

Guidance



EDUCATIONAL AND VOCATIONAL

GUIDANCE IN FINLAND

Finland

IN BRIEF

<i>Form of Government</i>	Parliamentary Democracy; president Ms Tarja Halonen 2000–2006
<i>Capital</i>	Helsinki, 560,000 inhabitants (2002)
<i>Currency</i>	euro since 1.1.2002
<i>Neighbouring Countries</i>	Norway, Russia, Sweden
<i>Surface Area</i>	338,000 km ²
<i>Population</i>	5.2 million, of which 104,000 foreigners (2002)
<i>Population Density</i>	17 inhabitants/km ²
<i>Official Languages</i>	Finnish (92%), Swedish (6%)
<i>Religion</i>	Evangelical Lutheran (85%), Orthodox (1%), others (1%), no religious denomination (13%)
<i>Labour Force</i>	2.61 million (51% men, 49% women)
<i>Employment Sectors</i>	services 64%, industry and construction 33%, agriculture and forestry 3%
<i>Export by End Use of Goods (2002)</i>	intermediate goods 47%, capital goods 38%, energy 3%, durable consumer goods 6%, non-durable consumer goods 6%
<i>Main Trading Partners (2002)</i>	Germany, Sweden, Russia, the USA, the United Kingdom
<i>GNP/per capita (2002)</i>	26,872 euros
<i>Member of the EU</i>	since 1995



Contents

Finland in Brief	2
Introduction	4
The Finnish Education and Training System	6
The Finnish Labour Administration	11
Guidance and Counselling at Educational Institutions	12
Guidance and Counselling at Employment Offices	17
Internet-based Services in Education and Labour Administration	21
Cooperation in the Guidance and Counselling Sector	22
Training of Guidance Counsellors in Finland	24
Challenges to Guidance and Counselling	25
The Finnish Guidance and Counselling System (Diagram)	26

This brochure is available on the Internet at <http://www.cimo.fi> → in English → Publications

Introduction

Dear reader!

There are two established systems of guidance and counselling that complement each other in their operation and goals: student counselling provided by the school system, and the vocational guidance and career planning as well as the educational and vocational information services run by the labour administration.

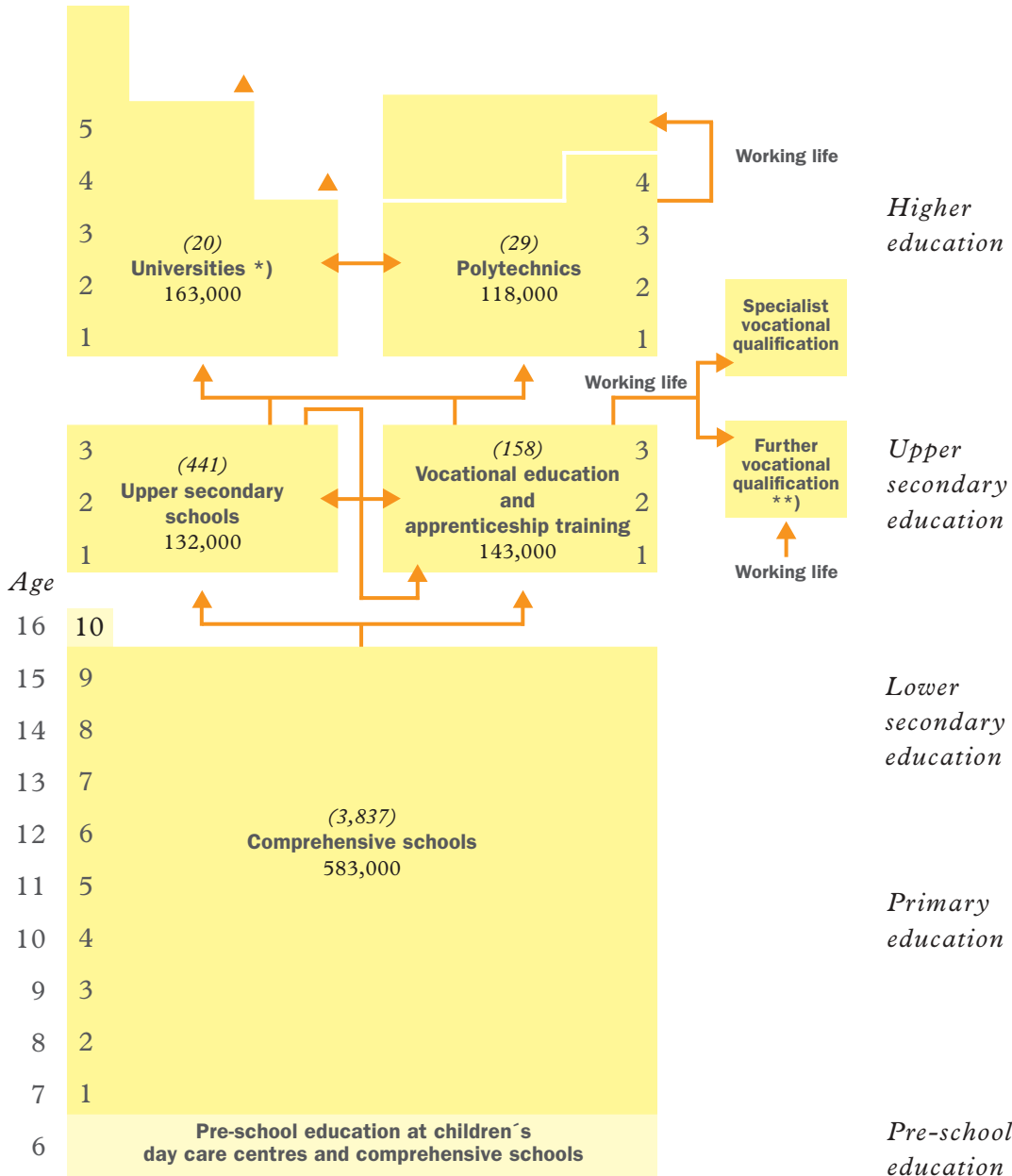
Education and labour authorities have the main responsibility for the organisation of guidance and counselling services in the public sector. Also the bodies maintaining educational institutions, usually municipalities, share this responsibility to provide guidance and counselling at schools. The division of tasks between these two systems is clear. Educational institutions have the main responsibility for counselling of pupils and students, and the careers services of employment offices are primarily intended for those outside the education and training system. However, all guidance and counselling services provided by employment offices are available for students, too, when needed.

