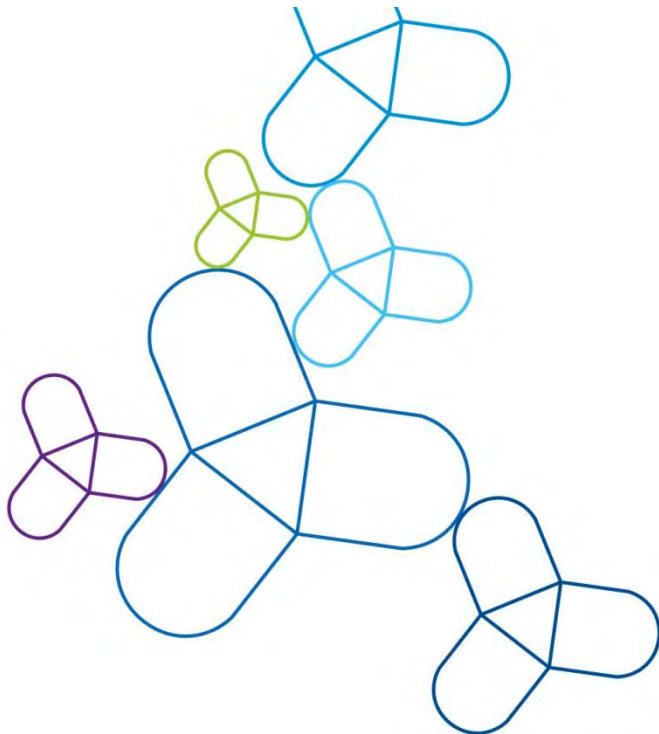




Omnia, The Joint Authority of Education in Espoo region

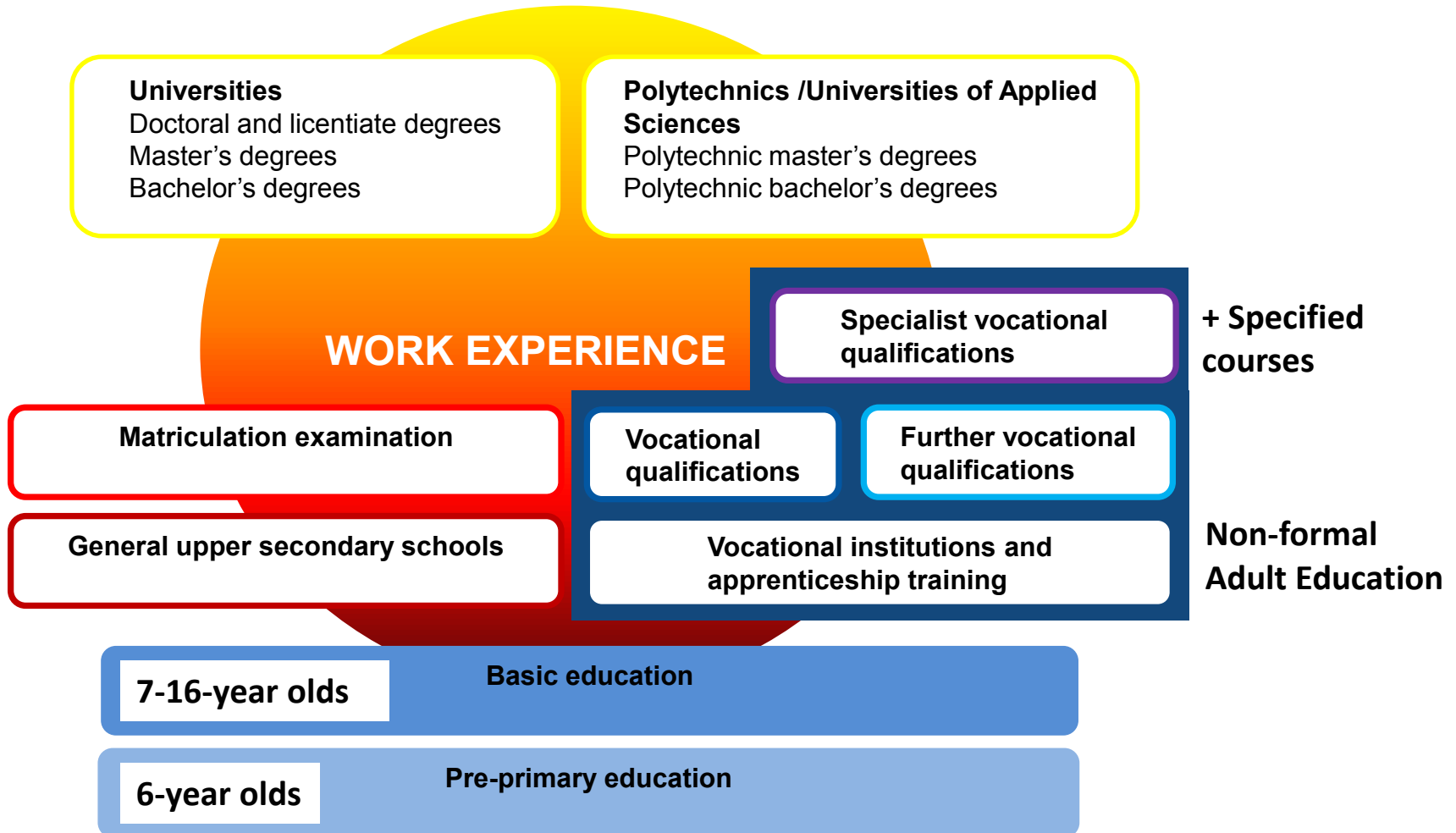
ETF –June 2015

General Director Tapio Siukonen

