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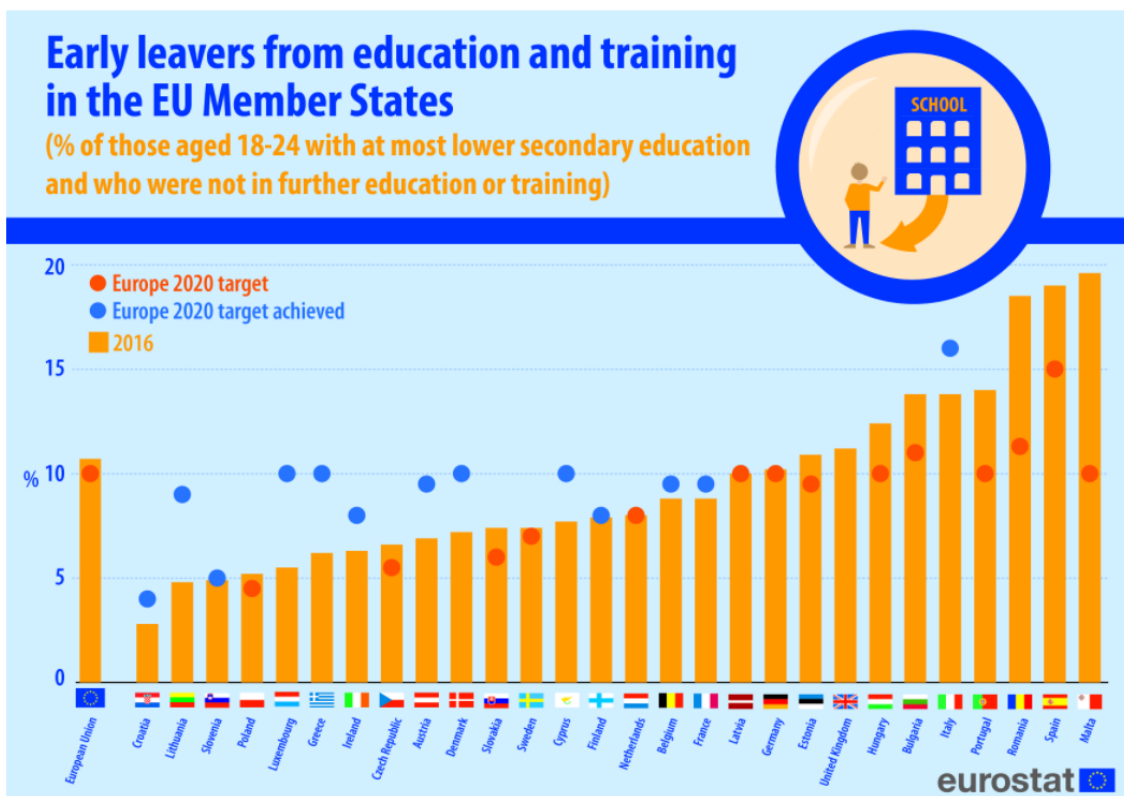
Dropout rate and preventive measures in basic education in Finland

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Dropout rate and preventive measures in basic education in Finland

Finland has nine years of basic education (comprehensive school), and the dropout rate in basic education is very low. About 99.4 % of Finnish pupils will finish compulsory education i.e. comprehensive school, starting schooling at the age of 7. The Finnish school system has a strong focus on equity and on preventing low achievement, and schools work together with social and health care services to handle difficult situations for the students (divorce, violence, drugs, antisocial behaviour, crime). Due to preventive measures and the cooperation with authorities, the drop-out rate in Finnish comprehensive school is extremely low.

The Finnish school system also offers flexibility at upper secondary level between general and vocational education and training options that lead to tertiary education. Completion rates in upper secondary and tertiary are higher than the OECD average: 90% of 25-34 year-olds have attained at least secondary education (compared to the OECD average of 82%), and 39% have attained tertiary education (compared to the OECD average of 39%). (Education Policy Outlook Finland report by OECD)

