be at least 15 years old. The employer pays the apprentice's wages according to the applicable collective agreement. The student must have an on-the-job instructor at the workplace.

Apprenticeship training is integrated with the student's personal study plan, which is drafted based on the curriculum approved by the Finnish National Board of Education (FNBE) or competence-based qualification, taking into consideration the student's prior learning and the opportunities and requirements of the workplace. The personal study plan is jointly drafted by the student, employer and VET provider.

Youths and adults can complete vocational upper secondary qualifications and specialist vocational qualifications through apprenticeship training. Apprenticeship training can also be provided in cases where a qualification is not being

sought. Apprenticeship training gives the same eligibility as other forms of to advance to higher education studies after completing a qualification.

The provision of apprenticeship training is based on the authorisation to provide education issued by the Ministry of Education and Culture. The training provider is responsible for the administration of apprenticeship training and monitoring of apprenticeships. The training provider is responsible for, among others, assessing the suitability of the training workplace, the identification and recognition of the student's prior learning, approving the apprenticeship agreement, drafting the student's personal study plan, paying training compensation to employers, paying student financial aid and making arrangements for competence-based qualifications.

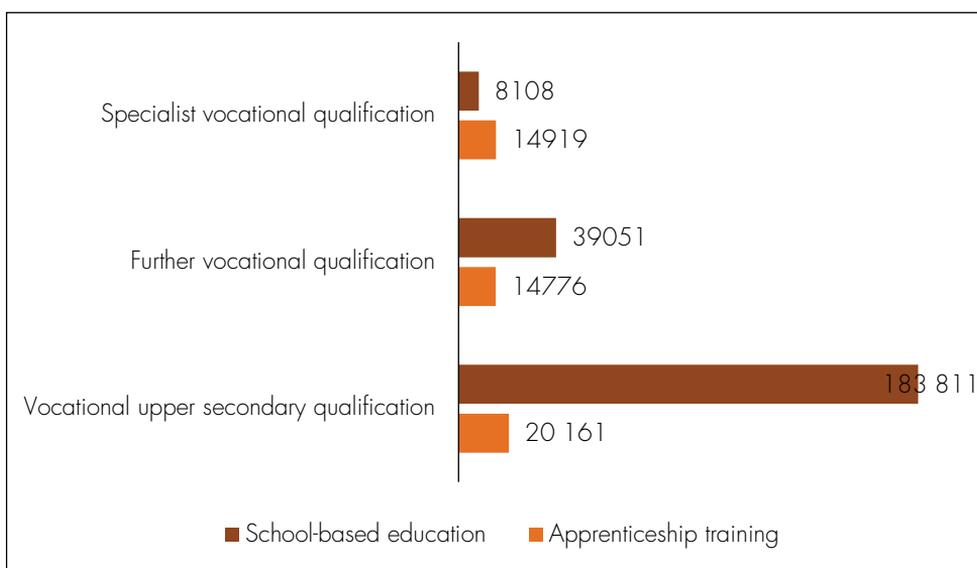
The benefit of apprenticeship is its practical working life orientation and excellent employment rate. The employment rate for students completing apprenticeship training five years after beginning studies is approximately 90 per cent, which is significantly higher than other types of VET qualifications (Aho & Mäkiäho 2014, 24). During a ten-year observation period, 8 per cent of students completing a vocational qualification in apprenticeship training had experienced unemployment, whereas 23 per cent of students completing upper secondary VET had experienced unemployment (Aho & Mäkiäho 2015, 22).

In 2014, 19 400 students began their apprenticeship training in Finland, with the total number of students in apprenticeship training being 48 800, which is approximately 20 per cent of all VET students. Government austerity measures have resulted in cuts to further VET provided as apprenticeship training, thus reducing the amount of funding and apprenticeship places available for apprenticeship training. Another characteristic typical of apprenticeship training is that, being a demand-based form of education, it responds quickly to the general economic and employment situation. When the economy and employment are strong, the demand for apprenticeship training rises, and when they are weak, the demand falls.

Student numbers have not declined only in Finland, but rather the same phenomenon has occurred in nearly all European countries during the 2010s. The European Alliance for Apprenticeships was launched in 2013 with a joint declaration by the European Commission, European labour market organisations and other stakeholders. Its aim is to facilitate youth employment and promote the transition from education and training to working life that same year, based on the European Alliance for Apprenticeships, the Council of the European Union adopted a declaration, in which the effectiveness and attractiveness of apprenticeship training would be enhanced by adhering to several common guiding principles related to the following matters and measures:

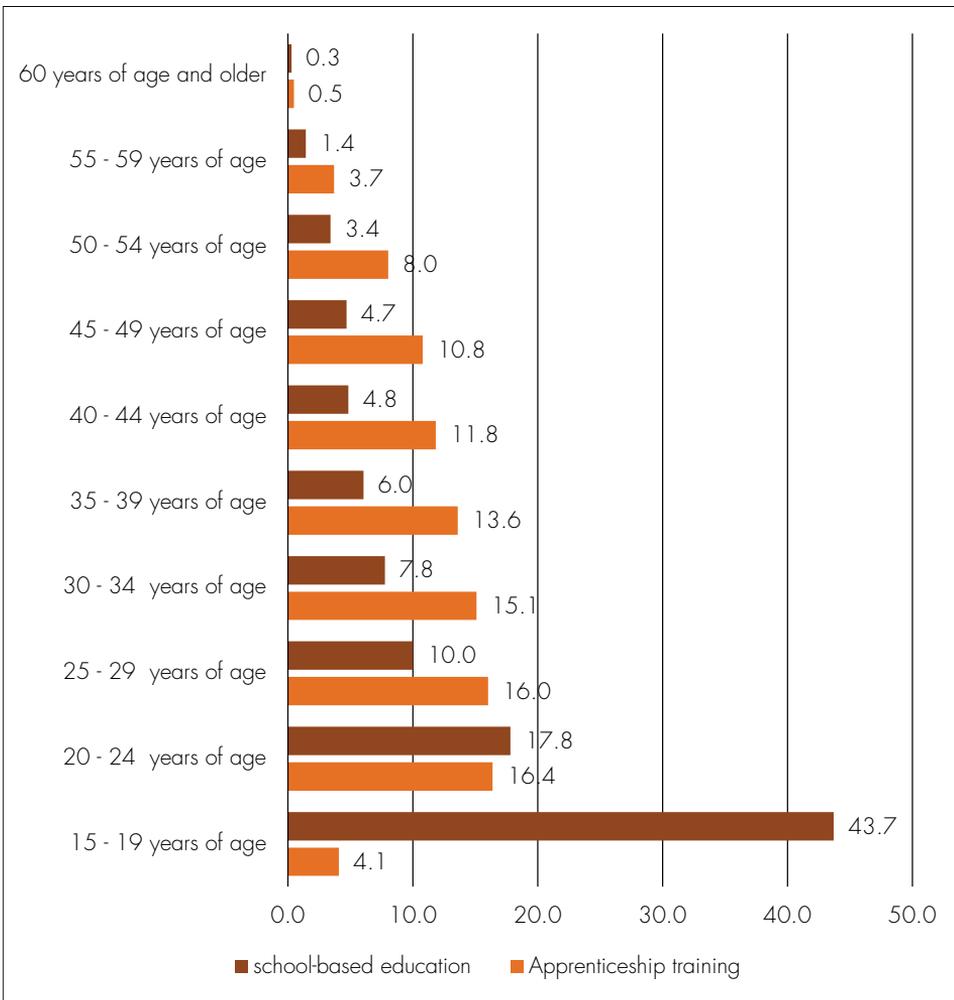
“Establishing an appropriate regulatory framework, whereby the responsibilities, rights and obligations of each party involved are clearly formulated; Encouraging national partnerships with social partners; Ensuring adequate integration of the apprenticeship schemes into the formal education and training system; Ensuring that the qualifications and competences gained and the learning process of apprenticeships are of high quality; Including a strong work-based high-quality learning and training component; Involving both employers and public authorities sufficiently in the funding of apprenticeship schemes; Covering multiple sectors and occupations, including new and innovative sectors; Facilitating the participation of young people with fewer opportunities by providing career guidance, preparatory training and other targeted support.”

In Finland, the VET system covers the needs of very different customer groups and implements the principle of life-long learning. The educational system has different forms of providing education and training and offers the possibility of demonstrating competence without having to complete a qualification. Students of widely varying ages participate in apprenticeship training. In VET for adults, the number of students in apprenticeship training accounts for a considerable percentage of all VET students.



**Figure 1.** Number of students in apprenticeship training and school-based education in Finland - 2014

Source: Statistics Finland – Vipunen – Education Statistics Finland



**Figure 2.** Age distribution (%) of students in apprenticeship training and school-based education in 2014

Source: Statistics Finland – Vipunen – Education Statistics Finland

In 2014 the percentage of students under 25 years of age in apprenticeship training was far lower than in institution-based education. Indeed, the focal point of apprenticeship development in the 2010s has been, in particular, youths in apprenticeship training. As part of the Youth Guarantee, an effort has been made in recent years to increase the percentage of youths in apprenticeship training, for example, by paying an increased training compensation for students just leaving basic education and by implementing a preliminary non-employment period of no more than six months preceding apprenticeship training.

The other problem is the low rate of completion in apprenticeship training. However, on average, early-leavers from education enjoy better job placement

than students in other forms of education and training, so this low rate of completion might often be attributable to employment.

An effort is being made to improve on-the-job learning opportunities for youths through the vocational upper secondary reform currently being prepared. The reform is one of the Government's key projects for 2016–2018. One of the key measures in the reform of vocational upper secondary education is the development of apprenticeships, which is also likely to affect apprenticeship training.

This report examines apprenticeship training in the light of statistics and provides an overview of Finnish apprenticeship training. The report deals with, for example, the number of students in apprenticeship training, completion of studies and qualifications.

The statistics are primarily limited to students fully completing their qualification and also cover other administrative sectors in addition to education and training under the education administration.

