



# **The Experiences of Finnish Local Government in integrating education and entrepreneurship**

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# Democratic self-government based on the constitution



"Finland is divided into municipalities, whose administration shall be based on the self-government of their residents."  
(The Constitution of Finland, Section 121 (1))

- The decision-making power of local authorities is exercised by a council elected by the residents.
- The State may not assign new duties to local authorities or deprive them of duties other than by passing legislation to this effect

"Finland is divided into local authorities where the autonomy of residents is safeguarded in the constitution"  
(The Local Government Act, Chapter 1, Section 1).



- Local authorities have the right to levy taxes.
- The average % of municipalities income tax year 2018 was 19,84%.

# Financing of basic services

**Financing of basic services: the day care /early childhood education services, preschool education and basic /primary education**

<b>Municipalities</b>	<b>The state</b>
<b>74,58 %</b>	<b>25,42 %</b>

<b>General upper secondary education:</b>	
<b>Municipalities</b>	<b>The state</b>
<b>70,56%</b>	<b>29,44 %</b>

**Total costs in basic education 4 400 000 000 euros  
and in general upper secondary education 700 000 000  
euros/year.**



# Financing 2019: Vocational education and general upper secondary education

## Municipalities

**Vocational education** 955,5 M€ (55,1%)  
Estimate 174,25 €/inhabitant

**General upper secondary ed.** (58,07% + UAS: 73,3%)  
440,3 M€  
Estimate 78,07 €/inhabitant  
Including the UAS- part  
14,7 €/inhabitant  
**Total 1395,8 M€**  
**252,32 €/inhabitant**

## The state

**Vocational education**  
777,3 M€ (44,9%) + value added tax-kompensations  
26 M€

**General upper secondary education**  
160,2 M€ (26,7%)  
**TOTAL 937,5 M€**  
+ value added tax-kompensations



## FINANCING TOTAL 2333,3 M€

Vocational education 1732,8 M€  
General upper secondary education 600,5 M€  
**Value added tax-kompensations 26 M€**

