

# Concept

## The Concept Development in Finland: *Productive Learning at Omnia, Espoo*



omnia 



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[produktives.lernen@iple.de](mailto:produktives.lernen@iple.de)

[www.iple.de](http://www.iple.de)

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## Introduction

The aim of the project PROVED (*Productive Learning in Vocational Education*) was the transfer of the principles of *Productive Learning (PL)* from the field of general education to the field of vocational education. Regarding this aim the main intellectual output of the project PROVED are five concepts, developed and implemented in five institutions of vocational education in four countries (Finland, Germany, Greece, Lithuania).

The concept development was supported by the Institute for Productive Learning in Europe (IPLE) by different activities (development of a framework conception and guiding questions, written feedbacks, school-based trainings, teacher training) and by the whole consortium (presentation and discussion of all concepts).

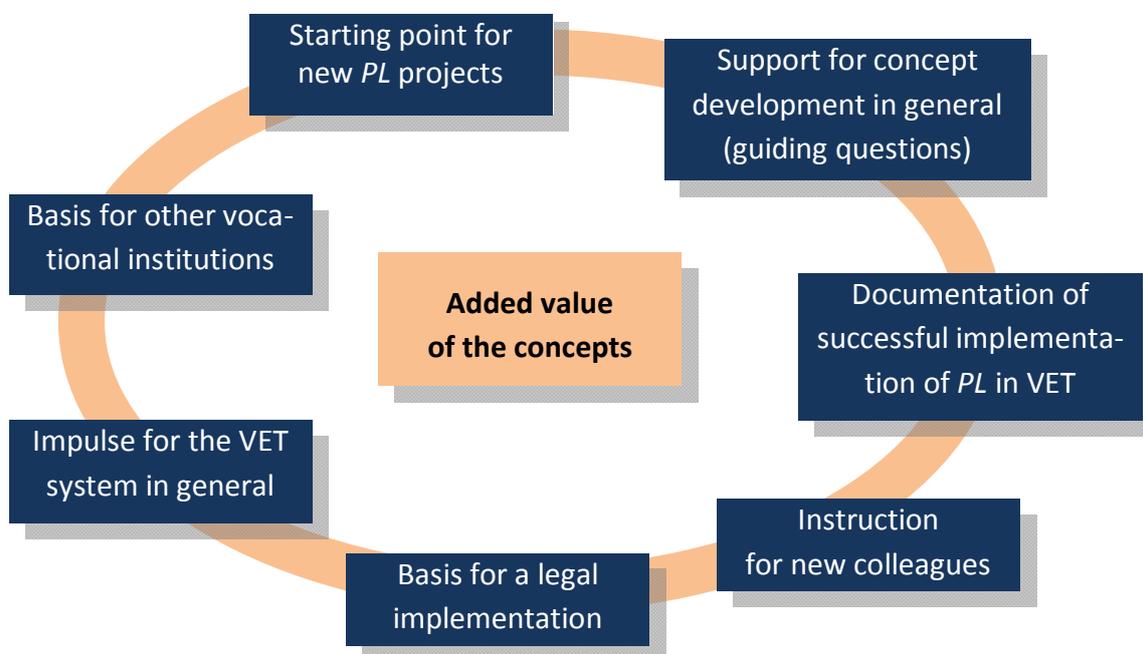
The concept development was closely connected with the development of a Pedagogical Manual. This manual includes a collection of methods and instruments which support the teachers in their concrete pedagogical work with the students.

All concepts were developed “in process” during the whole project period. The focus of the first year (“preparation phase”) was the introduction of *PL*, the adaption to the national and local conditions, the design of a first concept draft, the clarification of official permission, the information and preparation of enterprises, colleagues and students. In the second year (“implementation phase”) the partners tested their concept with students. In reflection of this experience they modified, changed or add parts of the concept.

During the whole development process the interim results and at the end the final results were presented in the Partner Meetings and to the public. The feedback of partners but also of cooperating institutions was very important for the concept development.

In general the five developed concepts are very different - showing the range of local framework conditions and the resulting possibilities. In Lithuania and Greece for example the “learning outside of school” is not well-known and it was a big challenge for the partners of these countries to realize the “learning in practice” as an important aspect of *Productive Learning*. The “difficult” political situation in Greece during the whole project time influenced the implementation of the concept and its development in the way of changing or not changing school-laws and possibilities of “legal realization”. In Germany and Finland the partners were able to connect on existing (dual) structures in the VET-system – one of the challenge here was to point out the differences between existing learning structures and the specific aspects of *Productive Learning* as the connection between the individual experiences and the school-learning.

All concepts are translated in the languages of the participating countries. This is the basis for sustainability and also for the added value of the concepts which were developed.



### The concept development in Finland – *Productive Learning* at Omnia, Espoo

The following part will inform you about the concept development in Finland – *Productive Learning* at Omnia. The main focus will be the curriculum and methodology connected to the basic ideas of *Productive Learning*, but you will also find information about the framework conditions (current situation of the local educational and employment field), the participants, the cooperating partners and also about organization aspects at school.

The Finnish partner **Omnia** is a very experienced partner in education in general but also in vocational education. *Productive Learning* was already implemented in the Finnish so called flexible education, so it was obvious to focus on a transfer into vocational education. During the implementation phase Omnia pursued two aims. One aim was to improve individual learning in different learning environments, especially in so called “real life situations” and the other was to use digital learning as an innovative element of educational training. Both aims were realized and the results were reflected in the concept. This was an attractive innovation also for the other partners and Omnia tried to realize a transfer of experience and knowledge during the partner meetings and international seminars.

# **The adapted *Productive Learning*- Concept for the participating Vocational School in Finland**

## **Omnia, the Joint Authority of Education in Espoo Region, Finland**



### **Project team:**

Seija Heikkinen Project manager until 11 / 2015

Kirsi Niskala Project manager from 11 / 2015

Eeva Hellstén

Lotta Kuivalainen

Helena Rajalinna

Petri Hänninen

**July 2016**

**Last version by Eva Hellstén**

in cooperation with: Dr. Sabine Liedtke (IPLE)



## Table of Contents

	page
<b>1 Introduction</b>	6
<b>2 Requirements</b>	6
2.1 Introduction to Finnish VET system, Overview	6
2.1.1 Vocational upper Secondary Education	8
2.1.2 Competence - based Qualifications for Adults	8
2.1.3 Education Guarantee	9
2.1.4 Life Long Learning Skills	10
2.2 Omnia, the Joint Authority of Education in Espoo Region	13
2.3 Evaluation of the <i>Productive Learning</i> project Omnia	16
<b>3 Aims of <i>Productive Learning</i> (PL)</b>	17
<b>4 Target Group</b>	19
4.1 The participants in the <i>PL</i> -class 2015/2016	19
4.2 Admission and Orientation	24
<b>5 Participating Teachers</b>	25
5.1 Preconditions of the involved Staff	25
5.2 Motivation and new Tasks of the involved Staff	25
<b>6 Structural Framework</b>	27
6.1 The Project-year	27
6.2 The individual Schedule (Example)	29
<b>7 Curriculum und Methodology</b>	30
7.1 Personalisation	30
7.2 Digital Learning and in various Learning Environments	33
<b>8 Cooperation</b>	36
<b>9 Dissemination and Public Relations</b>	37

## 1 Introduction

OMNIA is one of the eight partners in the ERASMUS+ project PROVED. Concerning the project targets OMNIA will realize a *Productive Learning* class in the schoolyear 2015/2016. Therefore this conception is developed by the participants of the project at OMNIA and will inform you about:

- requirements of the project,
- considerations for the project,
- the aims we will reach with the *Productive Learning* project,
- concrete steps and decisions for the realization of the project.

After giving an overview to the VET system in Finland and the current regional situation, we will describe our school and the importance of the project for OMNIA focussing the process of vocational orientation and vocational qualification in the existing VET system of Finland.

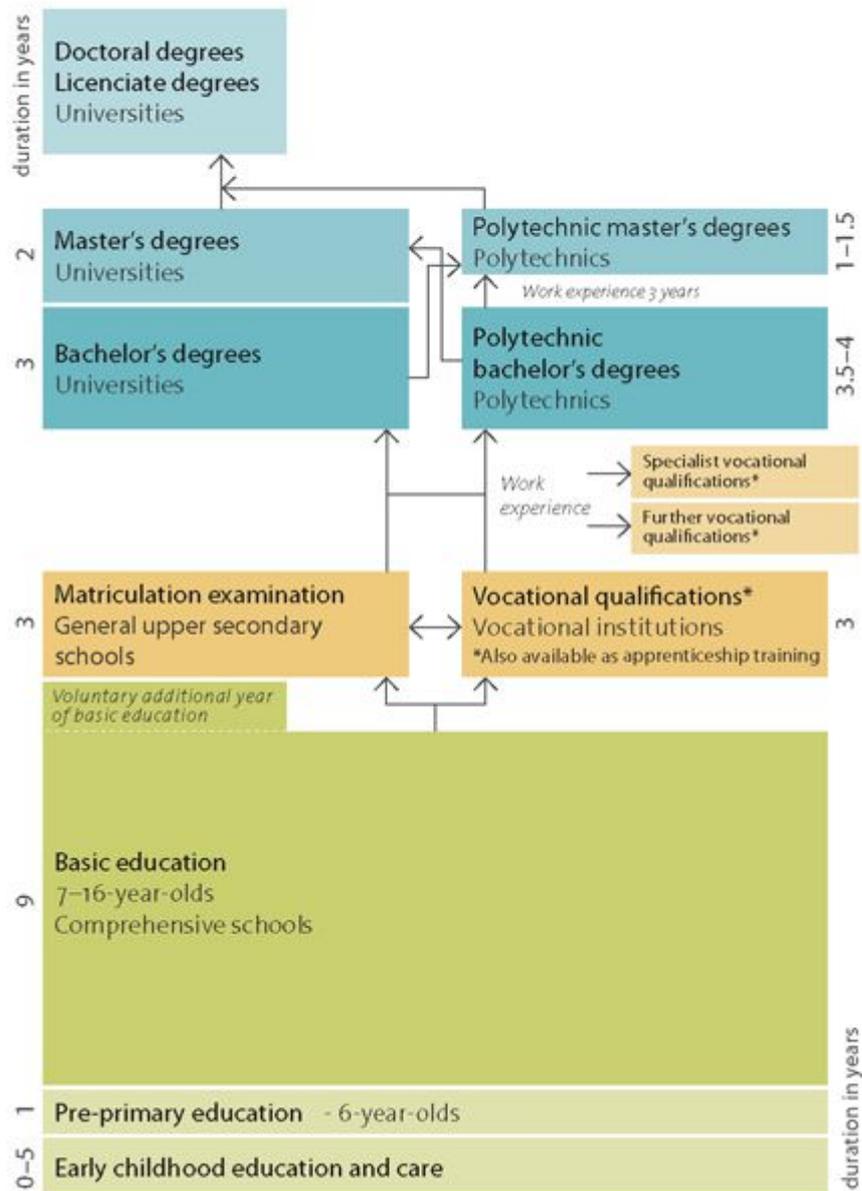
After the explanation of the general aims of *Productive Learning* at OMNIA you will find concrete descriptions for the realization of the *PL*-class at our school.

