OMNIA,
JOINT AUTHORITY
OF EDUCATION
IN THE ESPOO REGION

Mr. Tapio Siukonen
Deputy Director
TVET IN FINLAND

- Finnish National Board of Education
  - vocational qualifications
- Close connection to Labour Market
- To improve the match between the competencies of the labour force entering the labour market
- To improve flexibility at transition points between different levels of education (no dead ends)
- Reducing educational overlaps and enhancing recognition of prior learning
OMNIA AS A SERVICE

Vocational upper secondary, further vocational and specialist vocational qualifications

General upper secondary education

Youth workshops

Basic education

InfoOmnia guidance service for applicants and students

Professional development training and further vocational education

Liberal adult education courses

Preparatory vocational education (VALMA)

Apprenticeship training
OMNIA IN NUMBERS

- over 8300 students studying for a vocational qualification
- over 1900 general upper secondary students
- approx. 230 young people in youth workshops
- approx. 150 students in basic education

- approx. 1200 attending professional development and further vocational training
- approx. 870 staff members
+ approx. 600 full-time teachers

- over 49000 students attending liberal adult education courses
- approx. 3000 courses
- approx. 360 VALMA and AIVA students (preparatory education for vocational training)

Figures according to autumn 2016 statistics
OMNIA’S STRATEGY

Values
- Appreciation of vocational skills +
- Customer-oriented approach +
- Responsibility + Community

Targets
- Social responsibility
- Regional cooperation
- Profitable operations
- Learning solutions and innovations

Vision
- Peak competence
Finnish VET Builds on Partnerships for Regional Development

- Development projects and work-based learning contracts with companies
- Links to higher education
- Entrepreneurship
- Workforce development programs
- Guidance and counseling for youth and adults
LEARNING IS BOTH INDIVIDUAL AND COMMUNITY-BASED
• Teaching begins with individual needs

• We support students of all ages in gaining employment and finding their own career path

• We promote networking and a sense of community

• We offer the opportunity for lifelong learning for learners of all ages and in various life situations

• We offer the possibility for internationalisation
OUR VOCATIONAL EDUCATION AND TRAINING FOCUSES ON A WORKING LIFE APPROACH
APPROACHES...

- We plan the content of our education in cooperation with actors involved in working life, and we take our students’ views into account

- We develop entrepreneurship in new kinds of learning environments

- On-the-job learning is part of each vocational qualification. Approximately 80% of apprenticeship training is practical on-the-job learning

- We offer comprehensive solutions for developing working communities’ skills
WORKING TOGETHER WITH ENTERPRISES

- On-the-job learning focuses on creating new competences; practical on-the-job learning
- Teachers play an active role working together with companies; you have to know the SME’s and their needs
- In Omnia teachers work a certain period (2 weeks – one month) within a certain company (every 3 or 5 years); paid by the TVET provider
- The provider of TVET must have an active role in creating forums where students, entrepreneurs and teachers meet
- In Omnia we have entrepreneurs in our campus; our students work together with the entrepreneurs in joint projects etc.
STRATEGIC WAYS TO IMPROVE QUALITY IN TVET
TVET QUALITY ASSURANCE IN FINLAND

Ministry of Education and Culture
* Authorisation to provide VET

External auditors
* Systematic external auditing

Finnish Education Evaluation Centre
* Thematic evaluations
* Learning outcomes evaluations

TVET provider
* Self evaluation
* Peer evaluations

TVET provider

TVET QUALITY ASSURANCE IN FINLAND
THE ROLE OF TVET PROVIDERS IN FINLAND

- responsible for the implementation of objectives, for make it happen
- responsible for local planning and organization of education and training
- decide on the provision of TVET in their region
- decide on the method of completion of TVET studies
- prepare their local vocational education curriculum for the fields where education and training is provided based on the national core curriculum
- responsible for quality assurance of TVET
- appoint local advisory councils for TVET and other bodies
- responsible for capacity building of their organizations
- personalization of studies
KEY FACTORS

▪ SMART LEARNING ENVIRONMENTS
  - high return on investment using innovative ed-tech solutions

▪ ACTIVE AND ENGAGED STUDENTS
  - learning is based on teacher – student interaction

▪ SKILLED WORKFORCE
  - universities and universities of applied sciences/polytechnics produce innovations and competent workforce

▪ LIFELONG LEARNING
  - is encouraged and enabled (more than 50 % of adults participate in adult education each year)
- **NATIONAL LEVEL CURRICULA** which also serve as occupational standards

- **LOCAL LEVEL SYLLABUS**

- **ASSESSMENT** is implemented according to national standards

- **COMPETENCY-BASED** education and training: not about the time spent in class, it’s about **what you know and are able to do**

- employers can rely on all graduates having **STANDARDIZED MINIMUM SKILLS**
THANK YOU!