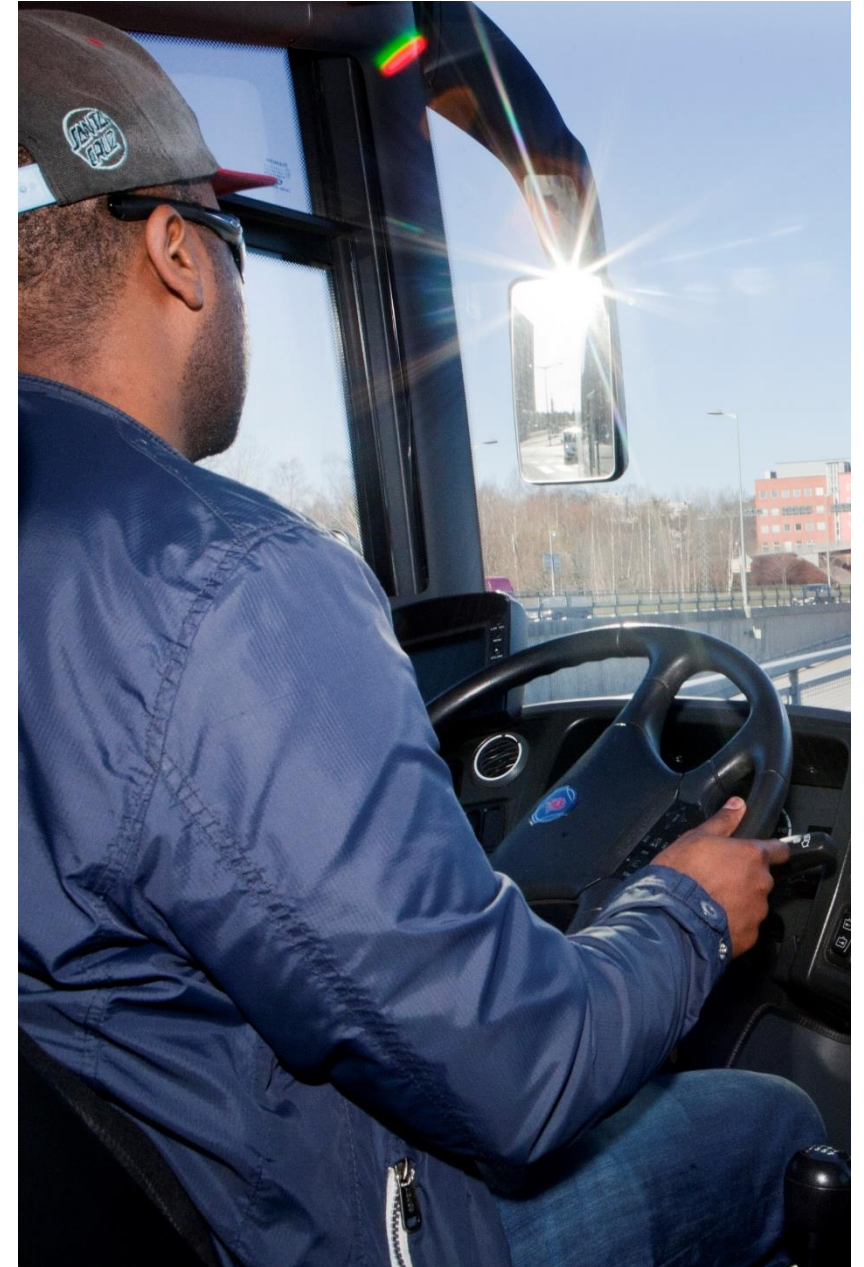
Municipalities

Federations of  
municipalities

Private organisers, including  
companies owned by municipalities

# Education and entrepreneurship

- Education and entrepreneurship are very tightly and essentially connected with maintaining and developing the vitality of municipalities.
- This connection is especially important in the scarcely populated / vastly underpopulated areas, which are under threat of getting empty. More than half of our municipalities have fewer than 6,000 residents.





