Crosslife Tampere Workshop
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The task to service the working life and the companies, and the changing role of the trainers
The TASK

- The aim of Tampere Adult Education Foundation (since 1962) is to promote the development and maintenance of the vocational skills of adults, them to be able either to find a job, to keep a job or to advance in their career, and to be able to update their skills according to the fast changing needs of working life.
The TASK

- Already in early years the aim was to train unemployed people to different professions in different organizations.
- For example to train waitresses for Ellivuori-hotel, or train mechanics for Metako Oy.
- Precondition for this work was close interaction with companies.
The TASK

• during the years the financing for the training has changed from straight government subsidies to purely company paid training

• nowadays the customers of TAKK are TE centre (Employment and Economic Development Centre) for Pirkanmaa, Pirkanmaa Apprenticeship Centre, Finnish National Board of Education and companies
Students according to types of education in 2007

- Labour-policy education: 36%
- Apprenticeship training: 20%
- In-service training: 23%
- Self-motivated education: 21%
The TASK

- regardless of the type of training, all courses and qualifications are connected to the work life - not much all-round education
- in the planning of the courses, examination tests and qualifications we need to be able to forecast the future needs of the work life
- when carrying through a training course, more and more learning takes place in work places, and experts from companies are used
- competence-based tests for qualifications are arranged in companies
The TASK

- In labour-policy education the aim is, from the companies point of view, to get new and skilled workers.
- In apprenticeship training companies can either train their existing staff or recruit new workers through training and work-practising session.
- In-service training a company can acquire tailor-made training for just certain needs for the staff of its own.
- In self-motivated training the connection to work life comes through qualifications, which always are based on the competences needed in the work life.
The TASK

- permanent authorisation to provide services for the work life from the Ministry of Education since the 1st of January 2006
- more wide range of services to offer for companies; development services and consultation in business, production, human resources, recruiting, project planning, international services...
- specialized consultants and work life developers recruited to concentrate in this
The TASK

• in the future the aim of TAKK in this field is to create and maintain permanent and mutual relationships with work life representatives, where both the companies and organizations and TAKK can find some added value

• mission: to improve the competitiveness of trade and industry in the Pirkanmaa region by providing the adult population with vocational skills to meet the requirements of modern society
The changing role of the trainers

- the more significant the task to service the work life becomes, the more challenges it brings to our learning methods, learning environments and skills of trainers
- from the beginning of TAKK, vocational experience from his own field has been the most important competence of the trainer, and pedagogical skills and qualification comes after that
- previous experience from work life brings automatically some skills and contacts needed in this task, and it’s very important to maintain those previous contacts
The changing role of the trainers

- however, it’s not the time anymore for trainers to stand behind the desk in the classroom and give a lecture, or even only guide the student to practise some tasks in our training halls
- trainer has to be able to
  - co-operate with companies and also authorities
  - forecast the future and keep “one step ahead”
  - sell training courses and find different ways for financing the training for companies
The changing role of the trainers

- use assessment tools and need analysis to measure the level of competences and needs both on company and individual level
- understand the business of the company to connect the training and development to company strategies
- make plans for the tailor-made and personalized training courses and qualifications
- teach in different learning environments, for example in companies and based on e-learning
- give guidance and counselling
The changing role of the trainers

- measure and guarantee the effectiveness of the training/development actions
- give feedback
- maintain the quality of the services
- work in projects and with international relationships
- manage with diversity skills (with diverse companies/students)
- present the TAKK as a whole, not just his own field
- and so and so...
The changing role of the trainers

• as a summary, a trainer is a bit of a consultant, a sales representative, an expert, a developer, a counsellor, a web-wizard, a friend, a teacher, a good workmate... and a loyal worker of the TAKK ;)

Now I’m ready for you questions and comments - Thanks for your attention!