The goal of the guidance and counselling services is to help individuals make choices concerning their education, training and career planning at different stages of their lives. In Finland all citizens have a chance of receiving guidance and counselling whether they are students, at work, unemployed or outside the labour market.

This brochure introduces the educational and vocational guidance and counselling and career planning services available in Finland. It gives an overview of the organisation and goals of guidance services provided by public education and labour authorities, and presents the main actors in the field: clients, cooperation networks and professionals. The Finnish education system is also described.

THE FINNISH EDUCATION AND TRAINING SYSTEM

Years of Study



*) The figures in parentheses above each type of institution give their total number in Finland and the figures below give the total number of students in them. Figures from 2002.

**) You can complete a competence-based qualification at three levels: a) an initial vocational qualification, b) a further vocational qualification, c) a specialist vocational qualification (*adult education is upper secondary education; the age scale in the diagram does not apply to adult education and training*). You can also complete all the above qualifications through apprenticeship training. To get a diploma, you will need to demonstrate your skills in competence-based examinations.

Compulsory education

The Finnish

EDUCATION AND TRAINING SYSTEM

THE MAIN GOALS of Finnish education and training policy are to ensure a high level of education and training for all citizens, to promote the spiritual growth of the nation and to enable people to make independent choices. In Finland, all citizens are entitled to basic general education. There is a sufficient number of places available in upper secondary education for all those who have completed their compulsory comprehensive school and there are also an ample number of starting places in higher education (for 60–65% of each age group). Instruction is given in Finnish, Swedish, Sámi and sign language. Romany children can also receive instruction in the Romany language.

The significance of general and specific support for students is emphasised in the Finnish education system of the 21st century. Primary and secondary schools plan and implement student welfare measures at schools in cooperation with social and health care authorities. All schools must have an action plan to deal with problems, crises and accidents. There are a variety of support measures available for primary and secondary school pupils with learning and study difficulties, the range of which varies according to the level of the difficulty in question.

PRE-SCHOOL education

From the beginning of 2001, all children are entitled to pre-school education one year before they start compulsory

education. Pre-school education is given either in day care centres or in pre-school classes operating in connection with comprehensive schools. The goal of pre-school education is to improve children's learning abilities in an environment encouraging independence. The idea is that pre-school and compulsory education forms a coherent whole. Pre-school education is voluntary.

COMPREHENSIVE schools

Compulsory education in Finland begins in the year during which a child turns seven. There are about 60,000–65,000 children in this age group each year. Comprehensive school that provides primary and lower secondary education lasts nine years. The vast majority of young people continues in upper secondary education after completing comprehensive school: more than 50% of the age group go to upper secondary schools and about one third opts for vocational training.

Those pupils who have completed their compulsory education but have not secured a further study place can take part in voluntary education the goal of which is to help them plan their careers and improve their chances of continuing their studies.

The objective of basic education is to support pupils' growth towards healthy self-esteem and responsible membership of society, and to provide them with skills and know-

ledge necessary in life. Instruction should promote equality in society and encourage pupils to engage in lifelong learning and self-development throughout their lives.

UPPER secondary schools

Upper secondary schools provide general education and continue the teaching function of the comprehensive schools. There are no grade levels in upper secondary schools, which means that the students can draw up an individual study plan according to the course supply of their own upper secondary school and the maximum time allowed for completing studies.

The curriculum of general upper secondary schools comprises a minimum of 75 courses, each consisting of 38 lessons. The curriculum comprises 45 to 49 compulsory courses and students can then choose the remaining courses from a selection of optional specialisation and applied courses, the availability of which may vary from school to school. Students can also include courses from vocational schools in their curriculum. The total study course takes on average three years to complete.

The following subjects are studied in upper secondary schools: mother tongue (Finnish/Swedish/ Sámi/Romany/ sign language), foreign languages, mathematics, natural sciences, social studies, arts, and subjects related to human values and beliefs.

The matriculation examination is the general eligibility criterion for all post-secondary educational institutions. Almost 50% of those taking the matriculation examination continue their studies in higher education (universities or polytechnics) and the rest opt for other further education or training, or enter the labour market.