### **Apprenticeship training in Finland:**

- Apprenticeship training is a primarily work-based form of providing VET carried out under the supervision of a workplace instructor and based on the student's stated competence need.
- Apprenticeship training is based on a written fixed-term employment contract between an employer and a student, in which the student agrees to perform work for the employer for a wage, under the direction, supervision and guidance of the employer.
- Workplace training is supplemented with theoretical studies.
- A student at least 15 years of age may serve as an apprentice.
- In apprenticeship training, a personal study plan is always drafted for the student. The study plan is based on the student's stated competence needs.
- The workplace instructor is responsible for the guidance and assessment of the student at the workplace.
- In apprenticeship training, the employer is always paid training compensation to cover the costs for providing workplace training and guidance in on-the-job learning.
- The employer of an apprenticeship student going directly from basic education to apprenticeship training receives an increased subsidy.
- Because apprenticeship training in Finland is publicly funded, the student and employer will not have to pay any training costs.

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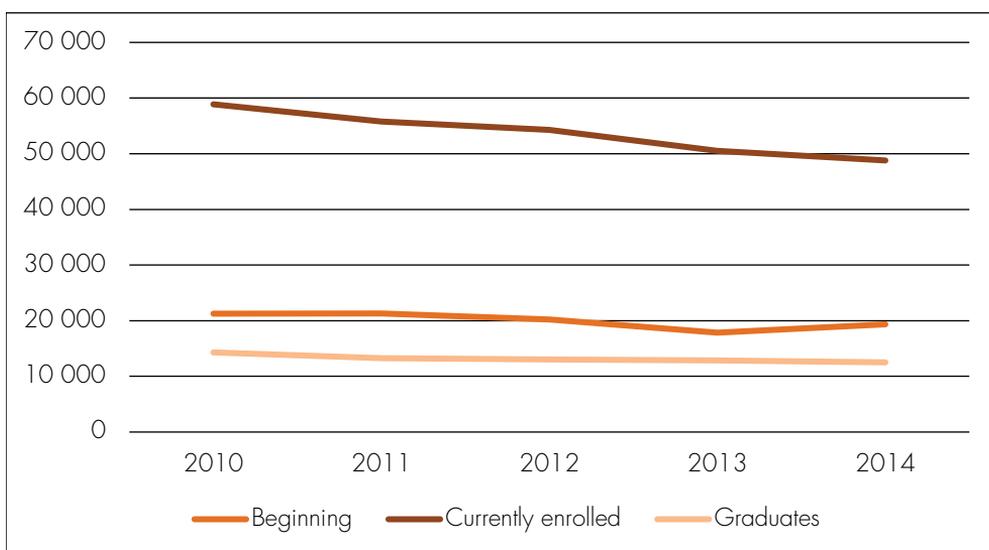
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## Student numbers in apprenticeship training

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- Apprenticeship training accounts for a significant percentage of all VET for adults. In 2014, approximately 36 per cent of all competence-based qualifications were completed in apprenticeship training.
- Approximately 80 per cent of all apprenticeship training students were 25 years or older.

In 2014 there were 48 800 students in qualification-oriented apprenticeship training. 19 240 students began their studies. A total of 12 500 students completed their vocational qualification as apprenticeship training. This accounts for roughly one-fourth of all vocational upper secondary qualifications completed in 2014.



**Figure 3.** Students beginning apprenticeship training, currently enrolled and graduates in 2010-2014.

Source: Statistics Finland – Vipunen – Education Statistics Finland

Approximately 18 per cent of all upper secondary VET students and 36 per cent of students in VET for adults are enrolled in apprenticeship training. In terms of the number of students, the largest VET field is Social sciences, business and administration, which accounts for 35 per cent of all students enrolled in institution-based education. The second-largest VET field is Technology, communications and transport.

**Table 1.** Students beginning apprenticeship training, currently enrolled and graduates in 2010-2014

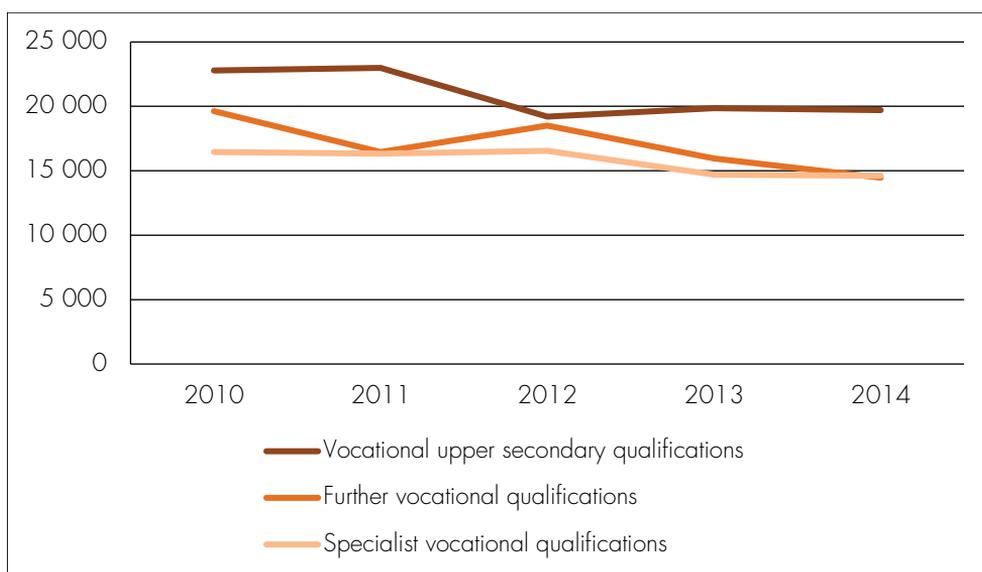
Year	2010			2011			2012		
VET field	Begin-ning	Currently enrolled	Gradu-ates	Begin-ning	Currently enrolled	Gradu-ates	Begin-ning	Currently enrolled	Gradu-ates
Humanities and education	488	1 212	304	449	1 177	264	526	1 313	310
Culture	540	1 377	242	534	1 367	252	454	1 344	273
Social sciences, business and administration	8 436	20 906	4 878	8 101	20 484	4 972	7 611	20 092	5 127
Natural sciences	195	777	200	159	602	186	90	441	159
Natural resources and the environment	466	1 261	258	495	1 241	214	407	1 192	251
Social services, health and sports	3 008	8 602	2 019	2 969	8 365	2 210	2 946	7 957	1 946
Tourism, catering and domestic services	1 905	4 317	1 036	1 981	4 534	1 036	2 105	4 785	1 180
Total	21 250	58 880	14 302	21 301	55 779	13 271	20 227	54 256	13 039
Year	2013			2014					
VET field	Begin-ning	Currently enrolled	Gradu-ates	Begin-ning	Currently enrolled	Gradu-ates			
Humanities and education	694	1 966	510	650	1 883	558			
Culture	316	1 079	301	343	892	189			
Social sciences, business and administration	6 139	17 763	4 993	7 456	17 129	4 454			
Natural sciences	94	305	84	99	283	92			
Natural resources and the environment	545	1 256	243	504	1 292	234			
Social services, health and sports	2 647	7 237	1 702	2 616	7 041	1 807			
Tourism, catering and domestic services	1 981	4 839	1 256	1 856	4 548	1 207			
Total	17 854	50 533	12 869	19 371	48 793	12 519			

Source: Statistics Finland – Vipunen – Education Statistics Finland

## 1.1. Students in vocational upper secondary education and training and vocational further education and training

Vocational upper secondary education includes apprenticeship training leading to vocational upper secondary qualifications and vocational further education and training includes apprenticeship training leading to further and specialist vocational qualifications. In addition, apprenticeship training students may study for part or parts of a qualification or take other non-qualification-oriented studies.

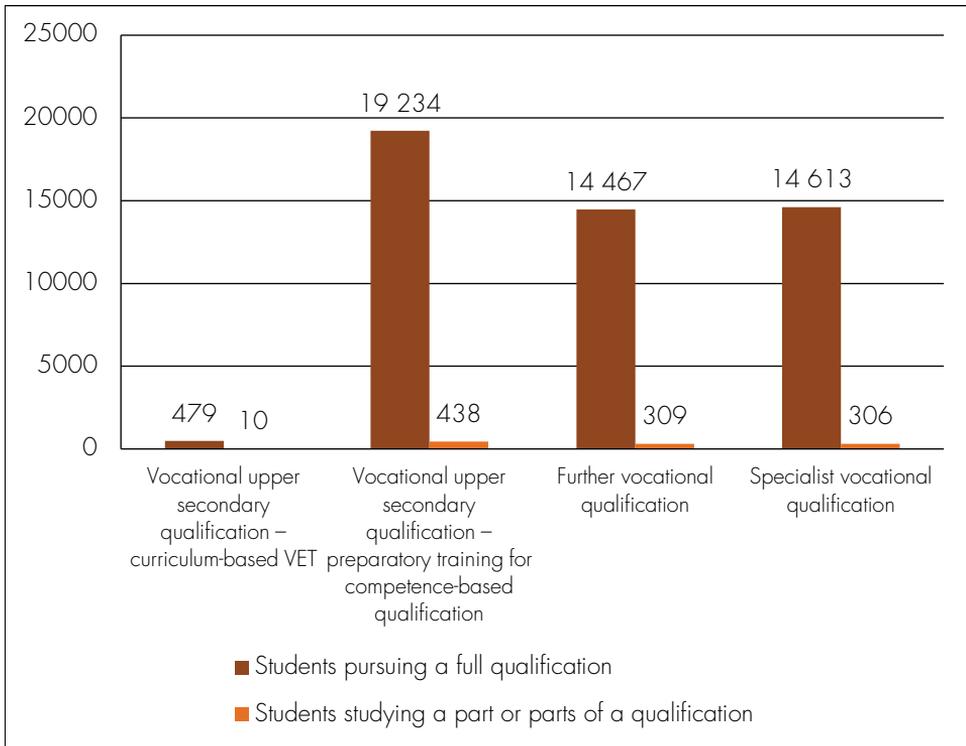
In 2014, 19 700 students studied for a vocational upper secondary qualification, 14,500 for a further vocational qualification and 14 600 for a specialist vocational qualification. In the 2010s, student numbers declined in all VET fields, but the sharpest drop occurred in the completion of further vocational qualifications. The number of students completing specialist vocational qualifications also saw a significant decline in the 2010s. This drop in numbers is the result of simultaneous cuts to funding for apprenticeship training in vocational further education and training and to the number of apprenticeship places as part of efforts to balance the state economy.



