<table>
<thead>
<tr>
<th>Current state</th>
<th>New VET 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Act on vocational upper secondary education and training</td>
<td>→ Act on vocational education and training</td>
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<tr>
<td>→ Act on vocational adult education and training</td>
<td>→ more freedom and flexibility to meet competence needs</td>
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<tr>
<td>→ two licences to provide education granted by the Ministry of Education and Culture</td>
<td>→ no boundaries between education for young people and adults</td>
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<tr>
<td>→ an agreement on organising competence-based examinations signed with the qualification committee</td>
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<tr>
<td>→ various funding channels and separate quotas in vocational upper secondary education and training, vocational further education and training, and apprenticeship training</td>
<td>→ one uniform licence to organise vocational examinations and provide education</td>
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<tr>
<td>→ funding calculated on the basis of student numbers</td>
<td>→ one uniform funding system for the provision of vocational education and training</td>
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<tr>
<td>→ minor performance-based funding</td>
<td>→ supports reducing discontinuation of studies, encourages taking care of every student</td>
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<tr>
<td>→ a total of 351 vocational qualifications</td>
<td>→ shortens duration of studies and directs education to fields with a need for workforce</td>
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<tr>
<td>→ a rigid system, in which a qualification is created for every competence need</td>
<td>→ more authority to make decisions concerning education</td>
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<td>→ three plans for education</td>
<td>→ basic funding (50%) guarantees education in all fields and to all students</td>
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<td>→ four different individualisation plans</td>
<td>→ 35% of total funding on the basis of all completed qualifications and parts of qualifications</td>
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<tr>
<td>→ 91 national qualification committees</td>
<td>→ 15% of funding on the basis of employment and transfer to further studies</td>
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<tr>
<td>→ several bodies set by the education provider for vocational skills demonstrations</td>
<td>→ a total of 164 vocational qualifications</td>
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<td>→ the teacher is responsible for his or her own work, own class, etc.</td>
<td>→ more optional studies</td>
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<tr>
<td>→ teaching mainly takes place in the education institution</td>
<td>→ specialisation within the qualification</td>
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<tr>
<td>→ in competence-based qualifications, the qualification is awarded by the qualification committee, in vocational upper secondary education by the education provider</td>
<td>→ plan for the implementation of competence assessment (part of the quality management system)</td>
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<tr>
<td>→ guiding and coaching are emphasised in teachers’ work</td>
<td>→ personal competence development plan (HOS)</td>
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<tr>
<td>→ limited possibilities to sell education and qualifications outside the EU and EEA</td>
<td>→ about 40 national working life committees</td>
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<tr>
<td>→ the teacher is responsible for his or her own work, own class, etc.</td>
<td>→ shared expertise, more cooperation</td>
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<tr>
<td>→ teaching mainly takes place in the education institution</td>
<td>→ work is carried out in various learning environments and teachers go to workplaces to provide guidance</td>
</tr>
<tr>
<td>→ in competence-based qualifications, the qualification is awarded by the qualification committee, in vocational upper secondary education by the education provider</td>
<td>→ guiding and coaching are emphasised in teachers’ work</td>
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<tr>
<td>→ qualifications and certificates are awarded by the education provider</td>
<td>→ qualifications and parts of qualifications and education can be sold outside the EU and EEA</td>
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<tr>
<td>→ less overlap in work</td>
<td>→ less overlap in work</td>
</tr>
<tr>
<td>→ limited possibilities to sell education and qualifications outside the EU and EEA</td>
<td>→ all vocational qualifications and parts of qualifications and education can be sold outside the EU and EEA</td>
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</tbody>
</table>