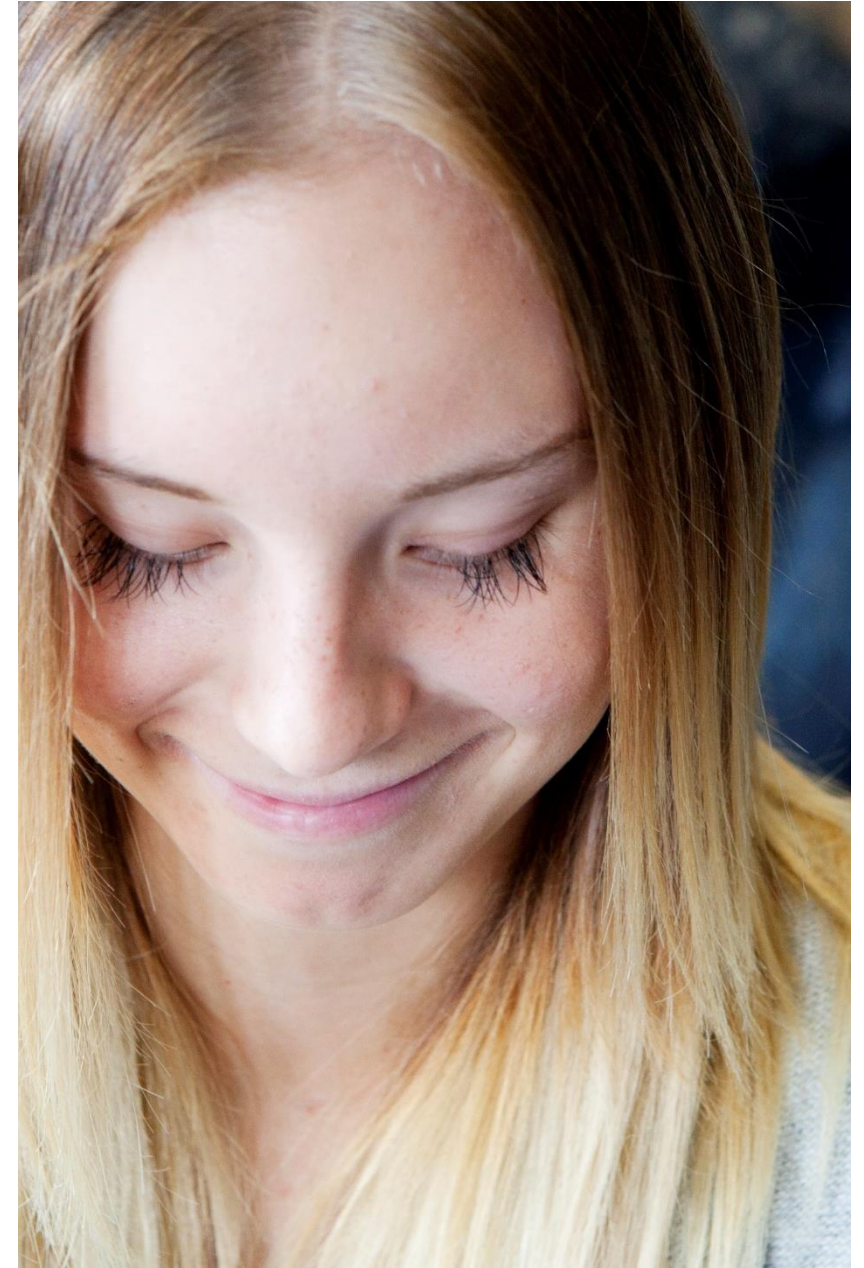
# Basic education

- The significance of entrepreneurship has been understood in education for long, and it has been emphasized especially since 2000-century.
- Starting from the basic education the views of entrepreneurship are combined in education. It is the aim on every level of education to support the pupils' and students' inner entrepreneurship / intrapreneurship and positive attitudes towards it, as well as other general skills required in workplaces, such as teamwork and communication skills.
- In basic education, on classes 4.-6th there is action called Pikku yrittäjät, Little Entrepreneurs. On 5-6th classes there are arranged so called, six hours camps (6h camps) to establish virtual enterprises and ideas for brainstorming and think- thanks.



# General upper secondary education

- In the general upper secondary schools as at all levels of education, one aim is to support so called inner or intrapreneurship. This means positive attitudes, co-operation skills.
- In general upper secondary level there is a compulsory course in economics for all students.
- In the curriculum there is also a cross-curricular theme “Active citizenship, entrepreneurship and working life”.





# Vocational education and training

- Vocational education and training (VET) naturally has strong connections with the surrounding environment and local entrepreneurs. Vocational education and training is designed both for young people without upper secondary qualifications and for adults already in work life.
- An essential part of every VET-degree on secondary level is now-a -days carried out in a real working life. This means that there is a large amount of compulsory field work. VET is organized mainly in institutions (on-the-job learning included) or as apprenticeship training, which of course is carried out mainly in actual working environments. In Finland, VET is organized by different types of education providers: municipalities, joint municipal authorities, the state and the private sector. In the amount of students the biggest organizers are the joint municipal authorities and municipalities.





# The reform of vocational education 2018

- The recent reform of vocational education and training year 2018 was one of the biggest reforms in the field of education in two decades. All students have a personal competence development plan (HOS), which also includes guidance and support services. Flexible combinations of training agreement and apprenticeship are also possible.
- It was aimed to create a system that responds more flexibly to the changing training needs in working life. The main parts of time in VET is given in real working circumstances and practical learning environments. Closer collaboration with working life, companies, especially SMEs, and entrepreneurs will improve the effectiveness of education and training and facilitate students' employment.



# Three types of qualifications

- Working place is an equal learning environment with an educational institution or school. Studies are personalized and vocational competence of skills are demonstrated in practical work tasks and processes (näyttö) mainly at workplaces.
- There are three types of qualifications in VET: vocational upper secondary qualification, further vocational qualification, specialist vocational qualification. It has to be mentioned, that we have a further vocational qualification for Entrepreneurs and specialist vocational qualifications for both leadership and for leading an enterprise.
- In Vocational skills competitions entrepreneurship is a discipline of its' own.





# Higher education

- Higher education, consisting universities of applied sciences (AMK) and traditional science - and art universities, are in essential role when we think about entrepreneurships. The whole higher education system all over the country supports entrepreneurship.
- Entrepreneurship has a huge role in all innovations which drive the society ahead.
- Higher degrees in universities of applied sciences (YAMK) are very closely connected to working life and oriented towards entrepreneurship-skills as well.





# FINEEC'S evaluation

- The Finnish Education Evaluation Centre (FINEEC) [completed the evaluation of entrepreneurship in vocational education and training and in higher education](#) in December 2018. The evaluation focused on entrepreneurship studies, an operating culture that supports entrepreneurship and students' experience of learning entrepreneurship.
- The study showed among other things, that students in vocational education and training do not feel they are learning sufficient entrepreneurial skills, and that students in higher education more eager to engage in entrepreneurial activities after entrepreneurship studies.



# Junior Achievement Finland and one-stop guidance centers

- Nuori Yrittäjyystoiminta, run by the Junior Achievement Finland association, is a good example of a practice oriented entrepreneurship actions. It offers programs that support entrepreneurship and enlightenment of consuming for 7-25- years old in schools, universities and other educational institutions. The programs are carried out as parts of the schools' own curricula. In these programs there are roles for voluntary entrepreneurs to make the co-operation easier between schools and them.
- Over sixty one-stop guidance centers (Ohjaamopalvelut) in different parts of our country organize many kinds of working opportunities for young people. These have also links with local entrepreneurship.







# Thank you!

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