**Figure 4.** Number of students in apprenticeship training by type of VET in 2010-2014

Source: Statistics Finland – Vipunen – Education Statistics Finland

A majority of the apprenticeship training students are currently studying for a full qualification. In 2014 approximately 2 per cent of all apprenticeship training students were studying for part or parts of a qualification.



**Figure 5.** Number of students in apprenticeship training studying part or parts of a qualification in 2014

## 1.2. Student age and percentage of women

- The percentage of women has been on the rise in recent years and is especially strong in older age groups.

In 2014 women accounted for approximately 54 per cent of all apprenticeship training students. Of students 55-59 years of age, over 67 per cent were women. A majority of students under 20 years of age were men.

**Table 2.** All apprenticeship training students by age group and gender in 2010-2014

Age (years)	2010				2011				2012			
	Total	Men	Women	Per-centage of women	Total	Men	Women	Per-centage of women	Total	Men	Women	Per-centage of women
	lkm	lkm	lkm	%	lkm	lkm	lkm	%	lkm	lkm	lkm	%
Total	58 891	29 351	29 540	50.2	55 779	26 866	28 913	51.8	54 256	25 653	28 603	52.7
15-19	1 937	1 279	658	34.0	1 871	1 239	632	33.8	1 842	1 171	671	36.4
20-24	7 886	4 653	3 233	41.0	7 790	4 484	3 306	42.4	8 013	4 460	3 553	44.3
25-29	9 283	5 241	4 042	43.5	8 835	4 870	3 965	44.9	8 582	4 742	3 840	44.7
30-34	8 655	4 731	3 924	45.3	8 229	4 422	3 807	46.3	8 089	4 262	3 827	47.3
35-39	7 870	3 770	4 100	52.1	7 494	3 470	4 024	53.7	7 398	3 357	4 041	54.6
40-44	8 369	3 668	4 701	56.2	7 530	3 115	4 415	58.6	6 993	2 814	4 179	59.8
45-49	7 379	3 017	4 362	59.1	6 906	2 668	4 238	61.4	6 532	2 473	4 059	62.1
50-54	5 041	1 949	3 092	61.3	4 737	1 706	3 031	64.0	4 493	1 559	2 934	65.3
55-59	2 114	841	1 273	60.2	2 085	749	1 336	64.1	2 036	705	1 331	65.4
60-	349	199	150	43.0	286	136	150	52.4	267	107	160	59.9
no information	8	3	5	62.5	16	7	9	56.3	11	3	8	72.7

Age (years)	2013				2014			
	Total	Men	Women	Per-centage of women	Total	Men	Women	Per-centage of women
	lkm	lkm	lkm	%	lkm	lkm	lkm	%
Total	50 533	23 253	27 280	54.0	48 793	22 364	26 429	54.2
15-19	1 987	1 187	800	40.3	1 997	1 174	823	41.2
20-24	8 064	4 402	3 662	45.4	7 987	4 272	3 715	46.5
25-29	8 057	4 293	3 764	46.7	7 809	4 170	3 639	46.6
30-34	7 622	3 889	3 733	49.0	7 406	3 678	3 728	50.3
35-39	6 813	2 989	3 824	56.1	6 653	2 961	3 692	55.5
40-44	6 148	2 371	3 777	61.4	5 781	2 262	3 519	60.9
45-49	5 798	2 100	3 698	63.8	5 274	1 896	3 378	64.1
50-54	4 039	1 352	2 687	66.5	3 909	1 292	2 617	66.9
55-59	1 792	578	1 214	67.7	1 756	571	1 185	67.5
60-	212	91	121	57.1	221	88	133	60.2
no information	1	1	0	0.0	0	0	0	0.0

Source: Statistics Finland – Vipunen – Education Statistics Finland

Approximately 80 per cent of all apprenticeship training students were 25 years or older. Most students of 25 years or older studied in the fields of Culture (86 %) and Social sciences, business and administration (86 %) and the fewest studied in the field of Natural resources and the environment (56 %).

Only 4 per cent of all apprenticeship training students were 19 years or younger. Similarly, 4 per cent of all apprenticeship training students were 55 years or older.

**Table 3.** Apprenticeship students by age group and VET field in 2014

VET field							
	-19	20-24	25-29	35-39	40-44	45-49	50-54
	lkm	lkm	lkm	lkm	lkm	lkm	lkm
Total	1842	8 013	8 582	7 398	6 993	6 532	4 493
Humanities and education	24	192	219	172	184	168	107
Culture	18	171	220	191	169	174	117
Social sciences, business and administration	317	2 041	2 686	3 144	3 015	2 820	1 976
Natural sciences	6	49	70	66	71	56	31
Technology, communications and transport	911	3 302	3 181	2 037	1 778	1 643	1 045
Natural resources and the environment	190	334	238	103	80	61	35
Social services, health and sports	192	1 256	1 193	1 037	1 084	1 043	734
Tourism, catering and domestic services	184	668	775	648	612	567	448
VET field							
	55-59	60-	N/A puutuu	Total	Percentage by VET field	Number and percentage of students at least 25 years of age	
	lkm	lkm	lkm	lkm	%	lkm	%
Total	2 036	267	11	54 256	100.0	44 390	81.8
Humanities and education	52	1	0	1 313	2.4	1 097	83.5
Culture	45	6	1	1 344	2.5	1 154	85.9
Social sciences, business and administration	951	129	3	20 092	37.0	17 731	88.2
Natural sciences	5	1	0	441	0.8	386	87.5
Technology, communications and transport	481	89	3	17 132	31.6	12 916	75.4
Natural resources and the environment	13	3	1	1 192	2.2	667	56.0
Social services, health and sports	271	19	1	7 957	14.7	6 508	81.8
Tourism, catering and domestic services	218	19	2	4 785	8.8	3 931	82.2

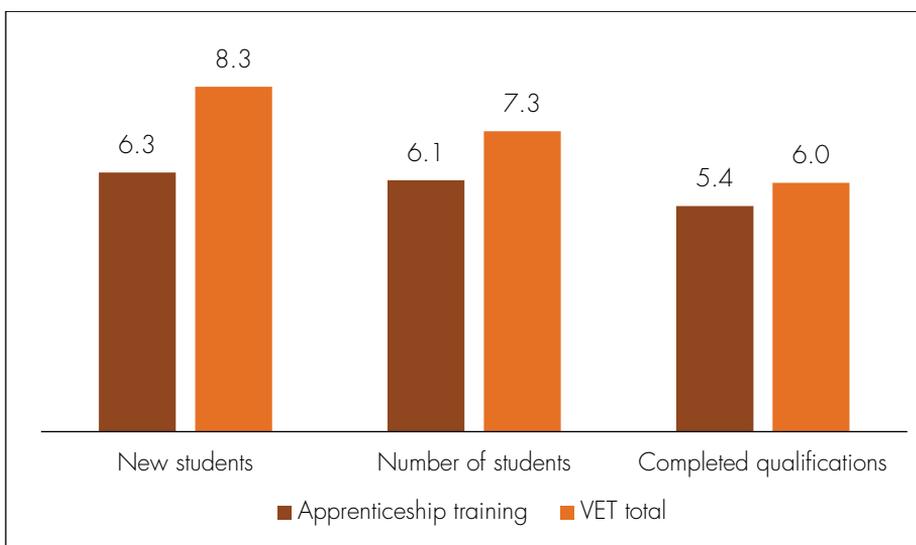
Source: Statistics Finland – Vipunen – Education Statistics Finland

### 1.3. Foreign-language students

- Relatively fewer foreign-language students are enrolled in apprenticeship training than in institution-based education.

In 2014 approximately 3 000 foreign-language students were enrolled in apprenticeship training, which accounts for approximately six per cent of all apprenticeship training students. The percentage of foreign-language apprenticeship training students has risen somewhat since 2010, at which time the percentage was 4.1 per cent.

Slightly fewer foreign-language students are enrolled in apprenticeship training than VET overall. In 2014, 8.3 per cent of the students beginning VET and only 6.3 of the students beginning apprenticeship training were speakers of a foreign language.



