The growing co-operation with the companies and the pedagogical challenges it brings

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ABOUT TAKK
What does it mean at Tampere Vocational Adult Education Centre?

- **TAKK’s mission is**
  - To improve the competitiveness of economic life of the enterprises, trade and industry in the Pirkanmaa region by providing the adult population with vocational skills to meet the requirements of modern society.

**TAKK’s Training Sectors**

- Metal Work and Automation
- Construction
- IT and Business Training
- Service Sector
- Career Guidance
produces and markets training services, which create, maintain and develop professional skills of workers to meet the requirements of enterprises and organisations.

- offers vocational basic further and supplementary education

- The training programmes are organised as employment, apprenticeship, self-motivated and in-company training.

- The training courses aim at Vocational, Further and Specialist Qualifications. They are based on national curricula approved by the National Board of Education.
The purpose of vocational education and training is:

- to enhance the population’s vocational competence
- to develop working life
- to meet the competence needs of working life
- to promote employment

Vocational competence

- Skills requirements in working life are increasing.
- Vocational competence plays a key role in terms of economic competitiveness and prosperity.
- Work assignments require high-quality vocational competence and continuous upgrading of skills.
The challenges for vocational education and training are

- to meet the competence needs of individuals and working life
- to provide capabilities for lifelong learning.
- As the labour force grows older, it is necessary to ensure that new competent people are available to replace those due to retire.

What are topical issues in development of vocational education and training?

- bringing education and working life closer together;
- improving quality and learning in the workplace;
- developing practices for recognition of previously acquired competencies;
- supporting students, special needs education, reducing dropout rates
- improving the appreciation and attractiveness of vocational education and training, in order to bring new competent employees and entrepreneurs into working life.
About learning process

How do we understand learning?

- Social constructivism – cognitive orientation
- Humanistic orientation
- Social-situational orientation
- "You can’t take things for granted"
- You are active (subject) and construct yourself the knowledge, teachers facilitate, guide, counsel…conversation, participation, reflection …self directed …learning by doing …. learning conscious ….
- It is important to know backgrounds, what you already know, your skills and what you should study and learn more, how you learn …
The goal

- The goal is to combine the professional requirements of the working life with students’ own educational efforts.
- Therefore, individual counselling of students is of great importance and it is essential that training is work-oriented. In addition, tailor-made courses are organized to enterprises and organisations.

Personalizing is the word of today

- Personalisation is tailored learning.
- It is designed to meet learners’ personal, social and educational needs.
- Personalised learning is a process that: reinforces current practices; demands modification to some of these practices; and entails creating some new practices.
- It acknowledges that learners need to learn how to learn and access different opportunities and support to succeed in working life.
**Personalisation**

Personalisation means tailored
- counselling and guidance
- teaching
- supporting
  according to the students needs during the whole process
A personal study plan for everyone

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**Personalisation**

Personalisation takes place at three stages:
1. When a person is seeking to study
2. When she or he is "graduating" - passing the competence based test
3. Or first acquiring necessary education
Competence-based qualifications for adults

- The system of competence-based qualifications offers the adult population in particular a flexible way to renew and maintain their vocational skills. In competence-based qualifications, vocational skills are demonstrated through competence tests, regardless of whether the skills have been acquired through work experience, studies or other activities.
Things we discuss all the time

- How to guide the learning process of an adult learner – (now) in distance learning
- We must plan education on a more long-term basis
- How to react to student`s different abilities to study and other needs of the students
- How to develop counselling and improve relations with working life

We discuss

- How to get more resources for counselling and guidance
- How to accredit prior knowledge
- How to orientate workplaces better
- How to get them commit themselves to educational contents
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