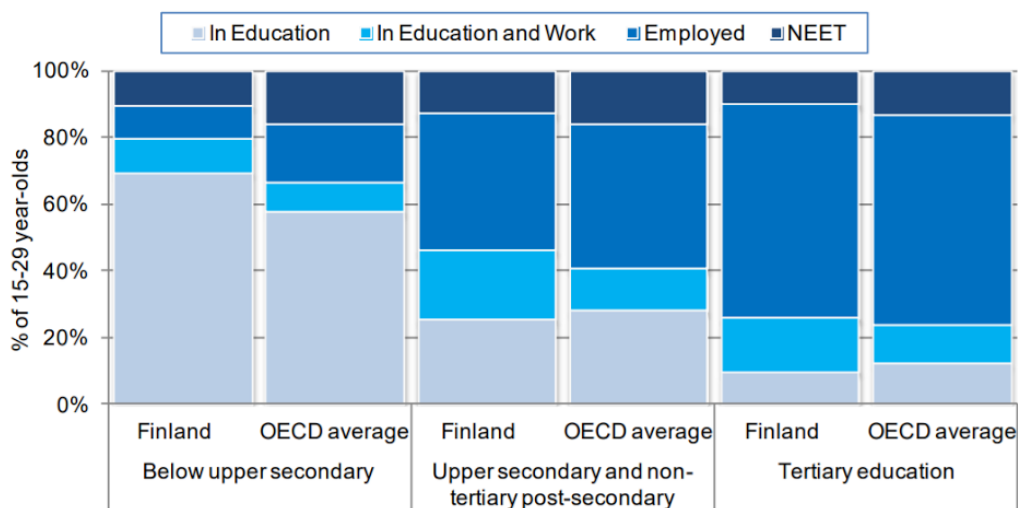


No national target exists for the United Kingdom. The source dataset can be found [here](#).

Source: <http://www.stat.fi/meta/til/kkesk.html>

According to the *OECD Education Policy Outlook Report Finland*, Finland's high education performance is supported by system-level policies that encourage quality and equity. These are complemented by the efforts to reduce recent inequities in specific groups: large performance gaps can be observed between boys and girls and between native students and students with immigrant background. However, according to the OECD report and other statistics, the recent policy reforms have been successful and Finland's preventive approach to school failure tackles the issues well. The approach combines early recognition by teachers of low performance with wholesome support that involves both school and social welfare staff. Teachers are responsible for detecting issues and seeking appropriate support for the students. Early intervention and individualised support are the most important factors in preventing issues from becoming serious. All municipalities and larger schools have student welfare teams that include teachers, the school nurse, the school psychologist, the student counsellor, and the principal. Another key factor in the process is the high training and quality of teachers: teacher quality has been developed through strong initial teacher education on a master's degree level that includes practical experience. In Finland, many new methods regarding how to prevent and handle bullying in schools have also been implemented.

Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status, 2011



NEET: Neither Employed, nor in Education and Training

Source: OECD (2013), *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2013-en>.