**Figure 6.** Foreign-speaking students in VET - 2014

Source: Statistics Finland – Vipunen – Education Statistics Finland

**Table 4.** Foreign-speaking students in VET 2014

Year	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014	2014
	Number	Percent- age 2010 (%)	Number	Percent- age 2011 (%)	Number	Percent- age 2012 (%)	Number	Percent- age 2013 (%)	Number	Percent- age 2014 (%)	All students
Apprenticeship training											
New students	872	4.1	1 055	5.0	1 050	5.2	1 166	6.5	1 213	6.3	19 371
Number of students	2 483	4.2	2 642	4.7	2 668	4.9	2 832	5.6	2 965	6.1	48 793
Completed qualifications	457	3.4	569	4.3	631	4.8	634	4.9	682	5.4	12 519

Source: Statistics Finland – Vipunen – Education Statistics Finland

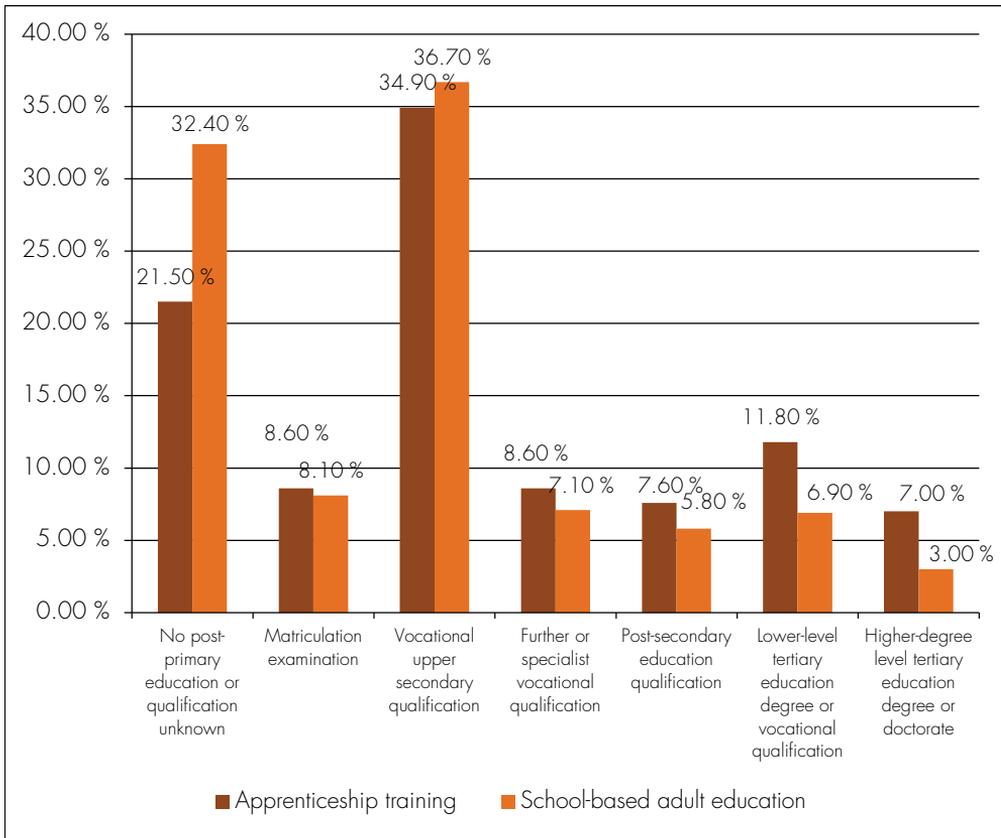
## 1.4. Educational background

- A majority of the students beginning apprenticeship training hold a post-secondary qualification

In 2014 nearly 80 per cent of all students beginning apprenticeship training had completed a post-secondary qualification. Thirty-five per cent of students beginning their studies held a vocational upper secondary qualification and 20 per cent held a university-level degree earned at a university of applied sciences or university.

In some VET fields, the apprenticeship training students had a very advanced educational background. For example, approximately 63 per cent of the students studying for a Specialist Qualification in Management (in which there were a large number of students enrolled) held some kind of university-level degree. The educational background of new students in this field was even more advanced.

On the whole, the educational background of students beginning apprenticeship training is somewhat higher than that of students beginning institution-based VET for adults. Of the students beginning institution-based VET for adults, 32 per cent did not hold a post-secondary qualification, while the corresponding figure for apprenticeship training students was just under 22 per cent.



**Figure 7.** Students with a previous educational background beginning apprenticeship training and school-based adult education in 2014

Source: Statistics Finland – Vipunen – Education Statistics Finland

**Table 5.** Students with a previous educational background beginning apprenticeship training and school-based adult education in 2014

	No post-primary education or qualification unknown	Matriculation examination	Vocational upper secondary qualification	Further or specialist vocational qualification	Post-secondary education qualification	Lower-level tertiary education degree or vocational qualification	Higher-degree level tertiary education degree or doctorate	Total
Apprenticeship training	11 139	4 633	19 132	4 334	4 495	4 964	2 769	51 466
Humanities and education	507	205	784	232	117	109	31	1 985
Culture	137	143	283	114	133	192	82	1 084
Social sciences, business and administration	2 305	1 931	4 654	1 209	2 609	3 029	2 073	17 810
Natural sciences	63	35	103	24	30	40	11	306
Technology, communications and transport	3 972	1 098	7 440	1 358	924	1 029	456	16 277
Natural resources and the environment	467	161	496	76	39	46	16	1 301
Social services, health and sports	1 878	690	3 368	784	466	341	65	7 592
Tourism, catering and domestic services	1 810	370	2 004	537	177	178	35	5 111
Total	11 139	4 633	19 132	4 334	4 495	4 964	2 769	51 466

Source: Statistics Finland – Vipunen – Education Statistics Finland

## 1.5. Students with special needs in apprenticeship training

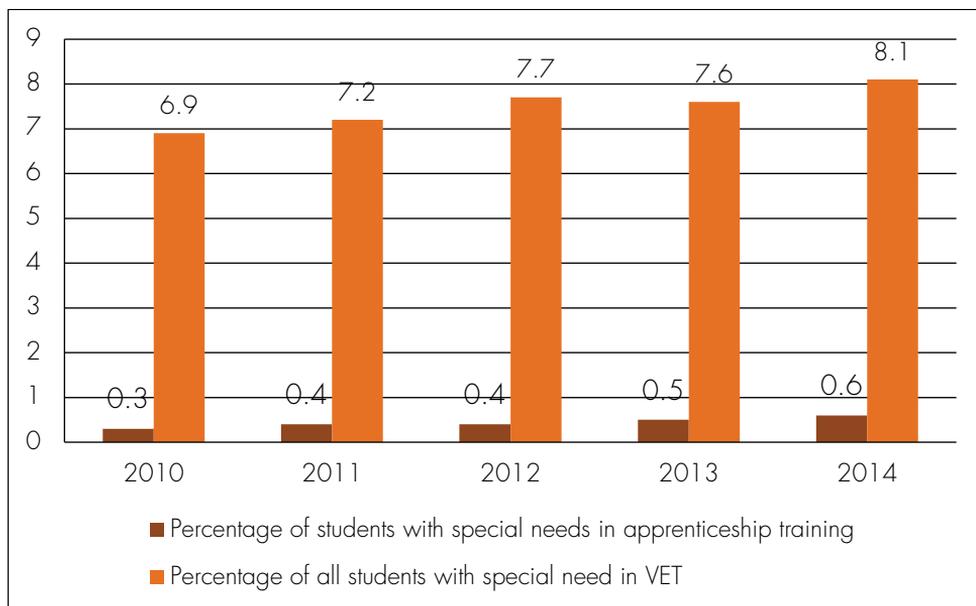
- Very few students with special needs are enrolled in apprenticeship training.
- In 2014, 0.6 per cent of all students in apprenticeship training were special needs students (280 students).

Vocational special needs education is intended for students who need special educational arrangements or student welfare services due to a disability, disease, developmental impairment, emotional disorder or other reason. A personal plan for the provision of education and training must be drafted for the

student. Special needs education may be provided in groups together with other students or in their own groups. Special needs education is provided as vocational upper secondary education and training and competence-based education and training, either institution-based or in the form of apprenticeship training. Students in vocational special needs education can achieve the same qualification as students in other VET.

A majority of the special needs students are provided with institution-based vocational upper secondary education and training. The number of students requiring special needs education has risen in institution-based vocational upper secondary education and training during the period 2010-2014. In 2014, there were approximately 21 000 students in vocational special needs education. This accounts for 16.5 per cent of all vocational upper secondary students. The percentage of special needs students in competence-based qualifications and apprenticeship training was far lower. Less than one per cent of all students enrolled in these two forms of VET received special needs education.

In 2014, 0.6 per cent of all students in apprenticeship training were special needs students (280 students). Of these, 69 were studying for a Vocational Qualification in Social and Health Care and 26 for a Vocational Qualification in Child Care and Education and Family Welfare.



**Figure 8.** Percentage of students with special needs in apprenticeship training and VET as a whole in 2010-2014

Source: Statistics Finland – Vipunen – Education Statistics Finland

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# 2

## Students completing a qualification

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- In 2014 just under a fifth of all vocational upper secondary qualifications were completed as apprenticeship training.

All the same vocational upper secondary and further education and training qualifications available in institutions are also available for apprenticeship training. Furthermore, the qualification requirements approved by the Finnish National Board of Education, are observed in all education and training provided.

In 2014 a total of approximately 11 400 qualifications were completed in apprenticeship training. This is approximately 3 000 fewer qualifications than in 2010. This decline in number is likely due to cuts in funding and the volume of apprenticeship training made in 2013-2015. When examined by type of education and training, the number of specialist vocational qualifications completed has remained at the same level as for 2010.

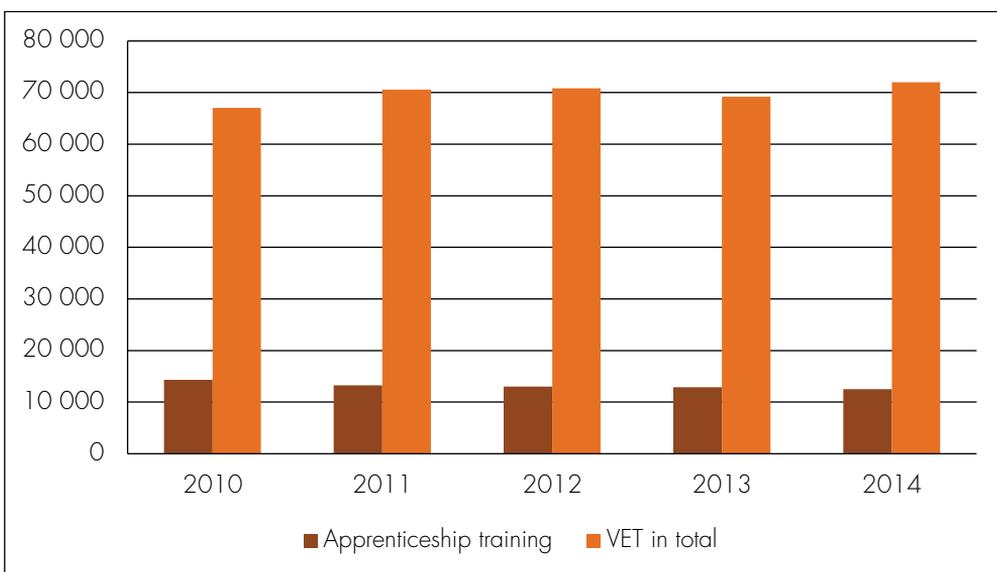
When examined by field of education and training, the largest number of qualifications was completed in the field of Social sciences, business and administration. Since 2010, the number of qualifications completed in the above-mentioned field has increased slightly, while the number of qualifications in Technology, communications and transport has dropped significantly.