## 2 Requirements

### 2.1 Introduction to Finnish VET system, Overview

Finnish National Board of Education (FNBE) is a national development agency. FNBE is responsible for the development of pre-primary, basic, general upper secondary, vocational upper secondary and adult education. FNBE is subordinate to the Ministry of Education and Culture and its tasks and organisation are set in the legislation. In Finland schools/VET-providers are competent institutions. The following guidelines are basic information for VET-providers.

## Education system in Finland



Our *PL*-project in the schoolyear 2015/2016 was realized in the vocational qualification in hairdressing or further vocational qualifications in hairdressing of the Finnish VET-system. The second group, which made the units from the vocational qualification in hairdressing was very successful. The target was clear and they were highly motivated. All had a clear desire to learn for the future profession.

We have already used the ideas of *PL*, such as orientation and mobile learning methods with other young adults groups. Well done tailor made accommodating the needs of the group orientations has proved its worth.

### **2.1.1 Vocational upper Secondary Education**

In Finland secondary upper education is offered in two different ways: general upper secondary education and upper secondary vocational education. From general upper secondary schools students make the matriculation examinations and from vocational institutions they make vocational qualifications.

The Finnish government decides on the general goals of vocational education and training, the structure of qualifications, and the core subjects. The Ministry of Education and Culture decides on the studies and their scope.

The qualification requirement system of vocational education and training consists of the national qualification requirement, each education provider's locally approved curricula and the students' personal study plans.

The Finnish National Board of Education decides on the national qualification requirement for each vocational qualification, determining the composition of studies and objectives, core contents and assessment criteria for study modules. It also includes provisions on student assessment, student counselling, on-the-job learning, special education and training, educational arrangements for immigrants and apprenticeship training. The content of local curricula is defined in the national qualification requirement as well.

National qualification requirements are drawn up in co-operation with employers' organisations, trade unions, the Trade Union of Education and student unions. National Education and Training Committees, local tripartite bodies as well as other representatives of working life take part in the curriculum work as advisers and consultants.

The Finnish National Board of Education has had most of the national qualification requirements for vocational education and training translated into English (see annex).

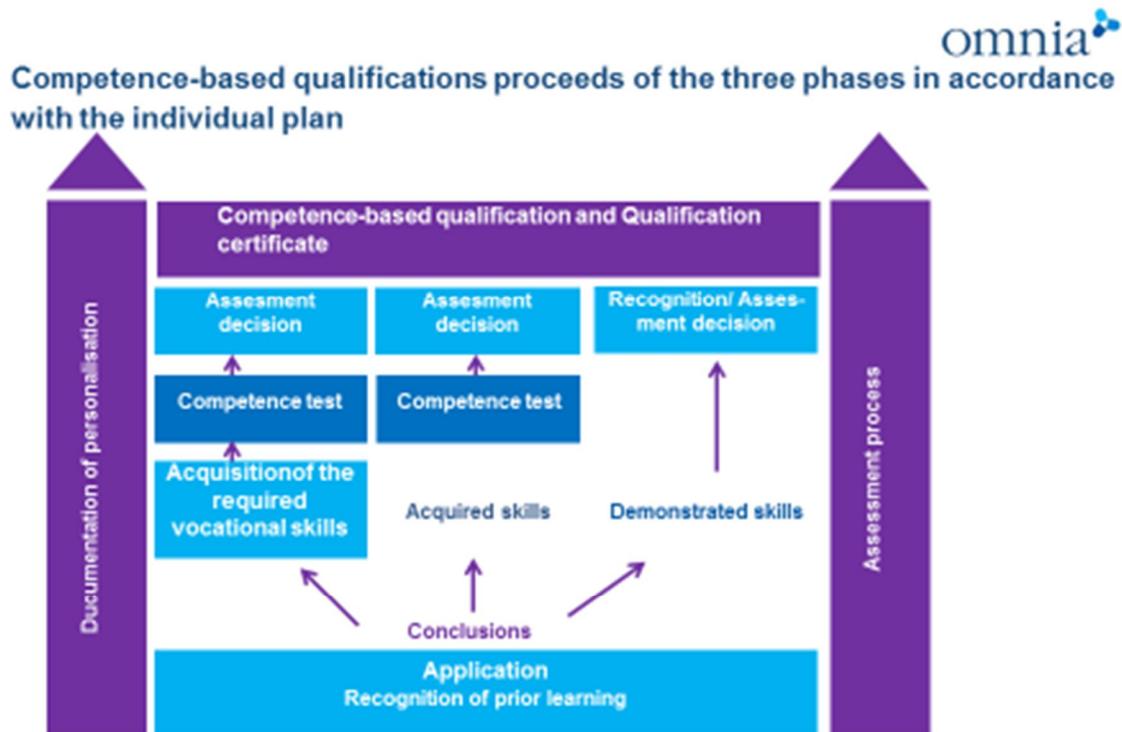
### **2.1.2 Competence - based Qualifications for Adults**

In Finland, vocational adult education and training is very much based on the system of competence-based qualifications. A specific benefit of this system is that it makes it possible to recognize an individual's vocational competencies regardless of whether they were acquired through work experience, studies or other activities. There are three levels of competence based qualifications:

- Vocational qualifications indicate competence to enter employment in the field.

- Further vocational qualifications indicate the vocational skills required of skilled workers in the field.
- Specialist vocational qualifications indicate a command of the most demanding tasks in the field.

The qualification requirements are the same as for vocational upper secondary education and training.



25.5.2016

Alkuisopisto

In order to complete a competence based qualification, candidates must demonstrate certain skills and competence required in the profession. These skills are outlined in the requirements of competence-based qualifications defined by the Finnish National Board of Education. Vocational modules are defined in collaboration with representatives of business life and are directly based on real-life work tasks.

### 2.1.3 Education Guarantee

#### ***Education guarantee – a study place for everyone finishing basic education***

The Youth Guarantee came into force in Finland from the start of 2013. It will offer everyone under the age of 25, as well as recent graduates under 30, a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed. The aim is to avoid a

situation where young people are left without a study place or work for a long time, as this increases their risk of social exclusion.

### ***Skills programme for young adults***

The skills programme is intended for young people aged 20–29 who lack a post-basic education qualification entirely. Through the skills programme, young people under the age of 30 with no qualification or degree are provided with the opportunity to complete a vocational qualification or a part of it. It is possible to complete a vocational or specialist vocational qualification or initial vocational education as part of the programme. This training can be provided at an educational institute or in the form of apprenticeship training.

Guidance and counselling that supports young adults to apply for education and complete their education will be increased. Training within the skills programme for young adults will be arranged in the period 2013–2016. The first training programmes started in 2013.

### ***Apprenticeship training and Youth Guarantee***

Additional resources for the payment of higher training compensations have been granted to education providers that offer apprenticeship training in the form of vocational basic or further education and training. The increased training compensations are paid to employers for the implementation of such apprenticeship training of students who have completed their basic education or voluntary additional basic education in the same year. The amount of compensation is EUR 800 per month for the first year, EUR 500 for the second and EUR 300 for the third.

The higher subsidy covers the training compensation of more than 800 apprenticeship training students who will complete their basic education. In light of the applications received from education providers, it would seem that the number of students moving directly from comprehensive school to apprenticeship training will increase dramatically, since there are currently less than 200 apprenticeship students in the target group.

Education providers will also be granted additional resources for subsidised apprenticeship training and for developing apprenticeship training as a form of education for young people. With the help of these subsidies, education providers will be able to arrange teaching and guidance appropriate to the target group of the educational guarantee.

#### **2.1.4 Life Long Learning Skills**

Additionally, the objectives of vocational upper secondary education and training include providing the students with capabilities for entrepreneurship. The education also aims to support the students' development into good and balanced persons and members of society

and to provide them with knowledge and skills necessary for capabilities for further study, vocational development, hobbies and versatile development of their personalities.

The key competences for lifelong learning are contained in the vocational skills requirements of vocational units and the learning outcomes of common vocational units as well as their assessment criteria. The purpose of the key competences is to support the development of competence needed for continuous learning, coping with working life situations and new challenges of the future.

Description of key competences for lifelong learning:

- *Learning and problem-solving*

The student or candidate plans his/her activities and develops himself/herself and the work. He/she assesses his/her own competence. He/she solves problems and makes decisions and choices in his/her work. Student/candidate is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.

- *Interaction and cooperation*

The student or candidate acts appropriately in different interactive situations and also expresses different views clearly, constructively and in a way that creates confidence. He/she works cooperatively with different people and as a member of a team and also treats all people equally. He/she follows common rules of behavior and practices. He/she makes use of the feedback given.

- *Vocational ethics*

The student or candidate follows the value basis of the profession. He/she is committed to his/her work and acts responsibly following the contracts made and work ethics.

- *Health, safety and functional capacity*

The student or candidate acts safely and responsibly at work and leisure as well as in traffic and also leads a healthy life and maintains his/her ability to function and work. He/she works ergonomically and takes physical exercise needed in the profession and also acts in a manner that prevents the dangers and health hazards in the working environment.

- *Initiative and entrepreneurship*

The student or candidate works towards completing the objectives set. He/she takes initiative and acts in a customer-oriented way as an employer and/or entrepreneur. He/she plans activities and works to reach the objectives set. He/she acts economically, is result-orientated and manages himself/herself. He/she sets personal goals in line with the overall objectives.

- *Sustainable development*

The student or candidate acts according to ecological, economic, social and cultural principles of sustainable development in the profession. He/she follows the rules, regulations and contracts of sustainable development prevailing in the sector.

- *Aesthetics*

The student or candidate takes into consideration the aesthetic factors in his/her line of work. He/she contributes to and maintains the niceness and aesthetics of the working environment.