VOCATIONAL training for young people

The goal of vocational training is to continue the teaching function of comprehensive schools. Vocational training provides young people with a vocational qualification and an independent profession enabling them to maintain their skills and qualifying them for further studies. The training provided in vocational schools covers practically all branches of trade and industry.

After completing a 3-year course in upper secondary vocational training, a student is qualified to seek admission to higher education i.e. polytechnics and universities. Students are also entitled to take the national matriculation examination under certain conditions. Students can be credited for previous studies when they move from one educational institution to another.

The scope of vocational training is very broad and it offers many alternatives for individual choice. The training consists of modules. It is developed in close cooperation with trade and industry in order to meet the changing demands of the society. All studies include at least six months of on-the-job training, during which students learn vocational skills in real working environments. A broad vocational training and an ability to learn new things help people succeed in an ever more demanding working life and upgrade their skills according to changing job requirements.

The modern society requires a lot from employees: a command of languages, mathematics, natural sciences and social studies, and good communication skills. In addition, vocational training also underlines the following principles: entrepreneurship, global environmental awareness, internationalisation and use of technology and information technology. The goal of vocational training is also to promote self-development of young people and help them grow into well-adjusted adults and citizens.

APPRENTICESHIP training

Adults and young people can acquire a vocational qualification through apprenticeship training. In apprenticeship training vocational skills are learned while working, supplemented by theoretical studies. Apprenticeship training is offered in the form of initial vocational training, preparatory training for a competence-based examination, and further vocational training.

POLYTECHNICS

There are 29 polytechnics in Finland. Polytechnics equip students with skills and knowledge required in occupational expert positions. They carry out research relevant to their teaching, the world of work and regional needs.

It usually takes three and a half or four years of full-time study to complete degree programmes leading to a polytechnic degree. The studies include a compulsory on-the-job training period of at least six months.

Apart from the basic degree programmes, the polytechnics also provide education for adults: continuing training courses or studies leading to a degree. All polytechnics offer open polytechnic study programmes. The post-graduate qualifications of polytechnics are principally intended for those who have a polytechnic degree and who have worked for at least three years and need to deepen and expand their professional skills and knowledge.

UNIVERSITIES

There are 20 universities in Finland and they provide lower and higher academic degrees as well as postgraduate degrees of a licentiate and a doctorate. The lower degree (“kandi-daatti”) corresponds to the Bachelor’s degree and you can complete it in almost all fields. The higher degree (usually

called “maisteri”) corresponds to the Master’s degree. It generally takes three years of full-time study to complete the Bachelor’s degree and five years the Master’s degree.

The degree structure of universities is being reformed so that the two-tier structure (Bachelor and Master) will be used in all study programmes by 1 August 2005.

The continuing education centres of universities offer both short- and long-term education for people with a university degree and those working. In the open university, you can complete basic level university courses.

ADMISSION to upper secondary and higher education institutions

The primary way to apply for admission to upper secondary education institutions, such as upper secondary schools, vocational schools and folk high schools, and to polytechnics in the higher education sector, is the joint application system. Most of the students are selected on the basis of their school certificates and grades, but in some cases work experience or individual traits can be taken into account, too. Different kinds of entrance examinations and aptitude tests are also used.

You can apply to higher education after completing an upper secondary education qualification. The Finnish matriculation examination, a vocational qualification of at least three years of study and comparable qualifications from abroad give a general eligibility for higher education studies. Universities choose their students themselves and there is no common centralised selection system in use.

ADULT education

The Finnish adult education system can be divided into two main sectors:



- liberal and general education
- vocational education and training

LIBERAL and general education

The history of so-called liberal education in Finland is more than a hundred years long. Liberal education consists of folk high schools, study centers, summer universities and physical education centres. In liberal education students set their own educational and training goals. The range of courses on offer gives plenty of opportunities to develop yourself professionally or just for pleasure.

Finns can have their language skills tested in a special examination irrespective of how and where they have acquired their skills. General upper secondary education designed specifically for adult needs is also available for adults. They can either complete the whole qualification in which case certain subjects will be optional for them or they can just select specific subjects according to their specific needs.

VOCATIONAL education and training

Vocational education and training is provided for adults who are or have been active in working life. It comprises self-motivated training, labour market training, in-service training and apprenticeship training.

Education and training that has been specifically planned and organised for adults' needs in mind is available at all levels. Training aiming at a competence-based qualification is particularly well suited for adults. In a competence-based examination, you can demonstrate your skills irrespective of how you have attained them, at work or in preparatory training. Adults can also attain further and specialist vocational qualifications (continuing vocational training) through competence-based examinations. You can

prepare for competence-based examinations in apprenticeship training. An individual curriculum, comprising an individual study plan and plans for demonstration of skills, will be designed for those participating in preparatory training for competence-based qualifications.

Adults have their own channels to obtain a basic polytechnic degree. Nowadays you can also do post-graduate studies in polytechnics. Universities offer so-called transference training, specifically designed for adults, where you can obtain a new degree on top of your old one after two years of studies. Polytechnics and universities offer specialisation courses for those who already have a higher education degree. Open higher education courses are available in polytechnics and universities.

Self-motivated training gives adults an opportunity to develop their professional skills independently of their employer. It is planned to serve the long-term educational needs of adults. In the end of the 1990s, a reform was introduced in Finland which allows the long-term unemployed with a sufficient work record to receive a *training grant* equalling their unemployment benefit even during training.