**Table 6.** Students completing a qualification in apprenticeship training by type of training and VET field in 2010-2014

Year	2010				2011				2012			
VET field	Vocational upper secondary qualifications	Further vocational qualification	Specialist vocational qualification	Total	Vocational upper secondary qualifications	Further vocational qualification	Specialist vocational qualification	Total	Vocational upper secondary qualifications	Further vocational qualification	Specialist vocational qualification	Total
Humanities and education	201	103	0	304	183	81	0	264	221	89	0	310
Culture	43	179	20	242	43	19	14	76	53	214	6	273
Social sciences, business and administration	805	1 947	2 126	4878	1 860	1 061	2 051	4972	713	2 019	2 395	5 127
Natural sciences	168	28	4	200	169	15	2	186	122	36	1	159
Technology, communications and transport	2 903	1 378	1 084	5365	1 884	1 452	801	4137	1 375	1 355	1 063	3 793
Natural resources and the environment	127	116	15	258	86	108	20	214	99	148	4	251
Social services, health and sports	1 398	483	138	2019	1 521	562	127	2210	1 256	551	139	1 946
Tourism, catering and domestic services	278	402	356	1036	263	437	336	1036	251	609	320	1 180
<b>Total</b>	<b>5 923</b>	<b>4 636</b>	<b>3 743</b>	<b>14302</b>	<b>6 009</b>	<b>3 735</b>	<b>3 351</b>	<b>13095</b>	<b>4 090</b>	<b>5 021</b>	<b>3 928</b>	<b>13 039</b>
	2013				2014							
Humanities and education	227	279	4	510	314	240	4	558				
Culture	54	207	40	301	47	128	14	189				
Social sciences, business and administration	743	2 007	2 243	4993	1 049	1 587	1 818	4 454				
Natural sciences	52	31	1	84	63	29		92				
Technology, communications and transport	1 300	1 345	1 135	3780	1 608	1 191	1 179	3 978				
Natural resources and the environment	115	116	12	243	120	111	3	234				
Social services, health and sports	1 276	262	164	1702	1 462	174	171	1 807				
Tourism, catering and domestic services	284	546	426	1256	365	482	360	1 207				
<b>Total</b>	<b>4 051</b>	<b>4 793</b>	<b>4 025</b>	<b>12869</b>	<b>5 028</b>	<b>3 942</b>	<b>3 549</b>	<b>12 519</b>				

Source: Statistics Finland – Vipunen – Education Statistics Finland

In 2014 just under a fifth of all vocational upper secondary qualifications were completed as apprenticeship training. The relative share has fallen approximately 4 percentage points since 2010.

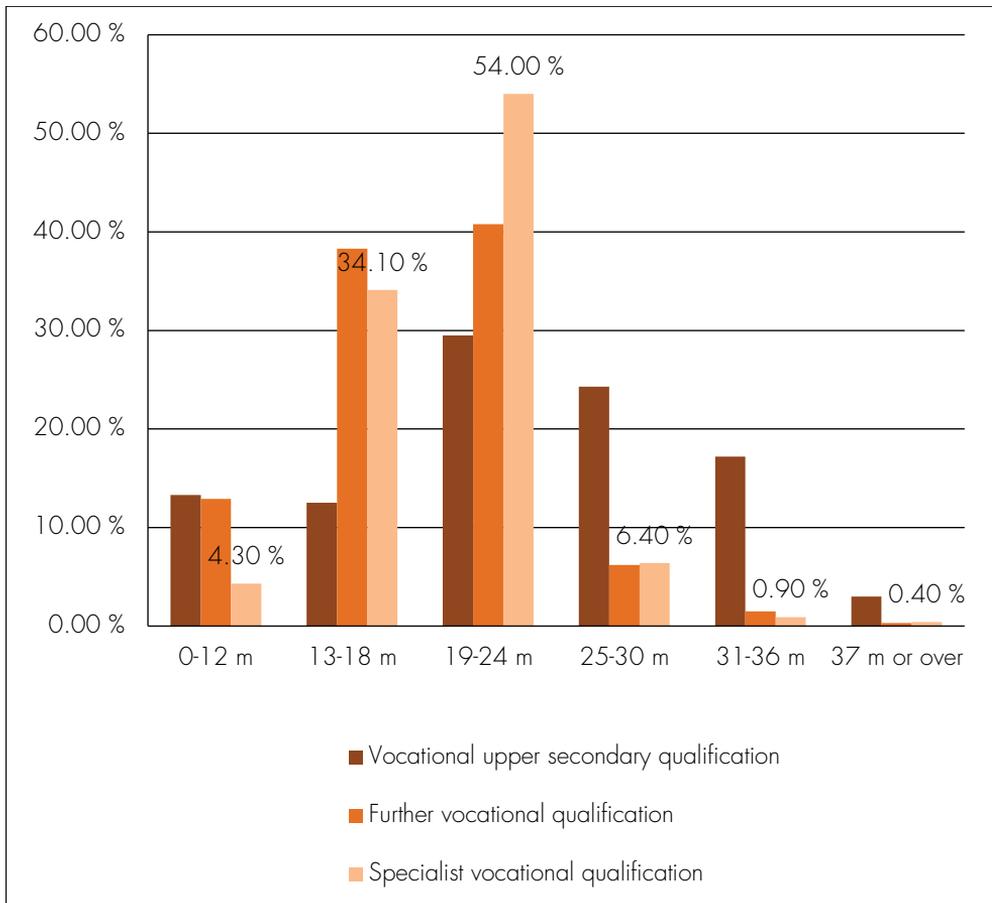


**Figure 9.** Students completing qualifications in 2010-2014

## 2.1. Time taken to complete a qualification

A majority of the apprenticeship training students completing a qualification study for no more than two years. In 2013 nearly all (92 %) apprenticeship training students completing a further and specialist vocational qualification studied for two years or less. Over half of all students completing a further vocational qualification studied for 1.5 years or less.

In addition to this, over half (55 %) of the students completing a vocational upper secondary qualification in 2013 did so in two years.



**Figure 10.** Time taken to complete apprenticeship training (Students completing qualifications in 2013) (months)

Source: Statistics Finland – Vipunen – Education Statistics Finland

**Table 7.** Students completing an apprenticeship qualification by duration of training in 2013 (months)

	0-12 m	13-18 m	19-24 m	25-30 m	31-36 m	37-42 m	43-48 m	49 m or over	No information	Total
Vocational upper secondary qualification	540	507	1 197	986	696	73	30	21	1	4 051
Further vocational qualification	619	1 837	1 954	298	72	4	4	4	1	4 793
Specialist vocational qualification	172	1 372	2 172	257	38	11	3			4 025
Total	1 331	3 716	5 323	1 541	806	88	37	25	2	12 869

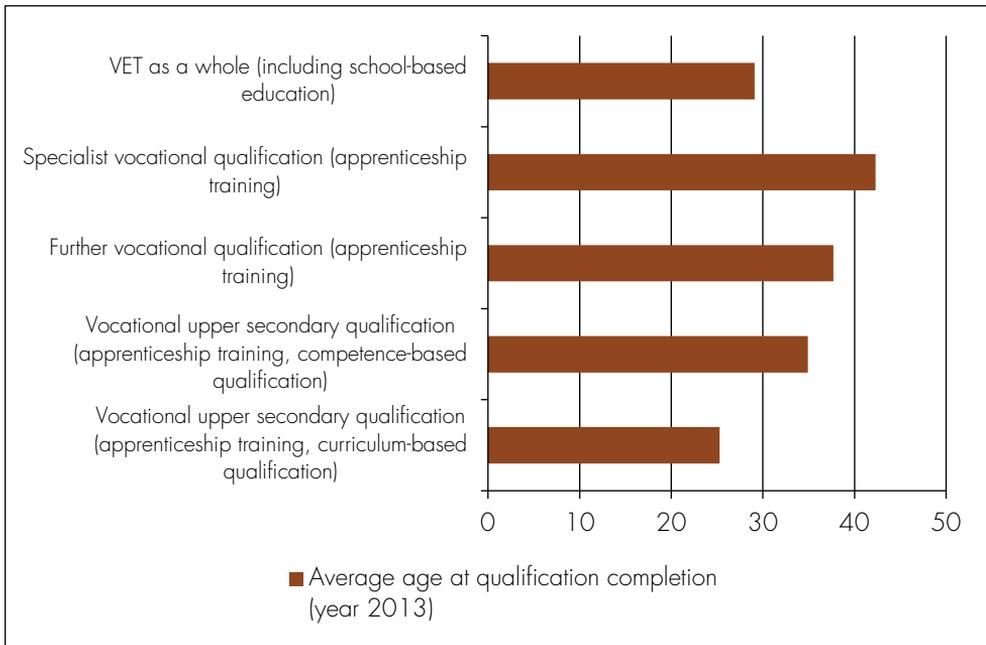
A competence-based vocational upper secondary qualification completed in apprenticeship training takes an average of 2.5 years, a further vocational qualification 2.1 years and a specialist vocational qualification 2.2 years.

### 2.5.1. Average age of students completing a qualification

- In 2013 the average age of students completing a vocational upper secondary qualification in apprenticeship training was 34 years.