- *Communications and media skills*

The student or candidate uses his/her language skills in a way that is appropriate, varied and interactive considering the situation. The student/candidate observes, interprets and assesses different media products critically. He/she uses the media and information technology as well as produces media material.

- *Mathematics and natural sciences*

The student or candidate uses basic mathematics to solve mathematical equations at work and in everyday life. He/she uses for example formulas, graphs, diagrams and statistics to help solve work related assignments and problems. The student/candidate applies methods and practices that are based on the laws of physics and chemistry at work.

- *Technology and information technology*

The student or candidate makes versatile use of technologies used in his/her profession. He/she considers the technological benefits, limitations and risks. He/she makes versatile use of computer technology as a professional and a citizen.

- *Active citizenship and different cultures*

The student or candidate draws on knowledge of the basic structures and practices of society and participates constructively in the activities and decision-making of the community. He/she acts according to his/her rights and responsibilities both at work and in everyday life. He strives actively to influence the removal of social problems. He complies with the acts on equality and equity. He/she acts appropriately and considering the requirements of working life with people from different cultural backgrounds both at home and in international operations.

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

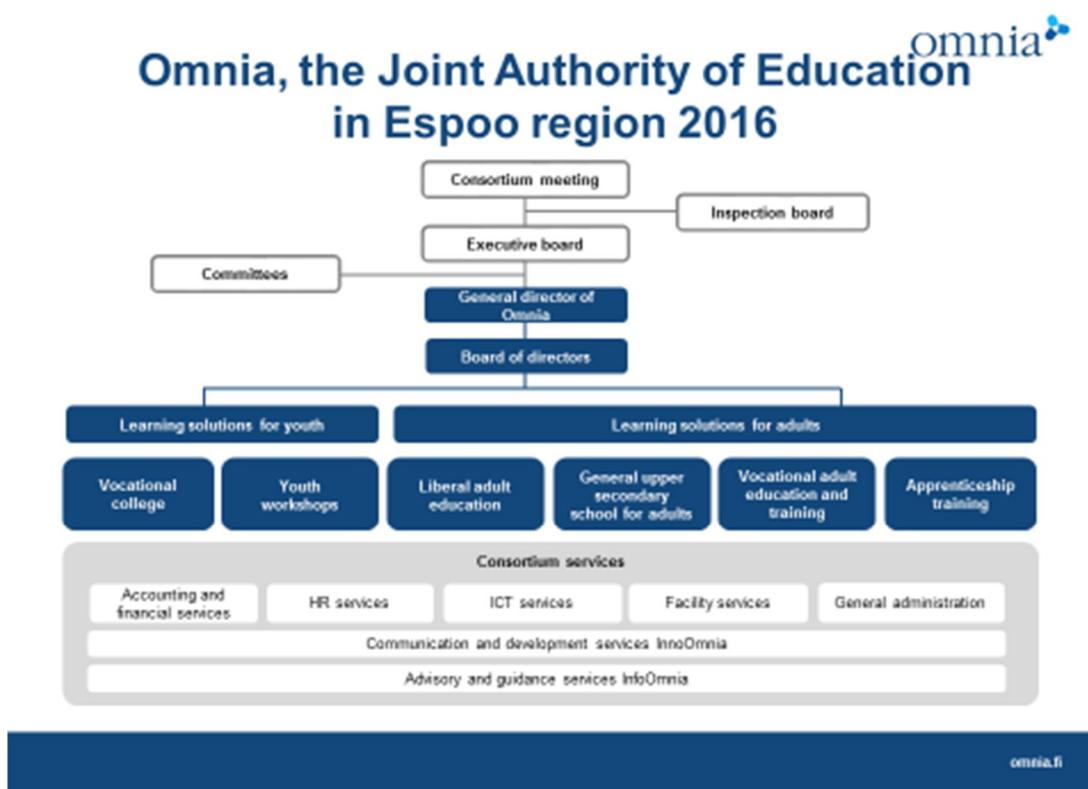
In our *PL* program we have designed educational content in such a way that we achieve these life-long learning skills.

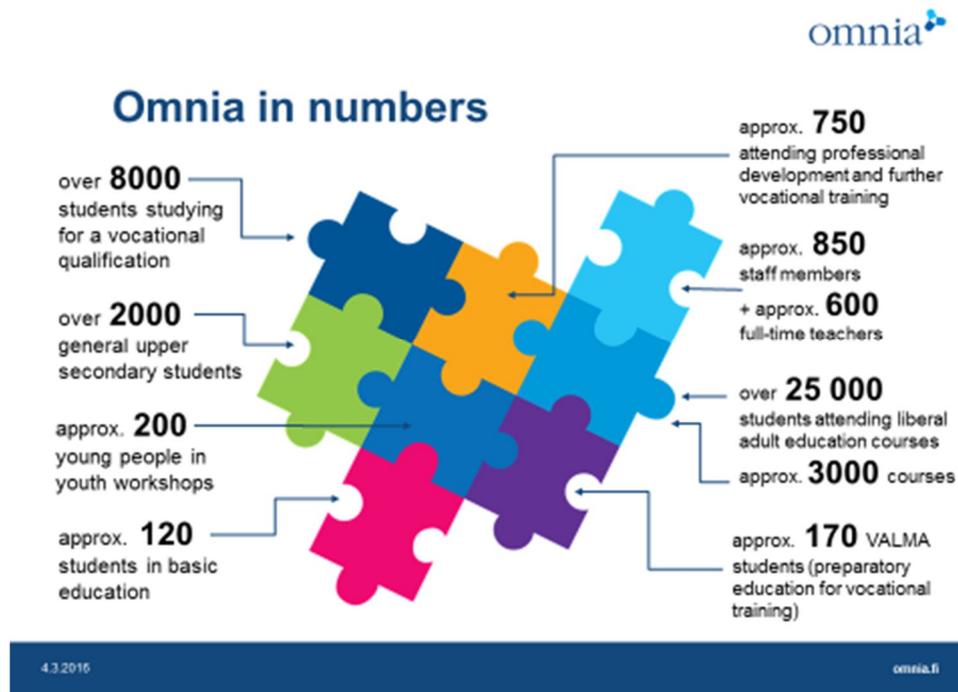
## 2.2 Omnia, the Joint Authority of Education in Espoo Region

Today Omnia is a regional development center. The Finnish National Board of Education has chosen Omnia as a center of excellence for upskilling vocational teachers and trainers at the national level. Omnia was awarded the Ministry of Education and Culture National Quality Award in 2013.

Omnia is the only European organisation to be included in the book *Learning a Living: Radical Innovation in Education for Work*, which presents 15 innovative educational organisations around the world. Published on 5 February 2013, the book was produced by WISE, The World Innovation Summit for Education. The book’s editorial team was impressed by Omnia’s development unit InnoOmnia’s approach to creating bold learning environments and breaking boundaries. InnoOmnia offers study programmes that support entrepreneurship and coaching to young entrepreneurs and start-up companies in the services sector. InnoOmnia also develops new kinds of learning methods. In addition to hands-on learning, the opportunities offered by new technologies in learning are being constantly looked into. The book’s editors paid particular attention to methods that make use of mobile technology.

In *Productive Learning* concept Omnia will promote digital learning in adult education producing and creating digital material for the different work processes as well teaching students to use mobile devices in every day learning process.





OMNIA as a part of the VET-system in Finland is one of the biggest VET-schools in the region and is specialized in the following fields:

- Culture,
- Social Sciences, Business and Administration,
- Natural Science,
- Technology, Communication and Transport,
- Natural Resources and the Environment,
- Social Services, Health and Sport,
- Tourism, Catering and Domestic Services.

At our place we offer the following VET-qualification for adults:

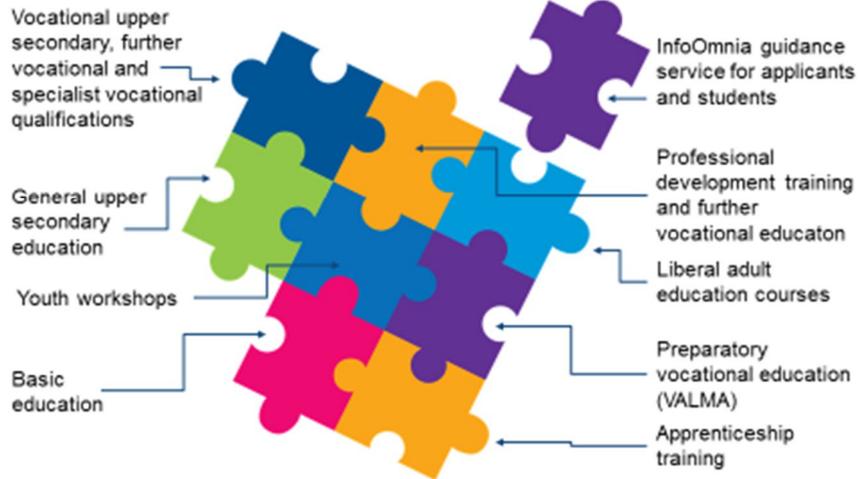
- Vocational qualifications 19
- Further vocational qualifications 24
- Specialist vocational qualifications 18

In Omnia Adult Education Center the total number of staff is 157 of which the number of trainers is 130.