In-service training accounts for the largest number of participants in the adult education sector. It serves the needs and requirements of industry. This usually short-term training of employees is mainly financed by employers.

Finnish employment authorities provide a wide range of *labour market training* for their clients. It is practice-oriented and comprises basic, further and continuing training. Special orientation courses on training and working life are also given. They are mainly targeted at unemployed adults and those at risk of losing their jobs. The courses are free of charge. Participants can receive a grant equalling their unemployment benefit during the training.

The Finnish

LABOUR ADMINISTRATION

THE GOAL of the Finnish labour administration is to improve the functioning of the labour market, develop working life organisations, advance employment and integration of immigrants. Strategic goals are to ensure availability and demand of skilled work force, to improve skills and well-being of employees, to increase incentives to work, to combat exclusion and to promote good relations between different ethnic groups.

The Labour Market Departments of Employment and Economic Development Centres are responsible for regional employment administration and for regional implementation of employment policy.

Local employment offices offer employment services all over Finland to both employers and job-seekers. Employment services include job exchange, recruiting, temporary placements, integration plans for immigrants, EURES employment exchange and international trainee exchanges. Services available for professional development include vocational guidance and career planning services, educational and vocational information services, vocational rehabilitation planning and labour market training. The support measures to encourage employment of clients include job-seeking training, subsidised employment, practical training and a variety of work and training try-outs.

The employment offices cooperate closely with educational and training institutions in the provision of guidance and counselling services. The main services provided for

comprehensive schools and upper secondary schools are vocational guidance services and educational and vocational information services. Vocational schools, polytechnics and careers services of universities also make use of the employment exchange services.

The three-tier organisation of the labour administration:

Ministry of Labour



Labour Market Departments of Employment and Economic Development Centres (15)



Employment Offices (148)

- *employment exchange*
- *services for development of vocational skills*
- *measures to promote employment, and advice on employment benefits*

Guidance AND COUNSELLING AT EDUCATIONAL INSTITUTIONS

COMPREHENSIVE schools

Pupils receive guidance and counselling all through their compulsory education. The national curriculum (2003) sets the goals for guidance and counselling for forms 1 to 2, 3 to 6, and 7 to 9. A part of all guidance and counselling required is given in class. Each pupil is entitled on average to a minimum of 2 hours per week per year (the study year is 38 weeks). This guidance and counselling given in class usually takes place during the last three years of compulsory education. Guidance and counselling covers study skills, self-knowledge, further education and training options, occupations and occupational sectors and working life. All pupils can also receive personal and small group guidance and counselling when needed. Pupils are also taught how to use different tools to search for information, and the guidance and counselling services provided by society. At the upper stage of comprehensive schools pupils do one to two weeks of work experience, or alternatively, spend the time in a vocational education institution to become familiar with training provided.

After completing comprehensive school, young people usually choose between vocational training or an upper secondary school providing general further education. During the past few years the range of educational choices has increased: the elimination of grade levels in upper secondary schools, more flexible systems in vocational training,

and an obligation for upper secondary education institutions to cooperate offer new kinds of opportunities for young people to plan a varied combination of upper secondary studies.

School counsellors have the main responsibility for guidance at comprehensive schools. Most of them are trained comprehensive school teachers with specialisation studies in guidance and counselling. All teachers, however, give guidance to pupils in matters concerning studies. Pupils principally turn to their own form teacher (group adviser) for general guidance about school matters.

Counsellors divide their time between personal, small group and classroom guidance. Work also involves cooperation with parents/guardians, teachers and counsellors of other schools, and different authorities. Cooperation with trade and industry and labour administration is also part of counsellors work.

Pupils with special needs receive more individualised guidance and counselling than other pupils, as they often need more specialist counselling in further education. School counsellors also cooperate with experts in different fields of the society to help pupils with special needs.

UPPER secondary schools

More than 50% of the comprehensive school leavers go into upper secondary schools. A large number of them still do not have clear career plans and they need guidance to help them draw up their further education, career and life plans. They receive tutoring and guidance for their studies e.g. in choosing subjects and in making plans for the future. The upper secondary school curriculum includes one compulsory course and one specialisation course (optional) devoted to guidance. Both courses consist of 38 hours.

Guidance and counselling cover learning techniques, self-knowledge, and issues related to career choice. School counsellors instruct new students in study methods, techniques and requirements in upper secondary schools.

Students can choose studies from other schools, too, so guidance counsellors need to be familiar with the courses available elsewhere and to be able to help students draw up their individual curriculum in such a way that they can benefit from these opportunities.

The educational and career opportunities for those who have completed upper secondary school are quite extensive. Students should be able to learn about all these opportunities during their studies. With the help of guidance and counselling, students will learn about education and training opportunities available after upper secondary education, learn to use different channels to search further information, and learn about the guidance and counselling services offered by employment offices.

A guidance counsellor usually has the main responsibility for guidance and counselling in upper secondary schools. Group advisers are responsible for tutoring their own designated group of pupils. Furthermore, each teacher is responsible for guiding their pupils in study skills and in

drawing up their individual curricula. An upper secondary school student counsellor is usually a trained teacher who has received supplementary training in guidance and counselling.

BASIC and general upper secondary education of adults

The goal of basic and upper secondary education of adults is to give them varied general education and an opportunity to complete their unfinished studies. A key goal is to improve students' lifelong learning skills and consequently their chances of continuing their education and training.