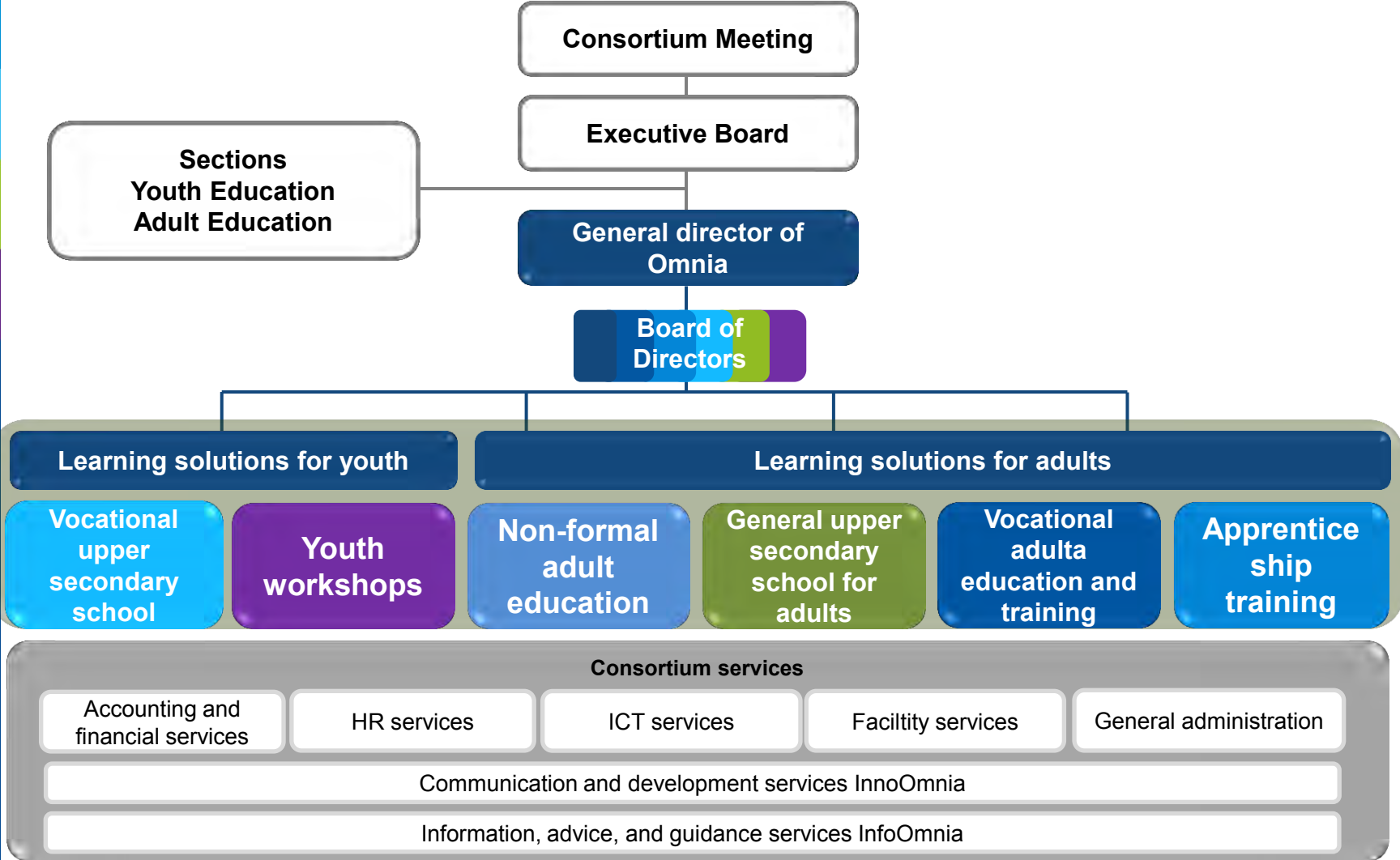


omnia 

Finnish education system



Omnia, the Joint Authority of Education in Espoo Region 2015



Omnia in numbers...