The age of students completing a qualification in apprenticeship training is roughly the same as that of students in institution-based education. The average age of students completing a competence-based vocational upper secondary qualification was 35 years, while the average age of students completing an equivalent qualification in institution-based education was just under 36 years. The age of students completing further and specialist vocational qualifications in apprenticeship training and institution-based education were very close to one another. The average age of students completing a specialist vocational qualification in apprenticeship training was 42 years.

The average age of all students completing a vocational qualification was 29 years. The average age of students completing a vocational upper secondary qualification in apprenticeship training was 21 years. Only a very small number of students are enrolled in studies equivalent to apprenticeship training.



**Figure 11.** Average age at qualification completion (year 2013)

Source: Statistics Finland – Vipunen – Education Statistics Finland

### 2.1.2. Most popular qualifications

The Specialist Qualification in Management has remained popular from year to year. In 2014 however, the Practical Nurse, Vocational Qualification in Social and Health Care rose to become one of the most popular apprenticeship training subjects, with 1 293 such qualifications being completed. The second most popular was the Specialist Qualification in Management (1 160 qualifications), which is approximately 300 fewer qualifications than in 2013. The number of Practical Nurse qualifications completed has been on the rise despite the decline in the overall number of students and qualifications completed.

**Table 8.** Most popular qualifications completed as apprenticeship training in 2011-2014

Year 2011 Qualification	Completed qualifications (no.)	Year 2012 Qualification	Completed qualifications (no.)
1. Business administration, Vocational Qualification in Business and Administration	1860	1. Specialist Qualification in Management	1560
2. Practical Nurse, Vocational Qualification in Social and Health Care	1401	2. Practical Nurse, Vocational Qualification in Social and Health Care	1149
3. Specialist Qualification in Management	1328	3. Further Qualification in Sales	865
4. Vocational Qualification in Logistics	780	4. Business administration, Vocational Qualification in Business and Administration	713
5. Specialist Qualification in Technology	418	5. Further Qualification in Institutional Cleaning	459
6. Specialist Qualification in Business Management; Specialist Qualification for Entrepreneurs	392	6. Specialist Qualification in Business Management; Specialist Qualification for Entrepreneurs	458
7. Further Qualification for Entrepreneurs	355	7. Specialist Qualification in Technology	422
8. Further Qualification in Institutional Cleaning	318	8. Specialist Qualification in Product Development	391
9. Specialist Qualification for Shop Managers	307	9. Further Qualification for Entrepreneurs	388
10. Vocational Qualification in Building Maintenance Technology	228	10. Specialist Qualification for Shop Managers	331
11. Further Qualification for Special Needs Assistants in Educational Institutions	217	11. Vocational Qualification in Logistics	265
12. Vocational Qualification in Construction	187	12. Vocational Qualification in Construction	209
13. Specialist Qualification in Product Development	186	13. Further Qualification for Child Minders	200
14. Further Qualification in Financing and Insurance	177	14. Specialist Qualification in Hotel and Restaurant Management	160
15. Specialist Qualification in Hotel and Restaurant Management	172	15. Vocational Qualification in Vehicle Technology	158
Year 2013 Qualification	Completed qualifications (no.)	Year 2014 Qualification	Completed qualifications (no.)
1. Specialist Qualification in Management	1418	1. Practical Nurse, Vocational Qualification in Social and Health Care	1293
2. Practical Nurse, Vocational Qualification in Social and Health Care	1137	2. Specialist Qualification in Management	1106
3. Further Qualification in Sales	804	3. Business administration, Vocational Qualification in Business and Administration	1049
4. Business administration, Vocational Qualification in Business and Administration	743	4. Further Qualification in Sales	560
5. Further Qualification for Entrepreneurs	466	5. Specialist Qualification in Technology	494
6. Further Qualification in Institutional Cleaning	412	6. Further Qualification for Entrepreneurs	444
7. Specialist Qualification in Technology	411	7. Further Qualification in Institutional Cleaning	377
8. Specialist Qualification in Business Management; Specialist Qualification for Entrepreneurs	396	8. Specialist Qualification in Property Maintenance Operatives	328
9. Specialist Qualification in Product Development	393	9. Specialist Qualification in Business Management; Specialist Qualification for Entrepreneurs	295
10. Specialist Qualification for Shop Managers	338	10. Specialist Qualification for Shop Managers	294
11. Specialist Qualification in Property Maintenance Operatives	248	11. Vocational Qualification in Logistics	288
12. Specialist Qualification in Hotel and Restaurant Management	234	12. Specialist Qualification in Product Development	280
13. Specialist Qualification for Hotel, Restaurant and Catering Service Managers	208	13. Specialist Qualification for Hotel, Restaurant and Catering Service Managers	261
14. Specialist Qualification in Learning Support and Morning and Afternoon Club Activity Instruction at School	195	14. Vocational Qualification in Child Care and Education and Family Welfare	222
15. Vocational Qualification in Logistics	178	15. Specialist Qualification in Learning Support and Morning and Afternoon Club Activity Instruction at School	184

Source: Statistics Finland – Vipunen – Education Statistics Finland

## 2.3. Completion of training and study progress

- Apprenticeship training opens the door to working life - the completion of studies in school-based education is weaker.

When examining the progress of studies in apprenticeship training, one key observation is that a small percentage of students leaving apprenticeship training early belongs to a group of students, who hold no qualifications, are not studying and are unemployed. During both review periods, approximately one per cent of all students fell into this group, which is significantly lower than in institution-based vocational education and training. A clear majority of the students not completing a qualification were employed in working life. Indeed, the percentage of students not completing a qualification and gaining employment in working life is greater than that of students completing a qualification, when shifting the focus from a three-year to a five-year examination. These figures support previous findings concerning the importance of work experience in gaining entry to working life (Aho & Mäkiäho 2015). As work-based qualifications, apprenticeships and competence-based qualifications provide students with a concrete channel to working life, where the actual completion of a qualification is perhaps not considered very important.

The completion rates for apprenticeship training were 48.6 per cent during a three-year study period and 55.8 per cent during a five-year study period. These are rather low completion rates when compared to, for example, vocational upper secondary education and training, in which the completion rate is 61.8 per cent during a three-year study period and 75.8 per cent during a five-year study period. In many cases, the reason for early leaving may actually be gaining employment. Completion rates also vary very widely between the different VET fields.

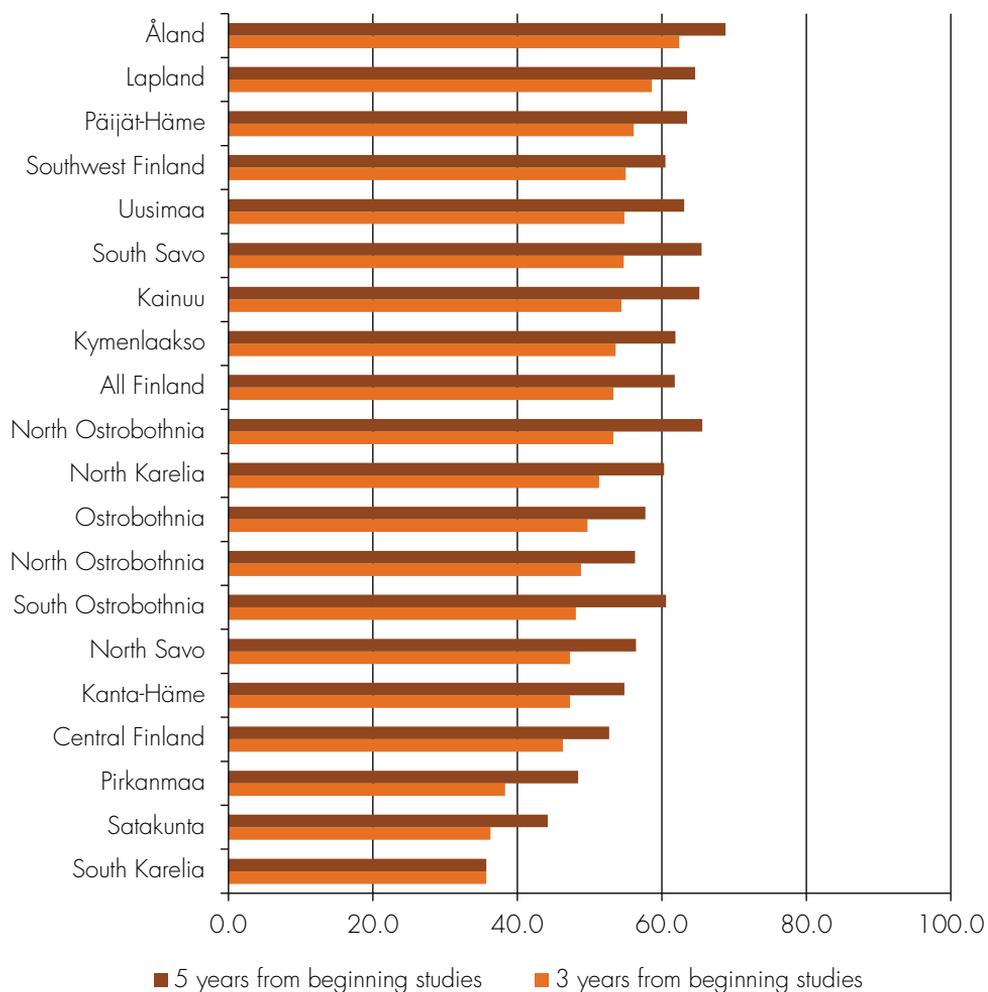
**Table 9.** Study progress of apprenticeship training students 3 and 5 years from the beginning of studies (start year 2007, percentage \*)

VET field	Qualification in original form of VET	Qualification in another form of VET	Studying in original form of VET	Studying in another form of VET	No qualification, not studying, employed	No qualification, not studying, unemployed	Total
3 years from beginning studies	48.6	1.5	25.4	2.4	21.1	0.9	100
3 years from beginning studies	55.8	2.7	2.8	2.8	35.1	0.8	100

Source: Statistics Finland – Vipunen – Education Statistics Finland

Where regions are concerned, the average completion rates during a three-year study period differ significantly between South Karelia, Päijät-Häme and Åland islands. In South Karelia, the three-year completion rate is over 60 per cent, which is considerably higher than the average. The completion rates for Päijät-Häme, Lapland and Åland islands, on the other hand, remained below 40 per cent. In Åland islands, however, the student numbers are quite low, so the completion rate must be taken with a certain degree of reservation.