Guidance and counselling of adults focuses on designing personal curricula, developing study skills and help in selecting relevant subjects. Guidance and counselling also support students in making their education, training and career choices. School counsellors are responsible for guidance of adults. Group advisers take care of the development and guidance of their own group. Guidance and counselling can be personal or take place in small groups; web tutoring is also used particularly when counselling distance learners.

VOCATIONAL schools

The goal of guidance and counselling at vocational schools is to provide students with individual support in studies, career planning and employment. In order to be able to make good choices concerning their training, students need

POLYTECHNICS

information about the different education and training opportunities available and about how different choices will affect their qualification, further education and employment in the future.

The aim of guidance and counselling is to get students to commit to their studies and to encourage them to search for information independently, to keep developing their skills and knowledge in their field and to be able to market them to employers. Guidance is also needed in order to improve students' learning abilities and to identify their learning difficulties. The individual learning abilities of students are taken into account in guidance.

School counsellors, who are trained teachers with a specialisation in guidance and counselling, have the main responsibility for guidance at vocational schools, but other teachers contribute, too. Both teachers and students act as tutors, which helps students to cope with practical day-to-day matters at school. Guidance is usually integrated into teaching in classes, but if needed, students can also receive personal counselling. Furthermore, vocational schools provide students with group counselling, and guidance and counselling services to help them find jobs, and they also keep records on how their students succeed in entering the labour market.

School counsellors act as coordinators of guidance and counselling services in and outside the schools. Co-operation with other upper secondary education institutions has become more pronounced now that students can increasingly include studies from other schools in their curriculum.

Careers services of vocational schools form a part of their guidance and counselling services. Their goal is to help students enter the labour market or continue their studies. Employment rate of people with a vocational qualification is studied systematically.

The Finnish polytechnics offer guidance and counselling services to their students and those seeking admittance to them in issues concerning studies, practical training and career choice. Polytechnics aim to offer their students a comprehensive guidance and counselling system, covering questions from planning of studies to career planning and international exchange opportunities.

Careers services have established themselves in all polytechnics, offering services to students and their potential employers. Further information about careers, recruitment and job exchange services of polytechnics is available on the Internet at <http://www.jobstep.net>

UNIVERSITIES

Universities provide general student counselling for their students and those seeking admittance to them. The organisation of these services varies somewhat in different universities. Usually there is a special office for student guidance, where you can receive information about studies, practical training, and open university courses. A special financial aid office deals with student welfare services.

Faculties and/or institutes usually have a student affairs secretary who is responsible for planning, coordination and development of tutoring, editing of study guides and training of tutors. Academic and other staff members of departments provide tutoring in their own fields. New students receive tutoring in small groups to help them get acquainted with their studies and life at university.

The two important client groups of careers and recruitment services of universities are students about to graduate as well as those recently graduated, and employers. The aim of careers and recruitment services is to improve students' chances and abilities to enter the labour market



and to offer employers information and concrete help to recruit new employees.

The careers and recruitment services of universities offer students a wide range of services, such as information about career planning, vacancies, employers and continuing training opportunities, and training in applying for jobs. Higher education advisors of employment offices operating in Finnish university towns work in cooperation with personnel of local careers and recruitment services of universities.

Further information about careers and recruitment services of universities can be found on the Internet at **<http://www.aarresaari.net>**



Guidance AND COUNSELLING AT EMPLOYMENT OFFICES

VOCATIONAL guidance and career planning services

Vocational guidance and career planning services of employment offices are provided for all young people and adults and they are free of charge. Vocational guidance psychologists help clients solve questions related to career choice, professional development and employment. Guidance takes into account individual qualities of clients and educational and work opportunities available.

The most important method is personal counselling, although group counselling is also available. The aim of vocational guidance is to help the client make a realistic action plan for him/herself based on his/her skills, interests and goals. Psychological tests are used if needed. Guidance can also involve other tests and methods to determine, for instance, the client's health and ability to work.

About 36,000 clients receive personal guidance each year, half of whom are over 25 years of age. The demand for guidance for adults has increased the most in the past few years.

There are 270 vocational guidance psychologists in 148 employment offices in Finland.

EDUCATIONAL and vocational information services

Educational and vocational information services of employment offices offer free information services to all. Education and training advisors answer to clients' enquiries and give personal guidance in questions relating to education, training, occupations and working life. Furthermore, educational and vocational information services provide information about studying and practical training abroad. Education and training advisors can also be contacted by phone and e-mail.

Education and training advisors have access to a wide information system about education, training and occupations. A collection of publications, guidebooks, brochures and videos about educational and training institutions, study programmes and occupations are available for clients. Some of the material can be borrowed.

414,400 enquiries were registered in 2002. The educational and vocational information services also inform different groups of people about study and work opportunities: in 2002, this service was provided for 3,100 groups with a total of 47,700 participants.

There are a total of 140 full-time information service officers, and a large number of other officers who provide education, training and career counselling in addition to their other duties.

The website of labour administration lists useful links about education, training and careers. The list of links can be found at <http://www.mol.fi/tiepa> , where you can also access a career choice programme (AVO).

EMPLOYMENT exchange

The task of the employment exchange services is to help job seekers find work that suits them best and employers find employees. The tasks of employment consultants who provide personal client service vary according to whether they work at the information desk, basic services or so-called advanced services.