At our place we offer the following VET-qualification for young people:

- Vocational qualifications 21

## Learning at Omnia



4.3.2016

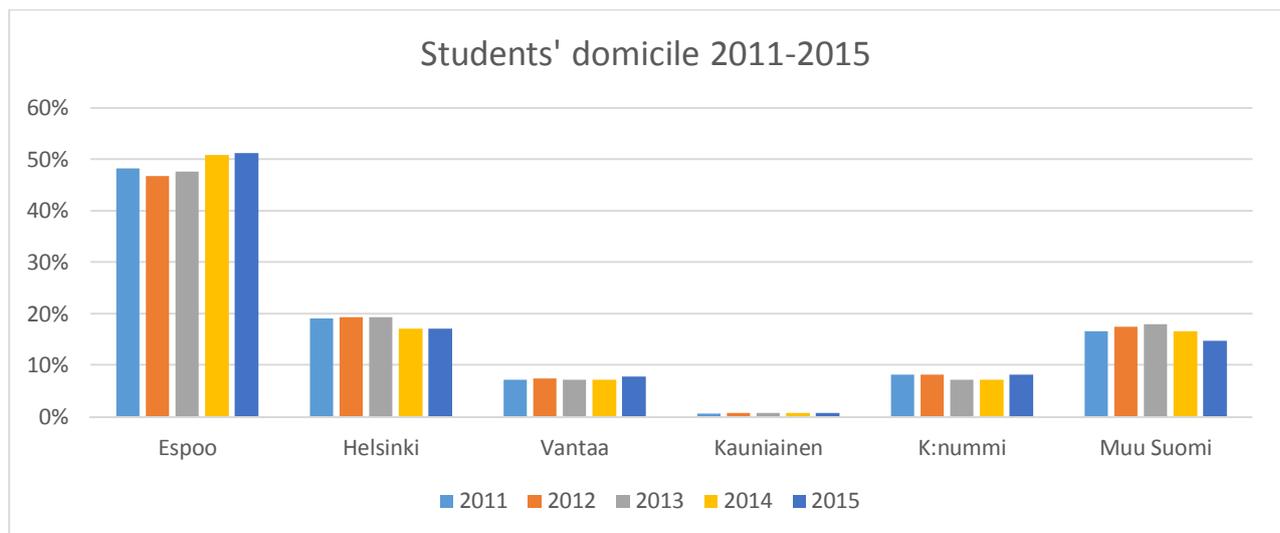
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## Omnia offers



4.3.2016

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Omnia is a multisector vocational education provider which offers a wide range of opportunities for lifelong learning:

- Upper secondary vocational education and training, apprenticeship training, general upper secondary education, workshops and liberal adult education courses.
- Flexible opportunities to combine studies and hobbies in a meaningful way.
- Competence development services and partnership for companies and working life.

We operate in the Espoo city, Kirkkonummi municipality and Kauniainen city area. Our international networks are diverse.

### 2.3 Evaluation of the *PL* Project Omnia

#### Evaluation of the first project year

We have clarified what the *PL* system means in our VET system. Work-based learning is part of Finnish vocational training and we already have a long tradition on that. Instead of that we have received from *PL* support for student-centered learning and guidance. The students have received more support as a group and also individually.

Our team consists of experts from adult education, head of pedagogical, apprenticeship training and project management head of international relations.

Our aims and goals are to describe learning in different learning environments. We have been using digital learning in education and on-the-job learning. We use mobile devices and we will learn the basic functions to use tablets and to know the basic rules of social media. One objective is to implement new digital teaching method practices used in young adults learning program modules. We are using iPads and teaching different apps like Popplet,

IMovie, Photogene, Blogger and WordPress. The main idea is by connect short texts, videos and voice in different ways to support learning and give positive learning experiences. Social media and different apps are present also in teaching and under discussion in Finland in teacher's field.

### **Evaluation of the second project year**

The second project year progressed with the same aims, structure and methods as the first year. In the first year we had the objective to implement new digital teaching method practices used in young adults learning program modules. Now at the second year we had already the experience of how the first year went.

We are using also in the second year the same methods iPads and teaching different apps like Popplet, Blogger and WordPress. The main idea is again by connect short texts, videos and voice in different ways to support learning and give positive learning experiences.

The first project year has shown that teachers are more experienced with the dynamics of the *PL* group and are able to motivate the students more effectively with the help of this earlier experience.

The results from the first year to the second year had also been better. As the first group of students had six graduates out of eleven the second year had eleven graduates of twelve. There can be a lot of other issues as well influencing on the two groups difference but we see that the first years' experience has influenced on the success rate of the graduates.

*Productive Learning* program has also allowed us to develop a three-step personalization and find new ways to use digital learning.

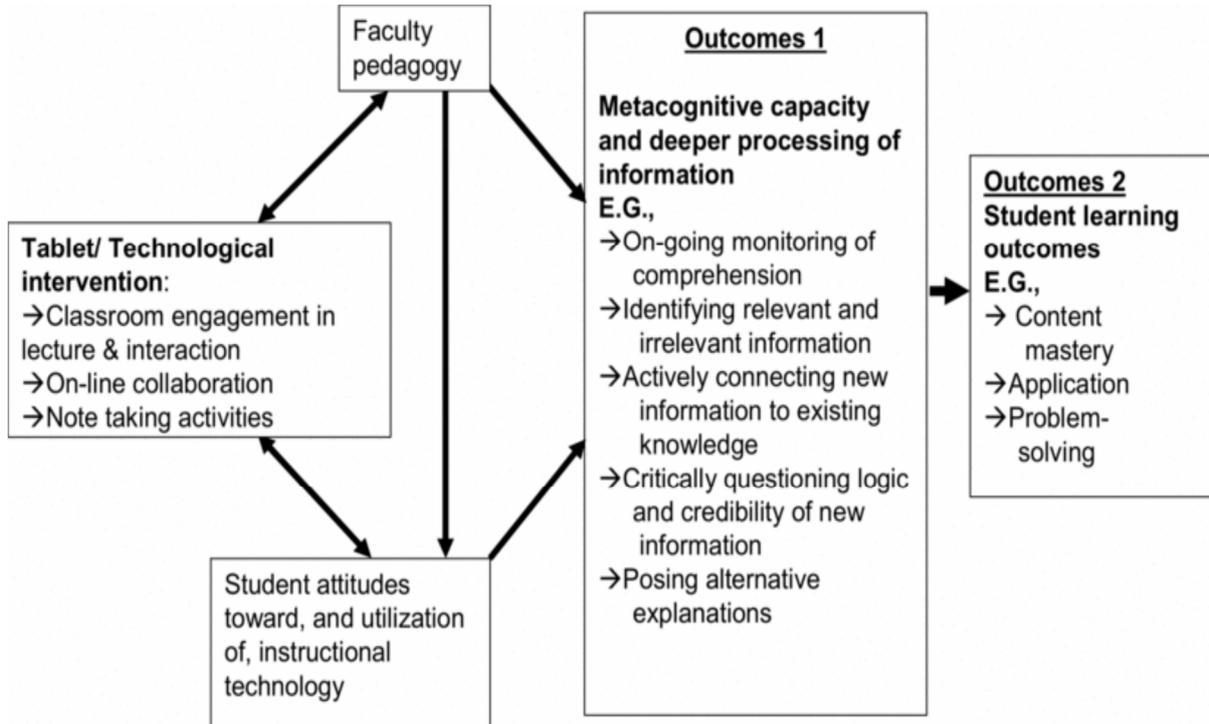
## **3 Aims of *Productive Learning***

The common aim is that everyone wins:

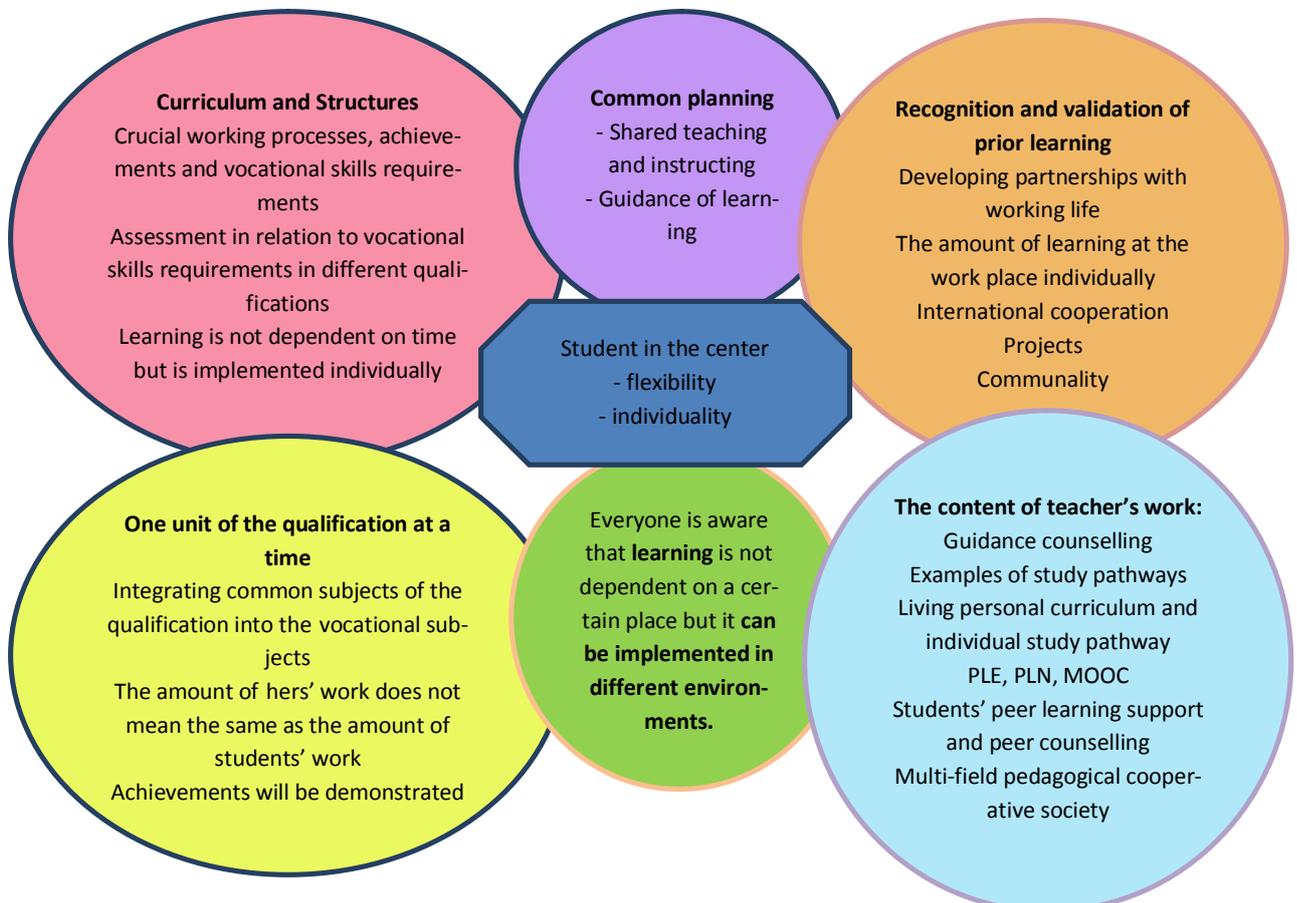
- the experts in working life,
- teachers with motivating work,
- students with flexible and individual study pathways.

Our approach is that learning can happen ubiquitously, students can learn everywhere. Besides there individual learning we follow the approach of peer learning and in this context also team working is important. As to the digital learning we use different apps to make learned skills visible. This is also an important element of *Productive Learning*, because students need to see their progress.

