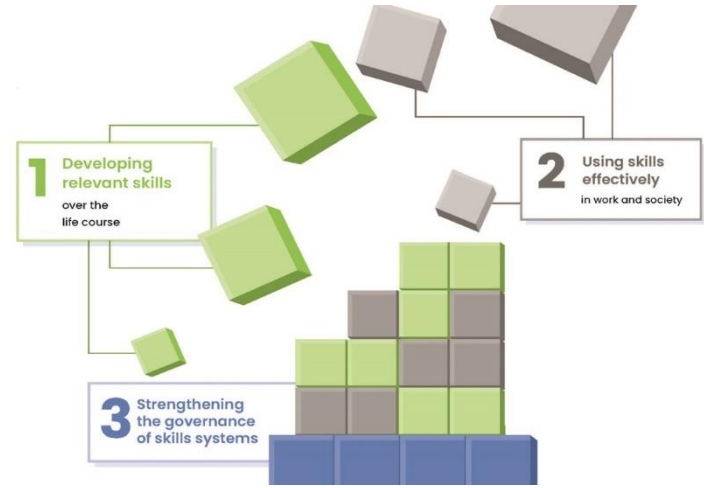




2019 OECD Skills Strategy: Finland

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Finland.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance

Dashboard indicators across pillars of the Skills Strategy		Country																																			
		Legend	Belgium (Flanders)	Austria	Czech Republic	Canada	Chile	Denmark	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Israel	Italy	Japan	Korea	Lithuania	Luxembourg	Mexico	Netherlands	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	UK (England)	UK (Northern Ireland)	United States	
Developing relevant skills	How skilled are youth?		Top 20%	Top 20-40%	Around the average	Bottom 20-40%	Bottom 20%																														
	Are skills of youth being developed inclusively?																																				
	How many young adults attain tertiary education?																																				
	How skilled are young tertiary educated adults?																																				
	How inclusive is tertiary education?																																				
	How strong are foundational skills of adults?																																				
	Do adults have a broad set of skills?																																				
	Is there a strong culture of adult education?																																				
Are skills of adults being developed inclusively?																																					
Using skills effectively	How well are skills activated in the labour market?																																				
	How inclusive is the labour market?																																				
	How well aligned are skills with the labour market?																																				
	Do workplaces make intensive use of skills?																																				
	Do people use their skills intensively in daily life?																																				
	Is the use of skills at work improving?																																				
Are firms designing workplaces to use skills effectively?																																					
Is skills use stimulated by innovation?																																					

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used. Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Finland’s skills performance

The Skills Strategy Dashboard shows that Finland achieves both excellence and equity in compulsory education, ranking among the top countries in PISA. Finland has also been successful in developing the skills of its adults, with average PIAAC scores in literacy and numeracy significantly above average compared to other OECD

countries. Participation rates in adult formal and non-formal education are also among the highest in the OECD

Despite this success, there continue to be areas in which Finland could improve. Finland’s PISA scores have been declining since 2006. In addition, performance differs greatly by immigration status. For example, students with an

immigrant background have literacy scores that are only equivalent to the OECD average, and are significantly lower than for native-born Finns. Foreign-born students not only leave education more often, but also tend to repeat grades. In addition, Finland ranks below the average of OECD countries for share of young people who attain tertiary education.

Finland's performance is average in the activation of skills and in the alignment of skills supply with the needs of labour market. Evidence of under-qualification and under-skilling is mainly found for older workers in Finland, which may call for strengthening lifelong learning, although participation in adult education is among the highest in the OECD. The OECD Skills for Jobs database finds that shortages in of verbal, quantitative and reasoning abilities are stronger than in the OECD average. As well, intense shortages are found in several knowledge areas such as computers and electronics and mathematical knowledge.

Finland has taken important steps to further improve its skills performance. The European Commission Education and Training Monitor 2018 identifies that, besides introducing new curricula at all levels of education, Finland is taking a series of additional measures to increase quality

in education. The 'Basic education forum' proposes to build on the existing highly egalitarian system to introduce the 'future basic school'. The 'Vision for higher education and research in Finland 2030' aims to develop a vision to increase tertiary attainment, improve opportunities for continuous learning, and increase resources for the research outcomes of higher quality. In response to increasing flows of migrants and refugees into Finland, the Liberal Adult Education Act was amended early 2018. The revised act gives greater responsibility to training institutions to provide language and vocational training to facilitate the integration of migrants, including refugees, into society and the labour market. Finally, the Finnish National Agency for Education launched the 'National anticipation model for adult education', which will develop and pilot an anticipation system for adult education and training.

Still, Finland could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of government approach is needed to achieve this aim.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [/doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.

OECD (2017), *OECD Economic Surveys: Finland 2018*, OECD Publishing, Paris, <https://doi.org/10.1787/19990545>.

OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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