All clients will first receive basic information about services available at employment offices and the labour market. Then clients move on to basic services where he or she will be interviewed by an employment consultant. Together they will identify the needs of the client and agree on further action needed.

Job seekers also receive group training in job seeking skills given by employment consultants and employment counsellors. The strengths and skills of job seekers and job seeking methods will be covered during the training.

In 2002, employment exchange services served 810,400 people, 77,700 of which were long-term unemployed. Over 61,000 people participated in job seeking skills training.

GUIDANCE and counselling for immigrants

All immigrants permanently residing in Finland are entitled to the same services in employment offices as Finnish citizens. In the biggest employment offices there are international employment consultants who are specialised in serving

migrants. They help migrants find jobs and with other issues important to them.

Integration of immigrants in Finland is supported in many ways. Within five months after immigration, a personal integration plan for up to three years will be drawn up for unemployed immigrants together with representatives from the local employment office and municipality. The main aim of such a plan is that immigrants will acquire sufficient command of Finnish/Swedish language and other necessary skills needed to become employed. The key idea of the integration plan is first to identify the skills of immigrants, and based on the results received, help them on to find a job or get vocational training. Achievement of these goals is further helped by integration training provided for adult immigrants that can take the form of labour market training courses or independent training. Vocational and preparatory training for immigrants is also arranged. The use of interpretation services will be increased in order to help immigrants benefit better from the services available at employment offices.

Employment offices have guidebooks and brochures introducing basic facts about Finland in all major immigrant languages in Finland. A guidebook “Are you planning to move to Finland” is available at all employment offices in Finnish, Swedish and English. Further information about services for immigrants can be found on the website of the Ministry of Labour at <http://www.mol.fi>

EURES – the European Employment Services

Finnish employment offices are part of the EURES employment exchange network of the European Commission. In addition to the European Union Member States, Norway and Iceland are also included in the network. EURES provides guidance, information and employment exchange services for those who seek work in another European



country. It is also a forum for employers to advertise vacancies and to recruit employees. All the services are free of charge.

Vacancies as well as information on working and living conditions in different countries are available on a computer database. Most of the vacancies and country-specific information can be found on the website of the Ministry of Labour at <http://www.mol.fi> or at <http://europa.eu.int/eures>

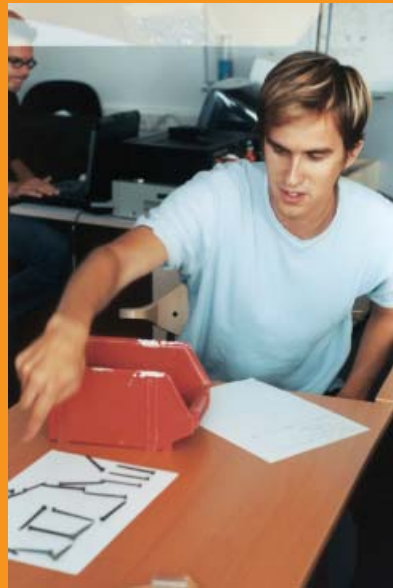
Special EURES advisers are responsible for the EURES employment exchange and guidance. You can get basic information about the service and contact information of Euro-advisers at the above-mentioned website, from employment offices or from the telephone service of the labour administration, tel. +358-203 66066.

CAREER guidance training

Labour market training opportunities include special career guidance training to help young people or adults in a transition period in their lives to identify the options available for them. The training consists of personal and group counselling, independent information search, and a period of practical training.

During the training, participants draw up a plan for their vocational development. The goal is to help them make independent choices amidst the ever-changing educational systems and labour market situation. Career guidance training is a tool or a resource that helps people re-analyse their lives according to changing needs.

Career guidance training is divided into three types with different aims, duration, and methods. They stress different issues according to the participants' situation: finding a job or a place to study, career choice, or life skills. Career guidance training is provided by, for example, vocational adult education centres, and you apply for it through employment offices.



Internet – BASED SERVICES

IN EDUCATION AND LABOUR ADMINISTRATION

EDUCATION AND EMPLOYMENT authorities work in close cooperation in national projects to develop web-based services in the guidance and counselling sector.

In Finland, the Internet is used primarily to provide information about education, training and occupations. National and local portals facilitate search for information from extensive information sources and databases. Furthermore, the Ministry of Education, the National Board of Education and practically all education and training providers have their own websites where you can find information about education and training. The employment administration web services can be found at the website of the Ministry of Labour at <http://www.mol.fi>

The website of the National Board of Education <http://www.edu.fi> provides basic information, different handbooks and search facilities about education and training. The National Board of Education is also developing a comprehensive database about education and training provision for guidance and counselling personnel working in education and employment administration. On the website of the Ministry of Education you can find information about post-compulsory education and training (web service “Opintoluotsi”) and web-based services to support guidance and counselling professionals in their daily work and to help them maintain their skills up-to-date (web service “Asian-tuntijaluotsi”). Information about financial aid to students can be found on the website of the Finnish Social Insurance Institution (KELA).

Students in universities, polytechnics and vocational schools have their own web-based services to help them plan their studies and to look for jobs. OVI service, a part of the virtual university of Finland, includes exercises for higher education students to help them design and evaluate their own study plans.