When examining five-year study periods, the completion rates in several regions rise above 60 per cent, with the highest completion rate still found in South Karelia. The biggest improvement in completion rates between three and five years was in North Karelia, where the completion rate rose above 10 percentage points, making it the second highest in the country. In Lapland and Päijät-Häme, the completion rate rose above 40 per cent, but these remain the lowest rates in the country after Åland islands, where there has been no change.



**Figure 12.** Study progress of apprenticeship training students 3 and 5 years from the beginning of studies (start year 2007, percentage \*)

Source: Statistics Finland – Vipunen – Education Statistics Finland

The completion rate for a vocational upper secondary qualification completed in apprenticeship training was, on average, 41 per cent. However, completion varied between VET fields, with Humanities and education reaching 58 per cent, while in Social sciences, business and administration only 23 per cent of students beginning studies in 2007 completed a qualification. The completion per cent among women was higher in all VET fields, with the biggest difference within a given VET field being over 20 percentage points.

During a five-year review period, the average completion rate for a vocational upper secondary qualification completed in apprenticeship training rose to approximately 54 per cent. The completion rate for qualifications in Natural sciences rose nearly 30 percentage points, which was the largest increase in completion rate. The completion rate for qualifications in Social sciences, business and administration remained the weakest, particularly among men (28.1%)

# 3 Education providers

In 2014 the two largest apprenticeship training providers were the City of Helsinki and City of Tampere. In VET provided by the City of Helsinki, nearly 900 qualifications were completed in apprenticeship training, which is approximately 300 fewer qualifications than in 2012.

**Table 10.** Students beginning apprenticeship training, currently enrolled and graduates in 2014

Apprenticeship provider	Beginning	Currently enrolled	Graduates
Ami-Säätiö (Amiedu)	845	1 681	431
Ammattienedistämislaitossäätiö (AEL)	578	1 177	362
Ava-Instituutin Kannatusyhdistys Ry	87	164	33
Axxell Utbildning Ab	56	234	90
Espoon seudun Koulutuskuntayhtymä (Omnia)	899	2 113	575
Etelä-Karjalan Koulutuskuntayhtymä (Saimaa Vocational College Sampo)	272	771	157
Etelä-Savon Koulutus Oy (South Savo Vocational College)	275	798	196
Haaga Instituutti-Säätiö	133	216	46
Haus Kehittämiskeskus Oy (HAUS Finnish Institute of Public Management Ltd)	15	31	7
Helsingin Diakonissalaitoksen Säätiö (Helsinki Deaconess Institute)	1	1	0
City of Helsinki	1 725	4 036	892
Helsinki Business College Oy	139	274	41
Hengityslitto Heli Ry (Organisation for Respiratory Health in Finland)	37	77	26
Hevosopisto Oy (Ypäjä Equine College)	19	21	1
Hyria Koulutus Oy (Hyria Education)	277	746	197
Itä-Savon Koulutuskuntayhtymä (Savonlinna Vocational College SAMI)	89	307	94
Itä-Uudenmaan Koulutuskuntayhtymä	351	874	255
Municipality of Jalasjärvi	22	85	16
Jokilaaksojen Koulutuskuntayhtymä (Federation of Education in Jokilaaksot)	177	544	195
Jollas-institute Oy	133	252	110
Jyväskylän Koulutuskuntayhtymä (Federation of Education in city of Jyväskylä)	704	1 718	380

Apprenticeship provider	Beginning	Currently enrolled	Graduates
Jyväskylän Kristillisen Opiston Säätiö (Jyväskylä Christian Institute)	20	86	35
Järviseudun Koulutuskuntayhtymä (Järviseutu Vocational Institute)	125	318	92
City of Kajaani	207	435	99
Kanneljärven Kansanopiston Kannatusyhdistys	2	14	6
Kauppiaitten Kauppaoppilaitos Oy (Mercuria Business College)	47	109	41
City of Kemijärvi	77	134	26
Kemi-Tornionlaakson Koulutuskuntayhtymä (Vocational College Lappia)	241	638	124
Keski-Pohjanmaan Koulutuskuntayhtymä (Federation of Education in Central Ostrobothnia)	185	687	148
Keski-Uudenmaan Koulutuskuntayhtymä (Keuda Group)	603	1 445	445
Kiinteistöalan Koulutussäätiö (Kiinko Real Estate Education)	12	18	1
K-instituutti Oy (K-Institute)	1	72	72
Kirkkopalvelut Ry (Church Training College)	344	675	130
Koillis-Suomen Aikuiskoulutus Oy	55	115	23
Kotkan-Haminan Seudun Koulutuskuntayhtymä (Etelä-Kymenlaakso Vocational College (Ekami))	123	436	121
Koulutuskuntayhtymä Tavastia (Tavastia Education Consortium)	149	433	130
City of Kouvola	213	611	89
Lounais-Hämeen Ammatillisen Koulutuskuntayhtymä (Faktia)	148	440	129
Lounais-Suomen Koulutuskuntayhtymä (Southwest Finland Vocational College)	139	436	132
Luksia, Länsi-Uudenmaan Koulutuskuntayhtymä (Luksia, Western Uusimaa Municipal Training and Education Consortium)	289	786	213
Länsirannikon Koulutus Oy (WinNova)	627	1 729	547
Management Institute of Finland MIF Oy	107	183	30
Markkinointi-Instituutin Kannatusyhdistys (Institute of Marketing)	432	1 120	318
Mjk-Koulutuskeskus Ry (MJK Training Centre)	14	50	16
Optima Samkommun	153	467	169
Oulun Aikuiskoulutuskeskus Oy (Oulu Adult Education Centre – OAKK)	35	87	29
Oulun Seudun Koulutuskuntayhtymä (Oulu Region Joint Authority for Education (Osekk))	561	1 429	315
Oy Porvoo International College Ab (Point College)	101	355	123
Pohjois-Karjalan Koulutuskuntayhtymä (North Karelia Municipal Education and Training Consortium)	317	1 001	254
Pohjois-Suomen Koulutuskeskussäätiö (PSK-Adult Education Centre)	95	303	84
Pohto Oy (Oulu Training and Development Centre)	76	132	5
Päijät-Hämeen Koulutuskeskustuntayhtymä (Salpaus Further Education)	857	2 049	418
Raahen Aikuiskoulutuskeskus Oy (Vocational Adult Education Centre of Raahen)	61	130	41
Raisio Seudun Koulutuskuntayhtymä (Raisio Regional Education and Training Consortium)	301	700	180
Rakennusteollisuus Rt Ry (Confederation of Finnish Construction Industries RT (CFCI))	24	43	36
Rastor Oy	223	472	101
Rovaniemen Koulutuskuntayhtymä (Rovaniemi Municipal Federation of Education)	275	767	181

Apprenticeship provider	Beginning	Currently enrolled	Graduates
Salon Seudun Koulutuskuntayhtymä (Salo Region Educational Federation of Municipalities)	129	471	170
Samkommunen för Yrkesutbildning i Östra Nyland (Inveon)		4	3
Sastamalan Koulutuskuntayhtymä (Sastamala municipal Education and Training Consortium)	399	755	119
Satakunnan Koulutuskuntayhtymä (Satakunta Educational Federation)	203	319	70
Savon Koulutuskuntayhtymä (Savo Consortium for Education)	544	1 356	387
Seinäjoen Koulutuskuntayhtymä (Vocational Education Centre Sedu)	281	797	206
Suomen Nuoriso-Opiston Kannatusyhdistys (Youth Institute of Finland)	3	9	1
Suomen Ympäristöopisto Sykli Oy (SYKLI Environmental School of Finland)	75	194	40
Suomen Yrittäjäopiston Kannatus Oy (Finnish Institute for Enterprise Management)	25	110	30
Suupohjan Koulutuskuntayhtymä (Suupohja Vocational Institute)	70	195	61
Svenska Framtidsskolan i Helsingforsregionen	40	126	43
City of Tampere	1 312	3 355	919
Toyota Auto Finland Oy	26	119	42
Turun Aikuiskoulutussäätiö	105	228	37
Turun Ammattiopistosäätiö (Turku Vocational College Foundation)	27	38	0
City of Turku	831	2 027	480
Työtehoseura Ry (TTS)	167	786	163
Uponor Suomi Oy	28	45	5
City of Vaasa	270	768	234
Vakuutusliiton Kehittämissäätiö (FINVA)	21	55	20
Valtakunnallinen Valmennus- ja Liikuntakeskus (Pajulahti Sports Institute)	11	40	6
City of Vantaa	380	1 139	263
Vuokatin Säätiö (Vuokatti Sports Institute)	2	2	0
Ylä-Savon Koulutuskuntayhtymä (Ylä-Savo Vocational College)	157	415	110
Ålands Landskapsregering (Government of Åland)	16	60	19
Äänekosken Ammatillisen Koulutuksen kuntayhtymä (Vocational Education Institute of Northern Central Finland (POKE))	162	341	84
Österbottens Svenska Kristliga Folkhögskolesällskap r.f.	14	14	0
Total	19371	48 793	12519

Source: Statistics Finland – Vipunen – Education Statistics Finland

### 3.1. Workplace instructors and VET provided in the workplace

- VET provided in a workplace involves goal-oriented, supervised and assessed learning in real-world work assignments, which are carried out in apprenticeship training.