Figure by Helena Rajalinna:



**Learning outcomes based approach in practice:**



## 4 Target Group

### 4.1 The Participants in the *PL*-Class 2015/2016

The *PL*-in-Vet-groups in the schoolyear 2015/2016 were two groups of students. We chose for PROVED a group which belonged to the young adults' skills program which was (and still is) one part of The Youth Guarantee in Finland. This program is for those aged between 20 and 29 who have completed only basic education before the Educational Guarantee takes effect. A young adults' skills program provides better opportunities for applying for vocational education and training leading to a degree or other qualification.

All students have submitted an application independently in this program and all of them have been interviewed. During the interview they have received the additional information about the program and they have been able to ask themselves important things.

We wanted to use new technological tools in education to offer different learning environment and to find new ways to teach. An important aim was to encourage youth to develop their own visions and equip them with the skills to pursue those visions. We also encouraged youth to use and share their experiments and knowledge. We developed peer learning as one method of assessment.

In young adults learning program we offered a special 'orientation phase'. This phase consisted of parts that supported the students to learn general learning skills and working life practices. The orientation was common with other groups.

#### **Hian 1501a (the first student group in *PL*)**

Hian 1501a group studied one unit from further qualification in hairdressing. It was customized as preparing education for vocational qualification in hairdressing. Education was about selling hair products and learning deeper information of ingredients of professional hair products. We used mobile tools for creating commercials for our sales day.

In young adults learning program we offered longer education time for one unit. That is because of the starting level in learning and language skills of the students. For young adults learning program education's main goal is to prevent social exclusion and prepare immigrants for complete qualification.

The group consisted of 11 participants:

- Male 2, female 9
- Irakian 2, Turkish 1, Egyptian 1, Iranian 1, Bangladesian 1, Finnish 5

- Range of age: 20 to 29
- Graduated: 6 in May 2015

### **Pakn1509a (the second student group in PL)**

- 12 participants, all active in their studies
- Male 5, female 7
- Iranian 5, Estonian 3, Russian 1, Finnish 3
- Graduated: 11 in May 2016



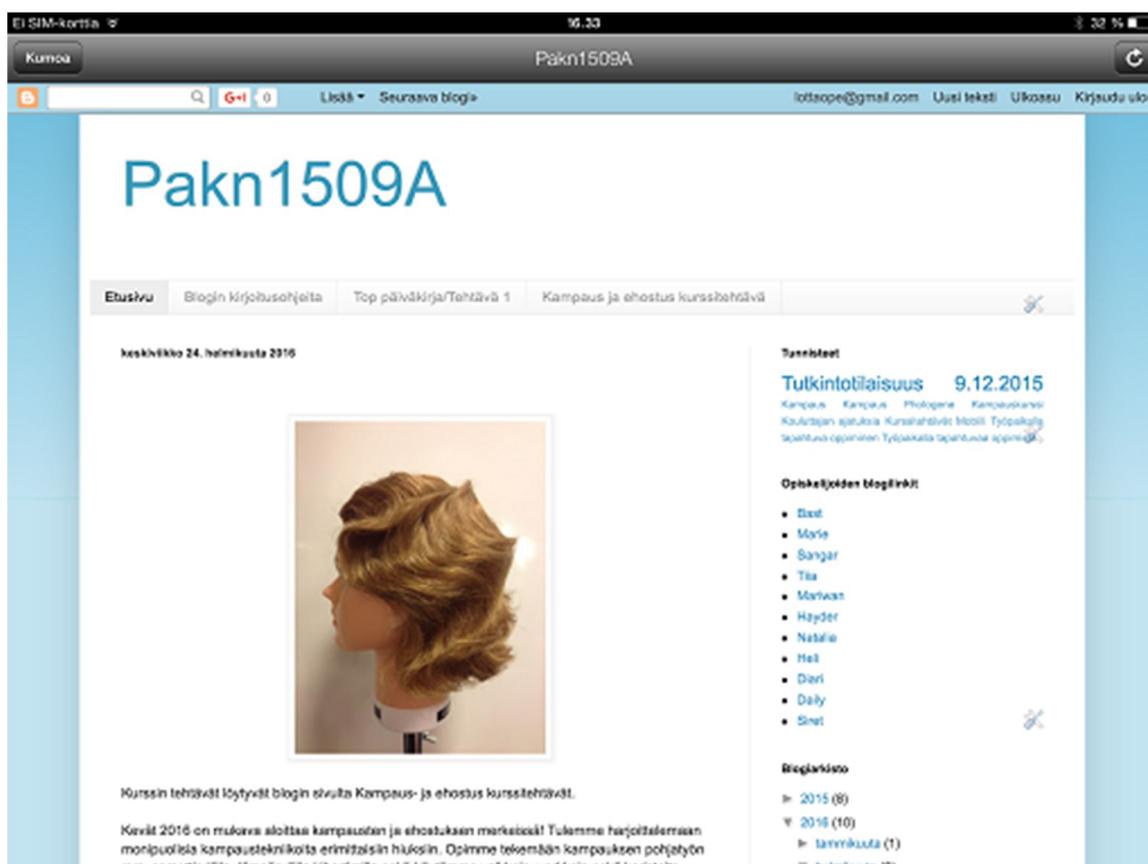
The young adults learning program consisted of two units: hair cutting and beard treatments and hairstyles and make-up. The education started in 07.09.2015 and finished in 23.05.2016. This preparing education phase was a little bit longer so we had more time to learn the needed skills for the competence test. During this education we are doing a lot of handicrafts and customer service. We had customer service at school and students did their work based learning in the school-hair- salons. We were using also digital methods by using blogs and different mobile applications to make photo collages.



## Mobile devices in learning

Blogger-blog was used with group pakn1509a as learning platform. The main blog was made for pakn1509a-group and every student attached his/her own blog to the main blog. In this main blog there were course tasks for the hairdo and make-up unit. Learning to use a blog is part of modern skills that is needed also in working life. While adding pictures of their own work at school and on work based learning they create also their own portfolio that can be used as a CV in applying for work after the qualification.

We had the opportunity to loan iPads from Omnia's library. The best way to work is if students have their own devices, whereby they can document their work. It is easy and convenient to do the tasks by having own pictures and materials in one's own device.



Picture of group blog's main page

The teachers task was to read and comment the students blog and their tasks. A blog is very good for short texts, pictures and videos. In visual profession field like hairdressing students can start to do their own portfolio at the same time and have positive leaning experiences.

Ei SIM-korttia
10.38
32 %

Kumoa
Pakn1509A
↻



### Tunnisteet

## Tutkintotilaisuus 9.12.2015

Kampaus Kampaus Photogene Kampauskurssi  
Kouluttajan ajatuksia Kurssitehtävät Mobiili Työpaikalla  
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### Blogiarkisto

etus kurssitehtävät

Ei SIM-korttia
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Näytetään tekstit, joihin on tunnistettu Kampauskurssi. Näytä kaikki sivut

Tiesit 22. helmikuuta 2016

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### Blogiarkisto

- 2015 (0)
- 2016 (10)
  - tammiukuuta (1)
  - helmikuuta (9)
    - Pöytätyötyöpajat nyt avoimena 11.12.2015...
    - Diskonttoalustuksen asialloivat 19.1.2016
    - Kouluttajan ajatuksia
    - Huippuyhtymä Pakn1509a
    - Työpaikkakäynti parturi-kampaamo Hassan
    - Työpaikkakäynti Parturi-kampaamo Hassan Mellanmäki...
    - Työpaikkakäynti Kalliossa Parturi Newroz 10.2.2016...
    - Kampauskurssi alkaa 1.3.2016
    - Kurssin tehtävät toteutettiin hiuksiin



Students keep work based learning by writing a diary entry every week of their work based learning period. For students who had difficulties in written tasks it gave positive learning experience to see the visual result of their own ideas together with the picture of their own works.

Commercial studies was made by students using Strip Design - app and photos made by iPad



## 4.2 Admission and Orientation

In Omnia all educations are offered on Omnia's webpage to where applicants leave their application.

Also for the participation in the project class students had to apply. They were interviewed before approved as candidate. The aim of the students was to achieve and study complete vocational qualification in hairdressing. Language skill requirement is level A.2.2 which is lower than other educations.

### Orientation with tutors

During the 'orientation phase' the tutor informs about all the main topics concerning adult education. Guidance counsellor and special needs teacher inform students about their work and the support that is offered for the students. The students also were introduced in all the practices how to study. The tutor briefed the student also personally to his/her study program.

Vocational skills requirements are defined in national qualification requirements. Student's personal aims are to complete units and improve their Finnish language skills at the level B.1.2, that is required for further studies. In every course there are tasks and practices to do for achieving vocational skills.

### Student challenges and their skills

The students needed a lot of personal guidance because of their poor language skills and studying experience. They also had a lot of personal problems. Written tasks were difficult for most of them. Therefore it was helpful for them to have possibility to write a learning diary on their blogs by using pictures of their works and short written texts.

On the other hand the students had good hand skills and good motivation. The students were interested in the hairdresser's profession and had the desire to continue to study. Both

groups have been a very interesting and multicultural group. For the teachers the teaching and coaching has been a very intensive but rewarding work.

## 5 Participating Teachers

### 5.1 Preconditions of the involved Staff

The participating teachers worked as a team with the learning group. The two colleagues were used to work together as a team. This team-experience supported the needed team-work in the *Productive Learning* project. The participating two teachers are also the creator and writer of this conception and so the teacher's roles in the *Productive Learning* project is one very important focus. Therefore the following detailed considerations are out of the view of the writers a needed reflection to start this project.

Lotta Kuivalainen was the tutor for these two groups. Elina Luukkonen was the special needs teacher and Heidi-Maria Karlsson was the working life coach.

### 5.2 Motivation and new Tasks of the involved Staff

Lotta Kuivalainen: As a trainer I have learned and developed my skills during these past year. I have been learning digital skills and been planning how digital methods would increase learning results. For me as a trainer the most important learning experiences have come through practice. Concerning to plain language and instructing students through adult education. There can be many misunderstandings because of language skills. Students need self-guidance skills with independent study and do accomplish written tasks. Plain language and consistency in guidance is very important. The trainer has to put more effort to keep the group together and make sure that nobody drops out of education.

I have been working with Pakn1509a group during terms 2015-2016. As a tutor I am well aware in everyones situation according to studies. Because dropping out is a problem in adult education trainers commitment is important. For example to understand the meaning of competence-based qualification, it is sometimes difficult even for Finnish students.