Employment authorities are also developing their electronic guidance and counselling services to complement already available personal client services. The development of electronic services in employment administration began with databases including information on education, training and occupations; later, guidance programmes have also been developed for use of clients. The career choice programme, AVO, primarily targeted at young people, has been in use since 1999. A new guidance programme with a working title AURA intended for adults will be launched during 2003.

The reform of database programmes in employment administration means that information systems used by education and training advisors of employment offices will become web-based, making information material on education, training and occupations and other source material freely available for all users. The whole system of collection, presentation and distribution of information about occupations and occupational sectors will be reformed and new channels of distributing and presenting information will be studied.

Cooperation

IN THE GUIDANCE AND COUNSELLING SECTOR

SCHOOLS HAVE THE MAIN responsibility for student counselling, and the guidance and counselling services of employment offices complement these. The services of employment offices targeted at students are arranged in cooperation with educational institutions in the region when possible.

The scope and forms of cooperation between labour and education authorities vary locally and regionally. At a local level, it can involve officers of employment offices and school counsellors agreeing on cooperation and ways of operating. Educational and vocational information services of employment offices cooperate with student counselling at schools. The education and training advisors make arrangements with local student counsellors about distributing information material to schools, giving information sessions at schools and students' study visits to employment offices.

Employment offices' employment exchange services and information sessions for young people become relevant at the point when young vocational school leavers start looking for their first jobs. Educational institutions bear the main responsibility for careers and recruitment services of students in vocational schools and polytechnics. Employ-

ment offices also have an important role as their partner and as a service provider in this sector. Careers services of universities and employment offices have similar kind cooperation.

At national level, issues concerning cooperation between student counselling for young people and employment services are dealt with in a special working group for guidance cooperation established by the Ministry of Education in 2002. If needed, it gives proposals to education and labour authorities about the arrangement of guidance and counselling services for young people, about issues concerning education, training and the employment of young people in general, and about the development of information material on education, training and working life to support guidance and counselling activities.

Thanks to a law reform of 2003, primary and secondary schools now have to carry out responsibilities related to welfare of pupils in cooperation with local social and health care authorities. At national level, the National Research and Development Centre for Welfare and Health (Stakes) and the National Board of Education have cooperated in designing curricula concerning student welfare.

Contribution of CIMO to guidance and counselling cooperation

The Centre for International Mobility CIMO advances internationalisation of Finnish society with a focus on education and training, work and young people. CIMO belongs to the Euroguidance network (National Resource Centres for Vocational Guidance NRCVG) that operates in the EU, EEA as well as in the EU candidate countries and in Switzerland. Further information of the network can be found on the Internet at

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/euroguid_en.html

The Euroguidance network receives funding from the European Commission, and in addition to that CIMO as the Finnish Euroguidance Centre is funded by the Ministry of Education and the Ministry of Labour. The main tasks of the Euroguidance centres are:

- 1. to produce, distribute and exchange information and information material about vocational training and education, higher education, vocational and educational guidance and counselling in Europe;*
- 2. to offer further training, guidance and tools for guidance counsellors in education and labour administration in questions concerning internationalisation of education, training and work; and*
- 3. to promote the mobility and networking of guidance counsellors and exchange of information about good guidance and counselling practices in Europe.*

CIMO's national partners in Euroguidance network are education and training advisors of employment offices and school counsellors of educational and training institutions. CIMO's Euroguidance services include publications, web services, continuing training, information services and provision of information about opportunities provided by EU education and training programmes in the field of guidance and counselling and about other topical issues relevant to the network.

Further information about the operation and services of CIMO can be found at **<http://www.cimo.fi>** Other web services of CIMO include

- **Maaillmalle.net** at **<http://www.maaillmalle.net>**
Information about international opportunities for young people and youth workers (in Finnish and Swedish).
- **Rainbow** at **<http://rainbow.cimo.fi>**
A web service to support guidance and counselling professionals in multicultural guidance and counselling.
- **Discover Finland** at **<http://finland.cimo.fi>**
Information about studying and training opportunities in Finland in English.

In addition, CIMO maintains web sites concerning Finland on the PLOTEUS portal of the European Commission at **<http://www.ploteus.net>** PLOTEUS provides information about education and training opportunities in 30 different European countries.

Training

OF GUIDANCE COUNSELLORS IN FINLAND

THE UNIVERSITIES of Joensuu and Jyväskylä and the teacher training colleges of the polytechnics of Häme and Jyväskylä offer guidance counsellor training in Finland. You can get a guidance counsellor qualification either by doing a degree programme for guidance counsellors; by participating in an in-service training programme the extent of which is 35 study weeks and that requires a higher education degree and a teacher qualification; or, by completing it as a minor subject also worth of 35 study weeks. The Faculty of Education of Åbo Akademi University in Vaasa provides guidance counsellor education in Swedish language. Further information about guidance counsellor education can be found on the websites of the relevant educational institutions.

UNIVERSITY OF JOENSUU

Faculty of Education
Department of Education
Career Counsellor Education
<http://ohjaus.joensuu.fi/>

UNIVERSITY OF JYVÄSKYLÄ

Department of Teacher Education
<http://www.jyu.fi/tdk/kastdk/okl/opo/>

HÄME POLYTECHNIC

Vocational Teacher Education College
<http://www.hamk.fi>

JYVÄSKYLÄ POLYTECHNIC

Vocational Teacher Education College
<http://www.jpoly.fi>

ÅBO AKADEMI UNIVERSITY, Vaasa

Faculty of Education
<http://www.abo.fi>

A position of a vocational guidance psychologist in an employment office always requires a Master's degree with a highest grade in psychology. In Finland, you can study psychology in Helsinki, Joensuu, Jyväskylä, Tampere and Turku. There are no requirements for a certain formal education for the positions of education and training advisors, employment consultants and counsellors.