Source: Education Policy Outlook Finland by OECD

http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20FINLAND_EN.pdf

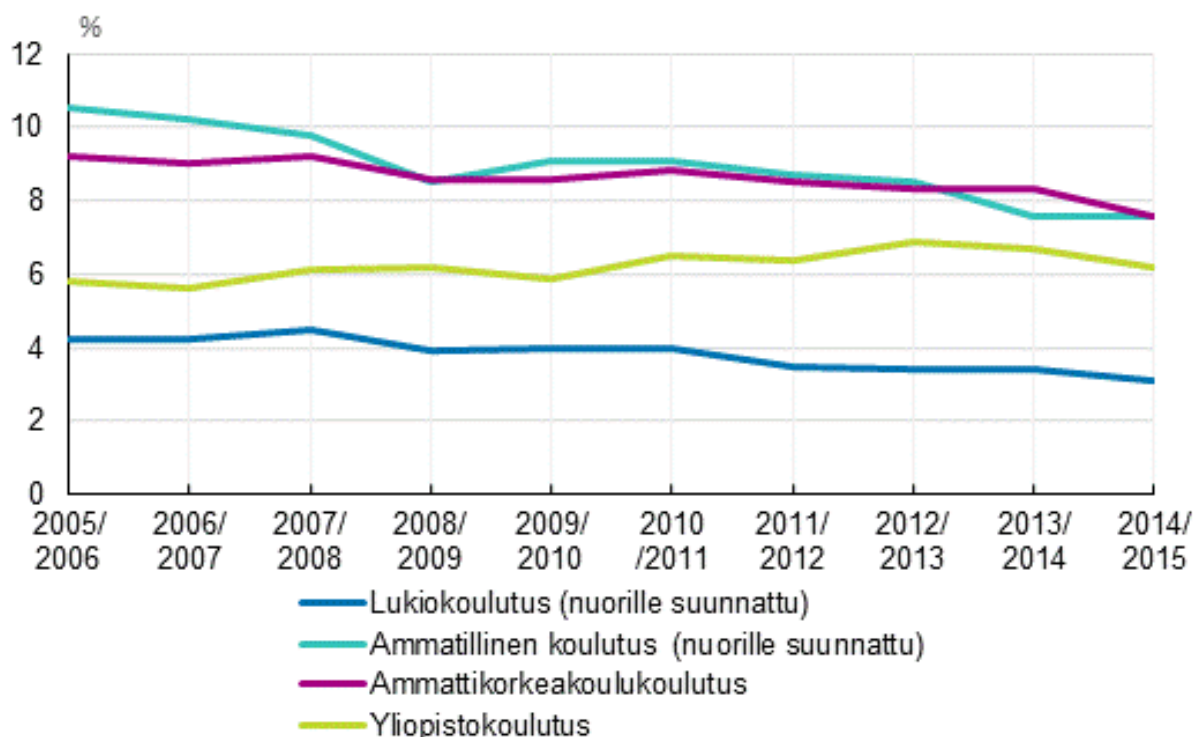
Further reforms include the transfer of early childhood education and care services from the Ministry of Social Affairs and Health to the Ministry of Education and Culture (2013). *Education and Research 2011-2016: A development plan* aims to increase participation of students with immigrant background in preparatory education to improve their opportunity to finish upper secondary education, and *The National Core Curriculum for Instruction Preparing Immigrants for Basic Education* (2009) aims to support students with immigrant background in completing basic education. Also a *Curriculum Reform* was developed from early education (pre-primary) through upper secondary education, and the implementation started in 2016. *The Action Programme for Equal Opportunity in Education* (2013) aims to improve the situation of

disadvantaged groups and to reduce gender differences and the impact of socio-economic background in education - including one year of preparatory education for immigrants (starting in 2014) to support students with immigrant background in upper secondary education. (Education Policy Outlook Finland report by OECD)

In the Finnish system, efforts are also being made to ensure completion of qualifications after basic education as well as employment for youth, and these efforts include launching the *Youth Guarantee* programme (2013).

Drop-out statistics on secondary education level

According to statistics by Statistics Finland, dropping out of secondary education has been decreasing in the past few years for both men and women. There are still significantly more people who drop out of vocational education compared to upper secondary school (high school) education: in 2013-2014 there were 7.6 % who dropped out of vocational education and 3.4 % dropped out of upper secondary education (high school). In vocational sector the number of those dropping out completely out of vocational education was 6.9 % and in upper secondary education 1.6 %.



Drop-outs in upper secondary education, vocational education, higher education and university education in 200/2006-2014/2015.

Source <https://ec.europa.eu/epale/fi/content/toisen-asteen-koulutuksen-keskeyttaminen-vaheni>

If those who changed educational sector (e.g. from upper secondary school to vocational education) are not calculated as drop-outs, the drop-out percentage is much smaller. Women changed educational sector slightly more often than men.

In 2014/2015, men dropped out of secondary education more often than women in all sectors. Most drop-outs for men was in higher education and for women in vocational education.

The fields that had the most drop-outs were in the field of natural sciences, tourism, restaurant and financial fields as well as natural resources and environment. Least drop-outs were in the field of general education i.e. upper secondary school education and social, health and sports fields.

43 % of those over the age of 18 who dropped out of upper secondary education continued degree studies in another education sector and 15 % started working. The corresponding numbers in vocational education were 10 % and 24 %, in higher education 22 % and 51 % and in university education 14 % and 56 %. (Statistics Finland).

Sources

Education Policy Outlook Finland by OECD

http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20FINLAND_EN.pdf

Statistics Finland http://www.stat.fi/til/kou_en.html

Eurostat http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_education

OECD Data <https://data.oecd.org/eduatt/graduation-rate.htm>

Electronic Platform for Adult Learning in Europe

<https://ec.europa.eu/epale/fi/content/toisen-asteen-koulutuksen-keskeyttaminen-vaheni>