I have used a blog with my group to try an optional way of doing written tasks because writing is a great challenge for most of the students. Digital learning can be motivating and give students positive learning experience. In real working life nowadays many people use social media sometimes very intensively, so these skills are useful in working life too.

Helena Rajalinna: In Omnia the digital learning experts support teachers to use digital tools in learning processes and help them to implement these tools pedagogically in a beneficial way. As a digital expert and a teacher trainer I had the opportunity to be involved in this Proved project and helped Lotta Kuivalainen in planning her teaching.

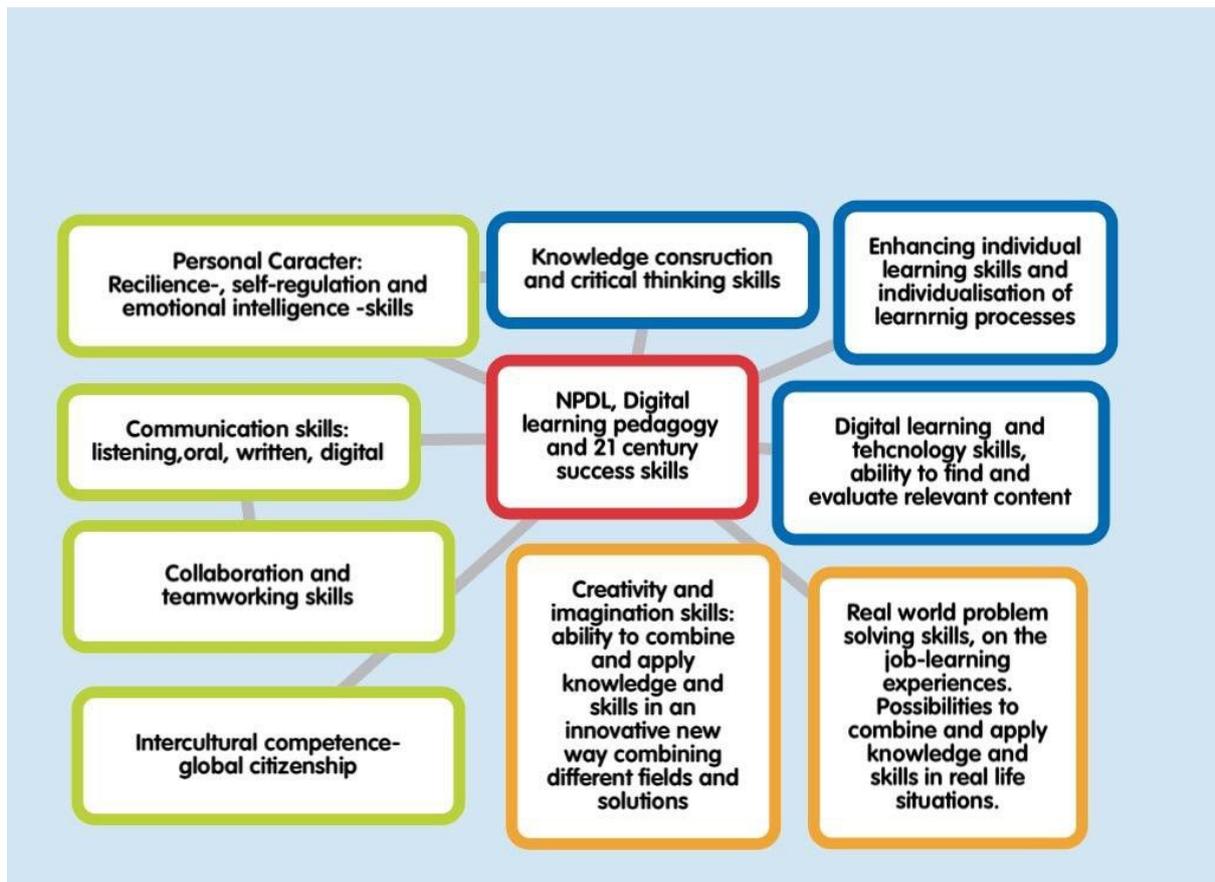
Each time we started with discussions about the targets of the learning process. Then I suggested which mobile applications would be beneficial in achieving those learning targets and how to use them. One of the targets was to learn professional vocabulary. This is needed in their practices and also in selling the products to the customers. We used the mind mapping tool Popplet to learn vocabulary, but also to learn and enhance their presentation skills in Finnish language.

The other important learning target was to understand customer processes, for example washing the customer's hair or doing some hairdos. We used video not only for the learning process but also as a proof of skills, competence and documentation of a learning process. Digital learning through videos is very effective and rewarding, especially with the multicultural students who have extra hardships with Finnish language and the professional vocabulary. The storyboard for the video was done collectively; this helped students to understand the phases of the processes.

Sharing and watching the videos also made their competencies and further learning targets more visible. The students were actually very excited and eager to use mobile devices in their learning processes. Because mobile devices enable the students to be connected to their home countries, they actually already have quite high skills using the mobile devices and different apps, and they were very keen to learn more skills how to use their own devices in the learning processes.

Sharing the visual material, pictures and videos collectively is a good practice for training language and presentation skills, but it's also very effective to improve the self-evaluation, resilience and self-regulation skills and also one of the best ways to boost self-confidence skills.

My role as a digital expert was to plan, implement and evaluate how mobile tools benefit learning processes, and I also was as a co-teacher during the lessons, giving "mobile" support when needed. Deep learning, participatory methods and co-operation with the other learners engaged the participants to develop better processes and learning environments in real work situations.



The frame of digital learning in Omnia's PL group - made by Helena Rajalinna, Deep Learning.

## 6 Structural Framework

### 6.1 The Project-year

The project-year of the two different PL groups followed the structure and requirements of the vocational qualification of hairdressing which adopted by the Finnish National Board of Education. Students were doing work-based training according to their personal study programme. In the project year digital learning was integrated into these studies and that was done in the digital learning described earlier in column four and five.

#### Training structure in StudentaPlus

Teachers make all teaching and trainings in the StudentaPlus program. This is a program that guides both the teacher and the student through the whole curriculum. It shows how the studies are proceeding and which studies should be done in which order. The whole structure is based on the qualification requirements. The program StudentaPlus is widely used in the Finnish vocational organisations.

## Training structure

- Teaching event is a workplace-oriented whole
  - it is based on skill requirements
  - It is given a name corresponding to skill requirements
  - it is responsible for the content of the assessment items (assessment criteria tells the level of competence)
  - when constructing the content it is good to anticipate future skills needs
  - focus on those matters which are relevant for the job
    - for teaching it should be selected the best methods which support student learning
    - guidance and support will be also documented
    - the time spent teaching is determined by matching the content
  - The aim is that the student can choose whether classroom teaching or mobile/web-based learning

30.5.2016

Aikaisopisto

### Training structure in StudentaPlus

Name of the qualification

Unit of the qualification

Training module X (the title of a teaching event), it can be the same name as unit is

Training module A, which is made teaching event  
 Training module B, which is made teaching event  
 Training module C, which is made teaching event ect.

teaching event  
 Student enrolls

learning situation1   learning situation 2   learning situation 3

The learning situations may differ from each other in time. It means one teaching days or night.

30.5.2016

Aikaisopisto

The structure of Training as a whole in StudentaPlus program

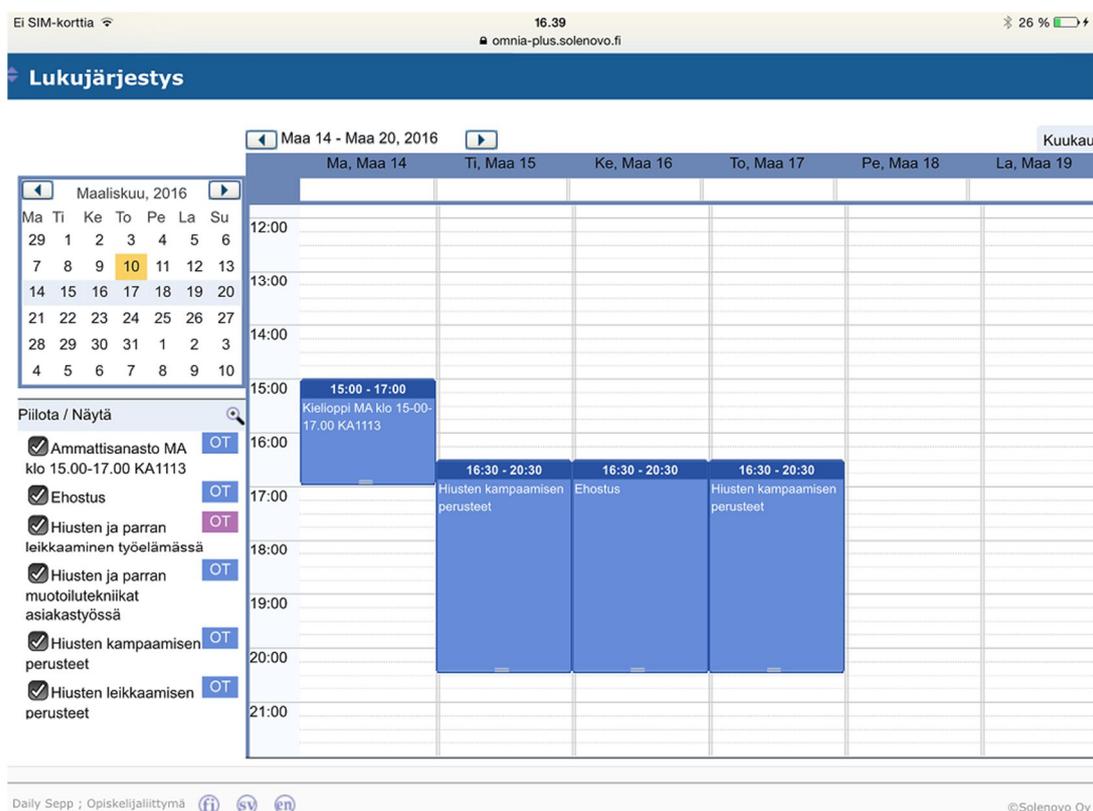
## 6.2 The individual Schedule (Example)

Here are the students individual schedule on StudentaPlus:

PAKN1509A					
Sep - Oct					
month	day	class	time	subject	trainer/teacher
Sep	15.9.		9 - 11.30	Learning skills level test	Elina
			12.15 -15	ICT and Moodle	Jussi Alhanen
	22.9.		9 - 11.30	Own skills and knowledge	Heidi Maria
			12.15 -15	ICT and Moodle	Jussi Alhanen
	29.9.		9 - 11.30	Working life certificate	Elina
Oct			12.15 -15	Motivation and objectives	Heidi Maria
	6.10.		9 - 11.30	CV	Heidi Maria
			12.15 -15	Working life certificate	Elina
	13.10.		9 - 15	Learning to learn	Elina
	20.10.		9 - 15	Job search	Heidi Maria
	27.10.		9 - 11.30	Basics of mathematics	Elina
			12.15 -15	Application	Heidi Maria

Finnish in second language : S2-basics 1 Wednesdays time 15-17 at Kirkkokatu

Finnish in second language : S2-basics 2 Thursdays time 15-17 at Kirkkokatu

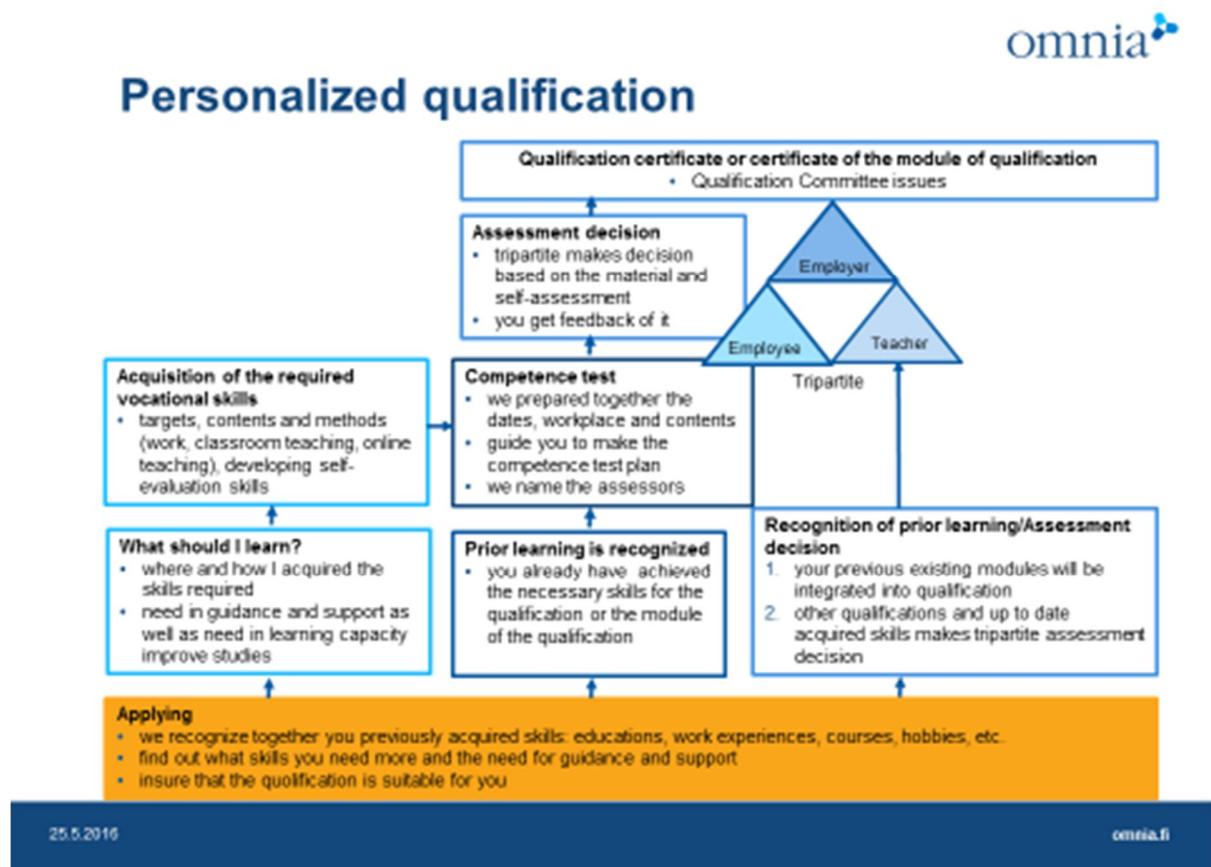


Example of daily schedule of a student, on Monday:

Finnish grammar, Tuesday: hairdo's basics, Wednesday: makeup, Thursday: hairdo's basics.

## 7 Curriculum und Methodology

The studies are based on the curriculum on vocational qualification in hairdressing. It can be found also in English on the website of the Finnish National Board of Education (cf. link in the annex). The education provider decides the content (curriculum) and organization (methodology) for preparatory training for a competence-based qualification in accordance with the qualification criteria. For *Productive Learning* groups we have done an own curriculum and we have chosen digital learning methods in particular to support their learning needs. Making the educational structure has been presented in the previous paragraph training structure.



Personalized qualification structure

### 7.1 Personalisation

Personalisation refers to customer-oriented planning and implementation of guidance, advisory and support measures for a student engaged in preparatory training for a competence-based qualification and a candidate attaining a competence-based qualification. Personalisation is divided into three phases:

### **1<sup>st</sup> phase: Application for a competence-based qualification and the related preparatory training**

Competencies are assessed through various methods suited to the field in question. On the basis of the competence identified, the following shall be assessed:

- Which parts of the competence already demonstrated by the individual on the basis of the documents presented can be proposed for recognition.
- Whether, on the basis of skills already achieved, the individual can be guided towards the direct completion of a qualification suitable for him or her, or a module or modules of such a qualification, or
- whether the individual should be advised to acquire the vocational skills required.

We arranged advisory forum for our applicants. They get the information of the competence-based qualification system, qualification, support and guidance system, benefits, how we are going to measure applicants previously acquired skills.

We encourage the applicants to recognize their own skills and strengths. We have questions for them to think about before interview and they also do their own timetable how they are handling their everyday time management. The aim is to make them realise how to combine studies and everyday life. They have different kind of tests and small practical working demonstrations.

Both the advisory forum and interview are part of the personalisation process and the beginning of self-assessment. They have group counselling to open the vocational skills requirements, targets of assessment and criteria. After recognizing process the teacher will discuss with the student and they make the individual study plan together. Individual study plan is documented and signed by the applicant and the teacher.

This is the first step of *Productive Learning*. The applicants learn to observe and recognise their own skills, knowledge and also their values and attitudes.

### **2<sup>nd</sup> phase: Completion of the qualification**

When individualising the completion of a qualification, the vocational skills requirements, targets of assessment and criteria and methods of demonstrating vocational skills defined in the qualification requirements, must be complied with in every case.

We have group guidance and counselling for the candidates how to prepare a plan for completing the qualification or module. The candidates are supported to find out how they are going to display the vocational skills requirements in working life in real situations. The can-

didates also have personal guidance and counselling. The candidates get special support if they have difficulties in reading and writing skills or other needs.

Qualification modules contain one or several vocational skills requirements formed on the basis of task and skill areas in working life. One part of the skills area in vocational upper secondary education is lifelong learning. The key competences for lifelong learning are included in the objectives of the requirements of vocational qualification modules and their assessment criteria. The key competences for lifelong learning are learning and problem solving, interaction and cooperation, vocational ethics, health, safety and ability to function, initiative and entrepreneurship, sustainable development, aesthetics, communication and media skills, mathematics and natural sciences, technology and information technology, active citizenship and different cultures.

This is the second step of *Productive Learning* for those candidates who have already sufficient expertise and third step for those who needs preparatory training for a competence-based qualification. The candidates make a self-assessment of how well they have the skills to do the job. A self-assessment can be done orally or in writing, and you can add photos, videos, etc.

### **3<sup>rd</sup> phase: Acquiring the required vocational skills**

In the personalisation of the required vocational skills and the planning and implementation of learning, account must be taken of the individual's situation in life, competencies, identified learning needs and possibilities for work based learning. In addition, the personalisation process involves the examination of and joint agreement on the most suitable forms of education provision and learning environment which the education provider can offer, and of the most appropriate teaching and assessment methods and steering measures. The personalisation process

- familiarises the student with him/herself as learner,
- provides guidance in the planning of flexible and suitable individual learning paths, and study,
- steers studies and, if necessary, provides advice and guidance towards support services.

We have different kind of tests, work assignments, course attendances, and interviews during the process of recognition of prior learning. We tried to find out the skills and knowledge in which the students are already good enough and what they really need before competence-based qualification. We are doing small tests with the students to find out the learning styles of the students: visual, kinaesthetic, auditory.

We also arranged support and counselling for groups or individuals. For student's special needs and support we have student counsellors and special education teachers. We have developed our education offering so that we are able to find most suitable teaching methods for them. We are using functional methods so as drama, workshops, work place learning, e-learning, expert lectures, learning by doing. We arranged preparatory training as contact teaching, distance learning and multiform learning or apprenticeship training and work based learning. We support and encourage the students in learning to learn. All tasks the students do alone or in groups at school, at work, on the net and so on are based on qualification requirements.

This is the **third** step of *Productive Learning* for most of the candidates because they need preparatory training and work based learning. They are doing this personalisation process with the teacher and they can get advice, support and counselling from the student counsellor or special education teacher. During this learning process they receive feedback of learning and developments of self-assessment skills.

Individual study plan is updated at least half-yearly but also when it is needed. Sometimes during the learning process comes out that the students have more skills and competence already and they do not need all the preparatory training what was planned or they need more choices provided by other experts. (More information can be found at <http://www.oph.fi/english>).

## **7.2 Digital Learning and in various Learning Environments - Background for OMNIA PL concept in digital learning and in various learning environments**

### ***Why towards digital learning?***

The Tekes projects, such as Finnable 2020, SysTech and EdTech, whose researchers results are available in the book *Finnish Innovations and Technologies in Schools, A Guide towards New Ecosystems of Learning*, Edited by Hannele Niemi, Jari Multisilta, Lasse Lipponen, Marianna Vivitsou from University of Helsinki, Finland. The Tekes ideology is to connect different partners to joint projects of educational technology. The networks have played an important role in creating educational ecosystems in which technology is an integral part of teaching and learning. In most projects, teachers, students, parents, researchers, policy makers, and companies work together for joint aims. Cooperation has opened many new ideas and ways to promote high-quality learning. The University of Helsinki and its Department of Teacher Education and the Institute of Behavioural Sciences have provided fruitful research environments. Many projects have also partnered with other universities. The University of Jyväskylä and Tampere Technological University with its Unit in Pori have been important partners with the University of Helsinki during the creation of this book.