The Ministry of Labour arranges basic training for all new employment consultants and counsellors, vocational guidance psychologists and education and training advisors (basic training programmes for client service personnel in employment administration).

Challenges

TO GUIDANCE AND COUNSELLING

THE SIGNIFICANCE of skills and knowledge is emphasised at all sectors of the Finnish society in the beginning of 21st century. The goal of education and training policy is to raise the level of education of all citizens. Working life constantly presents new skills requirements for citizens. Maintenance of the welfare society requires participation of all citizens in work, education and training. Lifelong learning and life-long guidance are in a key role answering to these requirements.

Finland wants to ensure that all citizens have sufficient skills and equal opportunities to obtain, process and manage information with the help of modern information technology. To complement personal guidance and counselling services offered by education and employment authorities, new web-based services will be developed to help people make their educational, training and career choices at different stages of their lives.

A national goal is to guarantee a further study place in either general upper secondary schools or vocational schools for all school-leavers. The importance of further education and training as a means to improve employment opportunities is emphasised in guidance of school-leavers. Extra support is provided to groups with lesser chances of finding study places or employment in order to prevent exclusion.

There is one common goal in the field of educational and vocational guidance now and in the future: to provide clients with high-quality guidance and counselling services and up-to-date information about educational and vocational opportunities in Finland as well as abroad, and to encourage them to make successful choices concerning their career and life.

Mr Mika Launikari, CIMO (mika.launikari@cimo.fi) was responsible for editing this booklet. The booklet has been produced in cooperation with national experts at the Ministry of Education, the Ministry of Labour and the National Board of Education.

Layout: Satu Salmivalli

Photos: Jouko Lehtola, Ida Pimenoff and Lehtikuva

The Finnish

GUIDANCE AND COUNSELLING SYSTEM

Comprehensive Schools

(7th–9th grades)

Guidance personnel:

- school counsellors
- class teachers
- subject teachers

Methods:

- guidance and counselling in classes
(minimum of 2 x 38 h)
- study visits
- visits to work places
- personal counselling
- guidance and counselling in small groups
- web-based guidance and counselling

Upper Secondary Schools

Guidance personnel:

- school counsellors
- group advisers, other teachers

Methods:

- guidance and counselling in classes
(1 compulsory and 1 specialisation course à 38 h)
- study visits
- visits to work places
- personal counselling
- guidance and counselling in small groups
- web-based guidance and counselling

Employment Offices

Vocational guidance and career planning

Guidance personnel:

- vocational guidance psychologists
(university education in psychology)

Methods:

- guidance sessions
- psychological assessment
- work try-outs and training experiments

Educational and vocational information services

Guidance personnel:

- education and training advisors

Methods:

- educational counselling
- educational information for groups
- self-service

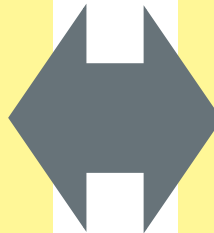
Employment exchange service

Guidance personnel:

- employment consultants and counsellors

Methods:

- personal employment exchange service
- self-service



Vocational Schools

Guidance personnel:

- school counsellors
- all teachers

Methods:

- separate classes (20–40 h)
- integration into other instruction
- personal counselling
- on-the-job training

Polytechnics

Guidance personnel:

- specialised counsellors

Methods:

- personal counselling
- integration into other instruction
- careers and recruitment services
- student affairs counselling

Universities

Guidance personnel:

- specialised counsellors

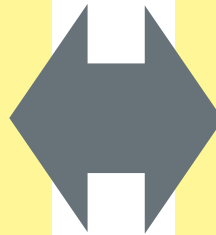
Methods:

- personal counselling
- integration into other instruction
- careers and recruitment services
- student affairs counselling



Centre for International Mobility CIMO

- Euroguidance Centre for information, guidance and counselling in the field of education and training
- collects, produces and distributes information and organises in-service training courses about education and training opportunities in Finland and abroad
- target group: guidance and counselling professionals working in education and labour administration





OPETUSMINISTERIÖ

Undervisningsministeriet

MINISTRY OF EDUCATION

Ministère de l'Éducation



Ministry of Labour • P.O.Box 34 • FIN-00023 Valtioneuvosto • Tél. +358-9-16006 • Fax +358-9-16048989 • <http://www.mol.fi>

Ministry of Education • P.O.Box 29 • FIN-00023 Valtioneuvosto • Tél. +358-9-16004 • Fax +358-9-135 9335 • <http://www.minedu.fi>

National Board of Education • P.O.Box 380 • FIN-00531 Helsinki • Tél. +358-9-774 775 • Fax +358-9-7747 7865 • <http://www.oph.fi>

CIMO • P.O.Box 343 • FIN-00531 Helsinki • Tél. +358-9-7747 7033 • Fax +358-9-7747 7064 • E-mail cimoinfo@cimo.fi • <http://www.cimo.fi>

ISBN 952-5252-99-X