Apprenticeship training involves VET primarily provided at a workplace in the form of practical work assignments. At the workplace, the student is assigned a workplace instructor, who is responsible for organising the guidance and training at the workplace, thus allowing the student to gain the vocational skills requirements specific to the needs of the workplace and in accordance with the qualification criteria. An apprenticeship training workplace must have personnel with the necessary professional skills, educational background and work experience who can be assigned to the student as instructors. The workplace must also have sufficient production and service operations and the necessary equipment on hand.

When determining the suitability of apprenticeship training for a student, the student's prior learning, competence needs and type of work assignments that can be performed at the workplace must be assessed. The suitability of the work assignments is assessed based on the qualification criteria as well as the vocational skills requirements and competence targets. Studies provided at the workplace in connection with the practical work assignments are complemented by theoretical studies.

Apprenticeship training is a demanding form of VET, which is why it requires students to adopt an independent, active approach to work. When the student has acquired the required level of competence, his or her competence is assessed in a competence test or vocational skills demonstration at the workplace.

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# 4

## Allocation of funding

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- Apprenticeship training is publicly funded in Finland.
- Increased training compensation can be paid to employers who take on students who complete their basic education and begin apprenticeship training in the same year.

Municipalities have a statutory funding obligation in the provision of apprenticeship training in vocational upper secondary education and training. They pay a 58.11% share of the per capita funding of training costs. Vocational further education and training is entirely funded by the state, without a municipal funding share.

From the funding received, the provider of apprenticeship training is obligated to pay training compensation to employers for the training provided at the workplace in connection with practical work assignments. In addition to this, if the student suffers any loss of income (i.e. he or she is not paid any wages during theoretical studies), the education provider is obligated to pay social benefits for students in the form of a daily allowance and a travel and accommodation allowance.

The employer is paid training compensation for costs incurred by the provision of guidance for training at the workplace. The education provider and employer agree on the compensation for each apprenticeship, taking into consideration the VET field, the qualification being sought and the student's experience and stage of studies.

Employers taking on students who complete their basic education and begin apprenticeship training in the same year are eligible to receive an increased training compensation, which is EUR 800/month for the first year, EUR 500/month for the second year and EUR 300/month for the third year.

If an unemployed person is accepted into apprenticeship training, the employer is also eligible to receive a pay subsidy, which is paid by a TE Office. Where an apprenticeship is concerned, a so called pay subsidy can also be paid for the entire duration of the apprenticeship on a percentage basis. This is discretionary aid, which is decided upon by the employment office.

During an apprenticeship, the student is paid wages in accordance with the applicable collective agreement and, with some minor exceptions, the student's employment is subject to the same employment legislation as the collective agreement for that field. If the employer does not pay any wages for training given in the educational institution, the student receives social benefits for students.

- Daily allowance 15 €/training day
- Family allowance 17 €/training day, if the student has dependants under the age of 18
- Travel allowance, if the distance to theoretical studies is over 10 km from the student's home or apprenticeship workplace
- Accommodation allowance 8 € (when staying overnight in the city/town of study)

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# 5

## Finland in an international comparison

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In an international comparison, special attention is given to the Nordic countries and Germany, because these countries can be considered more important reference countries due to economic and cultural factors. In this case, apprenticeship training is compared with the work-based VET of these countries.

Apprenticeship-type VET programmes are offered in nearly every EU member state. However, apprenticeship training systems and practices vary very widely between different countries. This is why making comparisons between the different countries is impossible. The extent of qualifications completed as apprenticeship training and how student numbers are distributed among the different VET fields differ greatly from country to country. The countries with the highest percentage of students in apprenticeship-type training are Germany, Denmark and Switzerland. Approximately 90 per cent of all students completing a vocational upper secondary qualification do so in on-the-job learning, while in Belgium, where the percentage of students in apprenticeship training is high (over 70% of each age group), only 4.3% study in training programmes completed at a workplace (Cedefop 2015).

There are also major differences in study practices. For example: In Germany, France and Austria, apprenticeships are limited to students under 25 years of age, while in Finland and several other countries, there are no such restrictions. There are also differences in the duration of apprenticeship training between countries, but the duration of studies is from one to three years in most countries (see ILO 2012).

Widely divergent wages are paid for on-the job learning in different countries. For example in Germany, the average pay for apprenticeship training in 2013 was EUR 730 per month. In Denmark, the wages of first-year apprenticeship students were, on average, 56 per cent and for third-year students 72 per cent

of the minimum wage in accordance with the applicable collective agreement (London Economics 2014, 47-49; 175). In both countries, however, the pay varies by up to EUR 200 of the average pay, depending on the field and level of studies attained. Attention should be given to the fact that there are differences between countries in whether the training itself is publicly funded or employers contribute to training costs. This has an impact on the total costs of employers. In addition to salary costs, employers in, for example, Germany contribute a significant amount to training costs, unlike in, for example, Finland.

A key observation to be made is that, during the weak economic situation of recent years, some European countries have fared better than others. For example, in Germany, the Netherlands and Austria the youth unemployment rate is far below the EU average (20.3 per cent), which may have had an impact on their apprenticeship and dual vocational education and training. The overall economic situation and demand for labour, however, still has a major impact on the demand for and provision of apprenticeship training, so there will be no increase in the provision of apprenticeship training by merely offering it if there is no demand for skilled labour in working life and business. Moreover, systems cannot be copied directly from one culture to another - they must always be adapted to suit the prevailing educational cultures and systems in each country. The developmental trend in many countries, such as the Nordic countries, is to make the system more flexible and working life-oriented (see <http://nord-vet.dk/country-reports/>).

**Table 11.** Upper secondary education and labour market indicators in Finland, Sweden, Denmark, Norway and Germany

Indicator	Finland	Sweden	Denmark	Norway	Germany	EU
IVET students as % of all upper secondary students	70.1	56.3	46.1	52.0	48.3	50.4
IVET work-based students as % of upper secondary IVET	15.7	5.6	96.8	29.3	86.8	26.5
Employment rate for 20-64 year-olds	73.3	79.8	75.6	79.6	77.1	68.3
NEET rate for 18-24 year-olds (%)	12.6	9.9	8.1	7.7	8.8	17.0
Youth unemployment rate - % of active population aged 15-24	22.4	20.4	10.8	9.9	7.2	20.3

2012/2013

cedefop, country statistical overviews 2014

\* Eurostat

For example, in Denmark, nearly all vocational upper secondary students study both at workplaces and in school. In Germany, the percentage of students studying both at workplaces and in school (approx. 88 %) is also quite high.

In France, approximately 27 per cent (which is close to the EU average) of vocational upper secondary students study in a training programme which combines on-the-job learning and school studies.

- In traditionally strong apprenticeship training countries, **Germany, Austria and Switzerland**, employer organisations (e.g. Industrie- und Handelskammer in Germany and Wirtschaftskammer in Austria) co-ordinate apprenticeship training and serve as the best source of information on the educational system and opportunities.
- In Germany, Austria and Switzerland, organisations support jobseeking, for example, by means of various online services and trade fairs.
- **In France**, employer organisations from different fields also co-ordinate the provision of apprenticeship training. For example, an employer organisation for small-scale industry (Chambres de Metiers et de l'Artisanat) maintains its own training centres and schools throughout the country.
- **In Denmark**, apprenticeship training is mainly controlled by educational institutions. Also in **Great Britain**, training is steered by education providers. Information on apprenticeship training providers in Great Britain can be found on, for example, the National Apprenticeship Service website.
- **In Southern Europe**, apprenticeship training is often co-ordinated by a school or regional administration and does not necessarily include employment arrangements with employers, such as in German-speaking countries or Finland.

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## Definitions:

**Apprenticeship.** An apprenticeship is a fixed-term employment agreement between a student at least 15 years of age and an employer. An apprenticeship agreement may be made if the employer and education provider have agreed upon the provision of apprenticeship training.

**Apprenticeship training.** Apprenticeship training is one form of providing VET, in which the training is primarily based on the performance of practical work assignments at a workplace.

**Education provider** An education provider is, in all cases, the provider of vocational upper secondary and/or vocational further education and training that possesses an authorisation to provide education granted by the Ministry of Education and Culture. When providing vocational upper secondary or further education and training as apprenticeship training, the education provider is the authority responsible for its administration and supervision as well as the recipient of a related statutory government transfer.

**Personal study plan** The form in which apprenticeship training is provided always requires the drafting of a personal study plan, whose content is regulated under section 6 of the Vocational Education and Training Decree (811/1998). A personal study plan must be drafted regardless of whether the apprenticeship is being provided as preparatory training for a competence-based qualification, vocational upper secondary education and training or non-qualification-oriented vocational further education. The personal study plan is a key document describing the provision of apprenticeship training and the training content that serves as the basis for funding.

**Workplace instructor** A workplace instructor is an instructor specified in the personal study plan, who is responsible for organising the apprenticeship training student's guidance and training at the workplace, thus allowing the student to gain the vocational skills requirements specific to the needs of the workplace and in accordance with the qualification criteria. Section 5(2) of the Decree (811/1998) requires that an apprenticeship training workplace must have personnel with the necessary professional skills, educational background and work experience who can be assigned to the student as instructors.

**Theoretical instruction and theoretical studies.** The purpose of theoretical instruction in apprenticeship training is to complement the training received at a workplace in connection with performance of work assignments. Theo-

retical instruction must form a consistent whole with the training provided at a workplace. With reference to the content requirement for a personal study programme (811/1998, section 6), the concept 'theoretical studies' is used to describe theoretical instruction as a whole from the student's point of view. In theoretical studies, it is important that they be timed during apprenticeship training so that they complement the content and difficulty level of work assignments performed in workplace training.

**Student assessment.** In apprenticeship training, student assessments are used to provide information on the candidate's competence as well as to ensure that the vocational skill requirements of a qualification are met. The candidate's competence is measured diversely and with adequate frequency by comparing it with the level of competence specified in the qualification requirements. The student's learning is assessed by providing him or her with oral or written feedback.







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