- Personell 860
 - Full-time teachers 2/3
- Students
 - in vocational education 11.000
 - non-formal adult education 30.000
- Our region
 - capital region
 - population is growing
 - students from all over the country (mainly from Espoo, Helsinki and other capitol region)
- Owners: municipalities of Espoo, Kirkkonummi and Kauniainen



Vocational Education in Omnia

<p>Omnia Vocational College</p> <p>*vocational training for young people (after basic education)</p>	<p>Omnia Adult Education Centre</p> <p>*vocational training for adults (vocational & further vocational qualifications)</p>	<p>Omnia Apprenticeship Training Centre</p> <p>*vocational education organized at a workplace supplemented with theoretical studies</p>	<p>Omnia Youth Workshops</p> <p>*offers support and training for unemployed or for those without a study place (17-24 yo)</p>	<p>InnoOmnia Development Center</p> <p>*coaches entrepreneurs and teachers in entrepreneurship *learning environment for students *national and international projects</p>
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Training Sectors in Omnia:

- Culture
- Natural sciences
- Tourism, catering and domestic services
- Social services, health and sports
- Technology, communications and transport
- Social sciences, business and administration

VET in Finland and Omnia

- Close connection to the labour market, enterprises (question of anticipation, reading signals)
- To improve the match between the competencies of the labour force entering the labour market (question of the needs of the working life)
- To improve flexibility at transition points between different levels of education (question of the profile of VET, no dead ends)
- Reducing educational overlaps and enhancing recognition of prior learning (question of effectiveness)

Today VET has high profile

- Education structure in Finland
 - Vocational education is a path also to higher education
- Teacher training
 - Academic qualification + pedagogical qualification + working life experience
 - In-service training
- Quality
 - Curriculum development on a regional level in cooperation with working life
 - Teaching methods, learning environment
- Marketing
 - Good cases (awareness rising)
 - World Skills, National level Competitions

Ministry of Education: Quality Award



Governance of Omnia

- national level: ministry of education and culture, national board of education (legislation, funding, general qualification requirements & assessment criteria)
- national/regional level: enterprises and public & third sector actors (e.g. Finnish Association for the Development of Vocational Education and Training AMKE ry, Chamber of Commerce)
- regional level/municipal: owners of Omnia (municipalities Espoo, Kauniainen, and Kirkkonummi)
- Omnia level: executive board (9 members; every municipal is represented and also different political parties represented); the role is not so much political as it is to represent local view/vision on regional vocational education
- Omnia level: sections for youth education and adult education (working life representatives), other regional meetings with local working life

Case: InnoOmnia

Anticipation and Matching of Skills & Jobs

- A unit within Omnia to increase the co-operation between local entrepreneurs and companies
- Provides premises for SMEs
- Supports co-operatives established by students as a learning environment
- Coaches entrepreneurs and teachers in entrepreneurship
- Provides services for SMEs carried out by students
- National and international projects, global networks

Transition to work in Omnia (1/2)

- The main focus has earlier been in recruiting new students and guidance during studies
 - => focus shifting to transition to work and employment and also further studies
- Focus on the age groups under 30 years of age
- Close cooperation between the vocational college and
 - workplaces (on-the-job learning, joint projects with working life, role of teachers)
 - regional guidance project –ohjaamo- which combines enterprises, public sector actors, third sector services

Transition to work in Omnia (2/2)

- on a national/vocational college level monitoring concentrates on
 - those graduated /not graduated (dropouts)
 - those graduated and working
 - those graduated and studying further
 - => on a vocational college level: possibility of performance-based funding if results above national level
 - => data based on National Statistics Office
- follow-ups and tracer studies/surveys
 - surveys after graduation; usually low response rate; questions of reliability
 - annual stakeholder surveys
 - ***
 - annual student surveys
 - annual personnel surveys

Case: InfoOmnia

- Integrated services at Omnia level, “service from single counter”
- Information, counselling and guidance services
- Applying study place, studying and entering work life
- Networking with other authorities

Challenges for future vocational education

- To prevent student drop outs and exclusion
- To maintain student motivation
- To support the transition into adulthood
- To keep up with rapidly changing society
- To increase the number of training places to meet regional training needs
- To ensure the possibilities for training for all young people in the region
- To respond to the responsibility for regional development
- To expand and develop Omnia campuses

How to support a student who is in danger of drop out or exclusion

- Personal study plan
- Personal guidance, counselling and tutoring
- Teaching in small groups (max. 10 students)
- Functional teaching and assessment methods
- Workshops and on-the job learning

How to support a student who is in danger of drop out or exclusion

- To teach interaction and self-knowledge skills
- Support in demonstration of skills and special arrangements if assessment is done by testing (e.g. interviews)
- Student counselling team: Welfare Officer, Nurse, Counsellor + teacher, (Church Minister)
- The same tutor teacher (teachers) should work with the student throughout the whole three years (trust and relationship)
- Outreach youth work

- *Thank you for your attention!*