### ***Flexible Education System for Lifelong Learning (LLL)***

According to an analysis of governmental education policy documents, LLL is considered holistically in Finland (Niemi & Isopahkala-Bouret, 2012). The lifelong learning viewpoint is systematically integrated into education policy and other policy sectors relating to education and training. According to this holistic approach, LLL is a program that starts from a person's early years and continues throughout the full life course. Life-wide learning is integrated at all levels of the educational system, in both the academic and vocational educational tracks. A holistic approach considers both formal and informal learning.

One of the central aims of the Finnish education system is to have an educational infrastructure that is devoid of so-called 'dead-ends'. Compulsory education comprises the nine years of comprehensive school, but the national aim is to keep all children in connection with the educational system for at least 12 years and to provide several routes for lifelong learning after that. The aim of the system is to enable an individual's education to continue. Nearly 100% (a dropout rate of less than 1%) of each age cohort completes the nine years of comprehensive schooling (Statistic Finland, 2013).

The system provides several routes for learning after the secondary level. People can continue their education immediately through higher education institutions. Alternatively, flexible choices exist for adult learners to return to formal education after they have gained some work experience. A central aim is strengthening the flexibility of the educational system in such a way that all citizens can find individual learning paths throughout their lives.

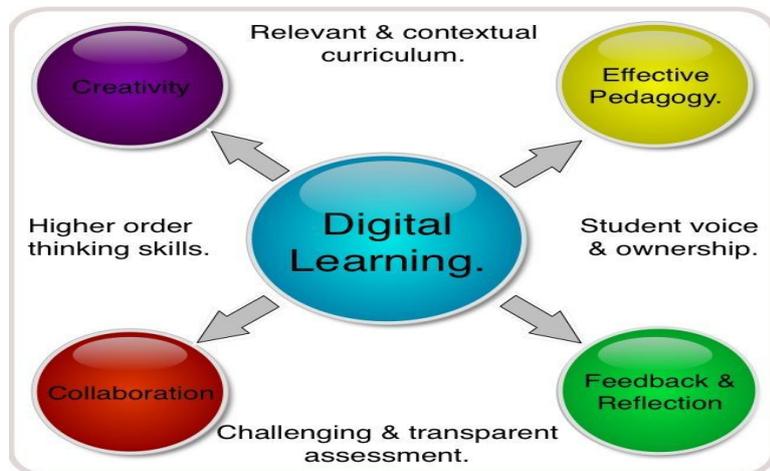
### ***Learning goes digital***

Information and communication technology has made its way into schools in recent years. Schools have good capabilities in place, but they still have their work cut out to put these capabilities into practical use. Finnish education know-how is currently experiencing growing demand also outside the country's borders. Education technology encompasses, among other things, data networks, data connections, presentation technology, computers, tablets, various measuring devices, smartphones, software and teaching facilities. Finnish schools have a fairly good infrastructure in place, i.e. data connections, hardware and software. Data projectors can be found in almost every teaching room, the number of interactive whiteboards is higher than the European average and web-based learning platforms have also been purchased in high numbers, says Kimmo Koskinen, Senior Adviser at the Finnish National Board of Education. This, coupled with the globally top-notch pedagogic expertise of Finnish teachers and the positive attitude of Finnish youth towards technology, provides a good starting point.

### **Tasks over the years ahead**

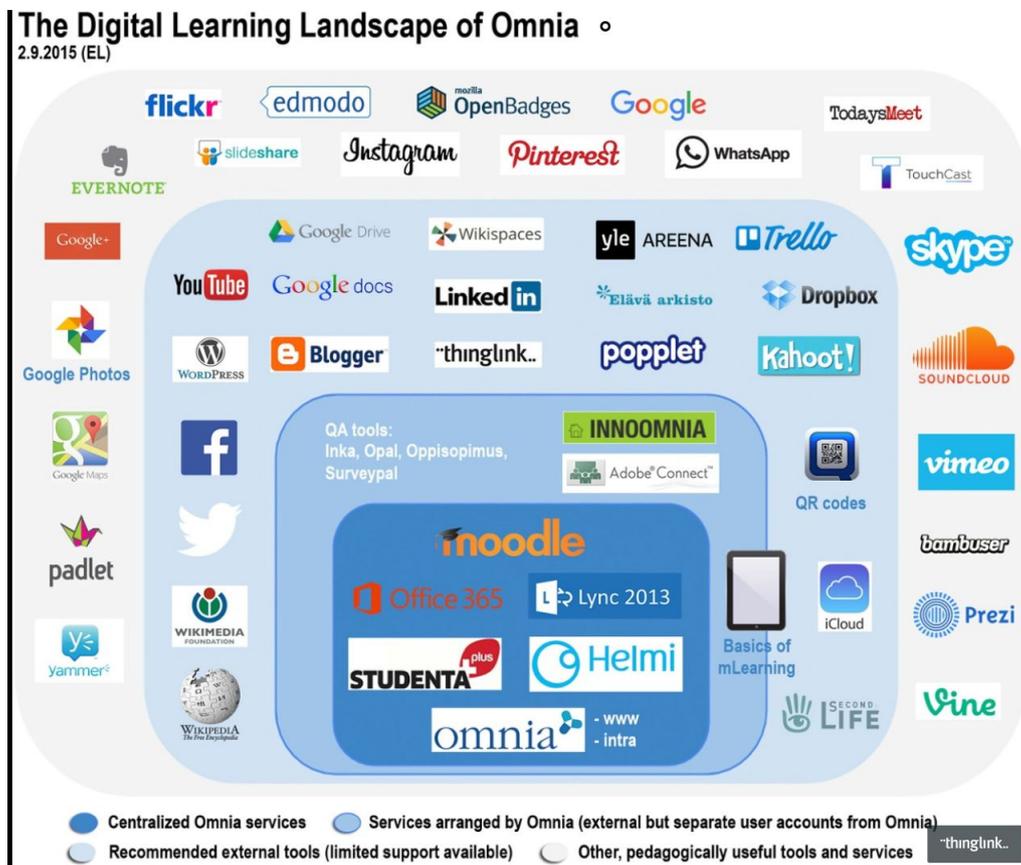
The Finnish learning culture and citizenship skills are built on the foundation of community spirit, motivated creativity and joy of learning. All students will be given opportunities to in-depth learning and positive learning experiences through the use of new learning environment and inclusive methods. A national partnership will be built for the educational administration, education providers, business life and organisations. The aim is to join forces in search of means to accelerate implementation of digital infrastructures and learning environments and their use in education. The Finnish National Board of Education will be developed into a national centre of expertise in the educational use of information and communications technology (ICT) in education and digital learning environments. Learning and teaching will emphasise collaborative approaches, involvement and interaction combined with building knowledge and competence. Everyone will be guaranteed equal opportunities to process and produce information and to make efficient use of information and communications technology in support of learning. Electronic learning materials and diverse learning environments will form a key part of learning and teaching. Determined solutions will guide development of digital infrastructures and digital skills at all levels of education.

### Digital learning



Teachers' opportunities for lifelong learning will be enhanced, while the effectiveness of professional development for educational staff will be improved. Specific focus will be on the development of administrative and management skills as well as pedagogical leadership skills of educational leaders. Professional development will support the implementation of key education policy objectives. Teachers' continuing training and contacts with the world of work will be reinforced. Links between initial and continuing teacher training will be intensified. Databases will be developed to support teachers. Effective steering and support provided by the Finnish National Board of Education for education providers is based on nation-

al and international benchmarking and research data (Olsen, 2008, 5-6, How the tablets benefit learning process).



## 8 Cooperation

Omnia's PL-team has members from Omnia's different units: Adult Education centre, InnoOmnia, Apprenticeship training office. We are working under Omnia's pedagogy development group which consists participants from all Omnia units. The impact and results of PL concepts will be available for all staff members in Omnia. Our national and international networks are wide. We coordinate and participate in many projects. The Finnish National Board of Education has selected Omnia as a national professional development provider. By piloting new pedagogy and designing learning environments Omnia has been able to offer and promote new solutions for engaging students, making them champions of their lifelong learning paths. Everybody is a learner and a teacher in Omnia.

## 9 Dissemination and Public Relations

Project PROVED is described in the Omnia's websites and there was a presentation on the InnoOmnia's (Omnia's Communications and Development Unit) blog in April 2015. There has been two articles written, first for the educational paper and the second for the results of the whole project. It will be presented in Omnia's webpage, blog, newsletters and social media. At the same time there will be press release.

The project PROVED is also disseminated inside the Omnia's own working groups, for example in the international and national project teams monthly working meetings, in local based seminars and also in the school based trainings which we have had continuously in monthly basis during the whole project. We are having the final PROVED seminar in Espoo in June where the whole project results are worked with and will be presented also publicly in a separate seminar during this final seminar.

We have disseminated *PL* ideas in Omnia and Omnia's national (Keuda, Salo, Luksia) and international networks and events.

We have participated in two different digital learning fairs. In October 2015 in Vantaa, Varia VET school of Vantaa and in May we organised the digital learning fair in Omnia Espoo in May 2016. In both fairs PROVED was presented to the fair's public by individual level and by presentations.

In Omnia's point of view there is certain important organizations and the Ministry that Omnia is in close relationships with. This is also the way of how the Finnish vocational schools operate in public relations on a national level. Omnia is a part of this network and way of doing things in the vocational education. Also all the different projects are involved also with this whole public relations actions that Omnia's teachers, developers and principals are doing in their own level. Here are the most important partners of Omnia:

### **Qualification Committee**

We make the contract for arranging and the organizational plan to the Qualification Committee. They supervise us and we are developing together the quality of competence tests. They also organize meetings in Omnia and then we have an excellent opportunity to cooperate with them.

### **Finnish National Board of Education**

Finnish National Board of Education organizes press conferences, training, seminars and co-operation workshops. We have participated in many expert workshops. If necessary, we can ask for advice and support. We participate regularly in various surveys and clarifications. Our teachers have also done work Finnish National Board of Education.

### **Ministry of Education and Culture**

We participate in various surveys and clarifications and the working groups on request. They also ask for our views in support of their own work.

### **INDEX:**

- Niemi & Isopahkala-Bouret, 2012
- Olsen, 2008, 5-6, How the tablets benefit learning process
- Omnia's own statistics
- Statistic Finland, 2013
- Finnish Innovations and Technologies in Schools, A Guide towards New Ecosystems of Learning, Edited by Hannele Niemi, Jari Multisilta, Lasse Lipponen, Marianna Vivitsou from University of Helsinki, Finland.
- [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Vocational Education for Adults](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Vocational_Education_for_Adults)
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