

Transitions from Initial Vocational Education and Training Qualifications to Working Life in Finland – Observations and Reflections from an International Expert Panel

5.3 How can progression from VET to UASs be increased?

Multiple initiatives to increase the transition from VET to UASs have been proposed, such as those included in the FINEEC report (Hakamäki-Stylman et al., 2024):

- stronger careers guidance in VET to inform of opportunities at UASs, for example by inviting former VET graduates studying at UASs to tell current students about their experiences;
- inviting more students in VET to participate in courses and other activities at the UAS;
- targeted preparatory courses at UASs to compensate for the lower qualifications of VET graduates in maths, sciences and foreign languages.

In addition, initiatives to link VET with UASs could seek international inspiration from, for example:

- the Dual Study programmes in Germany, which combine upper secondary VET with higher vocational education (Ertl, 2020);
- the special pathways to higher vocational education for vocationally qualified students in Norway (Schmees, et al., 2025);
- the EUX programme in Denmark that combines apprenticeships with eligibility for higher education by integrating the learning for vocational and general qualifications (Jørgensen, 2017);
- the Swedish apprenticeship programme (*gymnasial lärlingsutbildning*) that includes general eligibility for higher education (Regeringen 2022).