

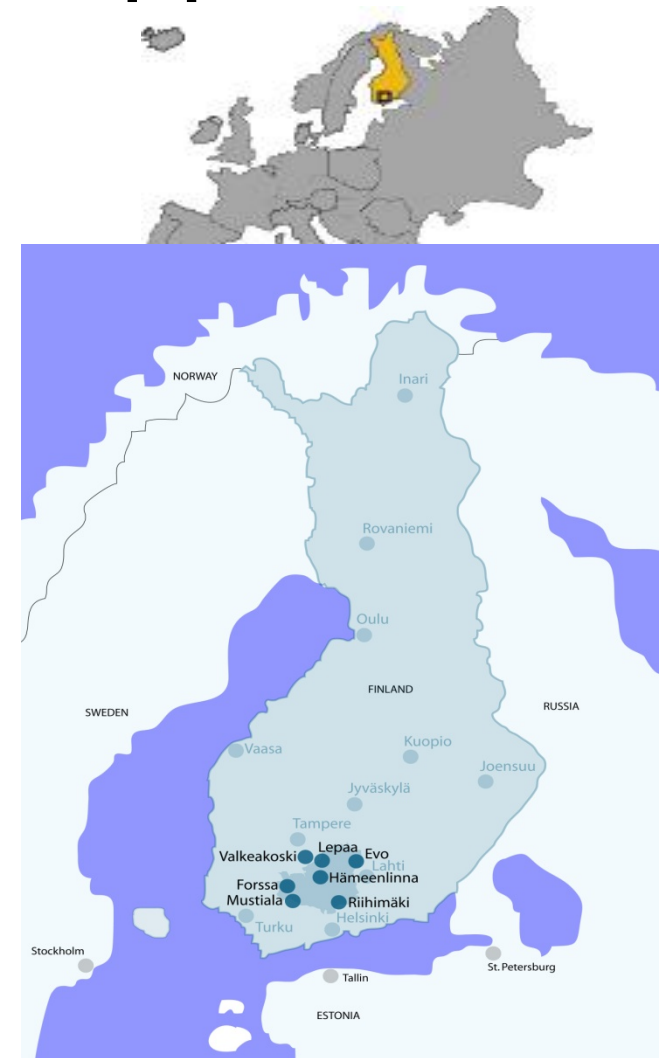
Raising the Attractiveness of VET-practioners in Finland – View: working life co-operation of education providers

Presentation, CEDEFOP-conference
Thessaloniki
24.2.2009
Martti Majuri
Research Manager

HAMK University of Applied Sciences

The largest vocational teacher education unit in Finland, students come from all over the Finland:

- Vocational teacher education (60 p)
- Vocational special teacher training (60 p)
- Vocational study counsellor (60 p)
- Driving instructor training
- National and international development, research and education projects
- Continuing and further education for teachers



Number of students/Upper Secondary VET

	2004	2005	2006	2007
New Students	60 350	61 860	64 710	68 600
Qualifications awarded	36 600	37 220	37 280	38 600
Number of students	143 780	146 050	149 680	155 360

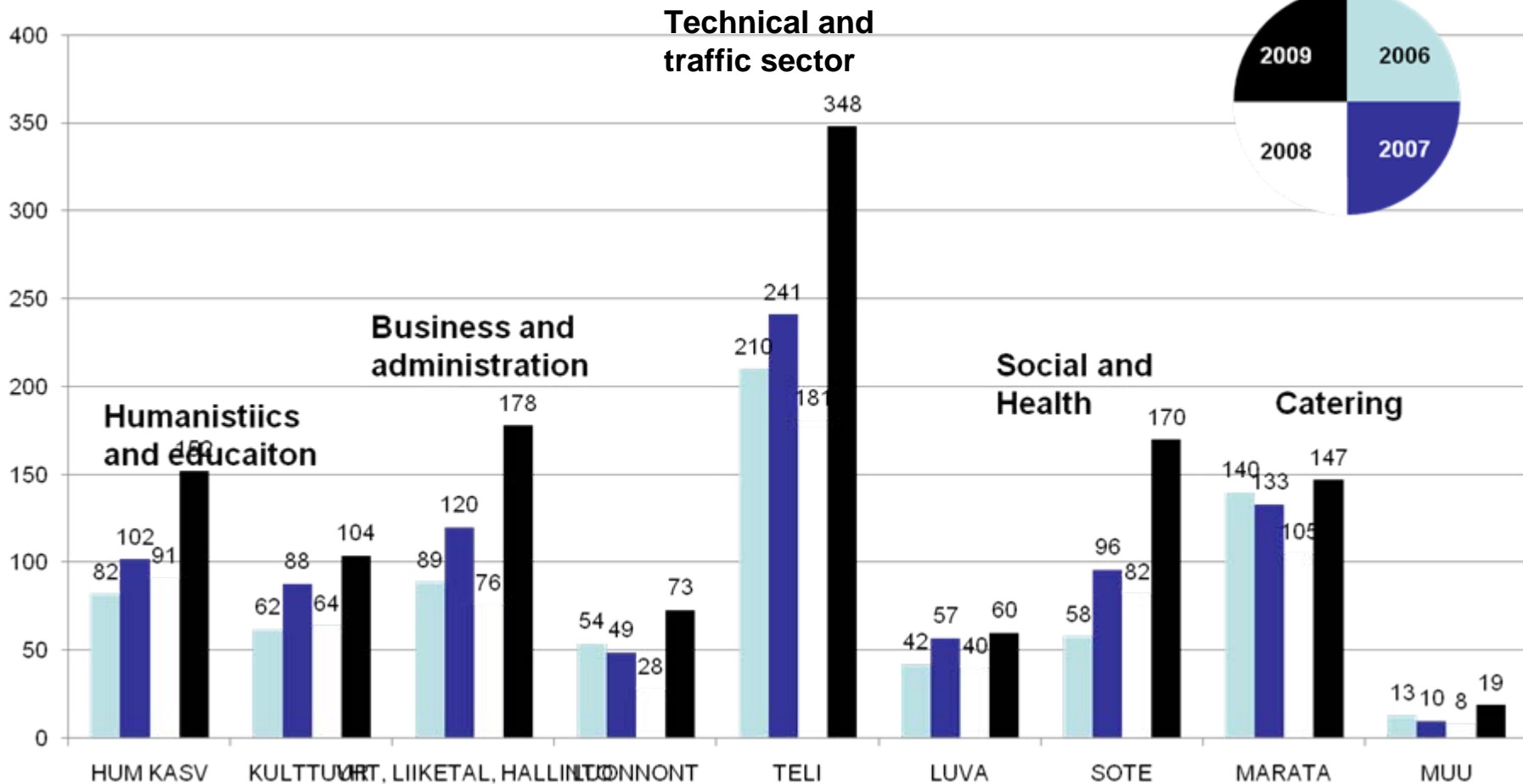
Source: Education and Science
in Finland. Ministry of Education.
2008

WHOLE THE COUNTRY

Applicants to vocational teacher education 2004 - 2009

	HAMK	HH	TAMK	JAMK	OAMK	Totally.
2004	868	1230	1248	810	675	4831
2005	923	1124	1089	938	679	4753
2006	744	1002	898	748	531	3923
2007	912	1023	1003	753	779	4997
2008	673	895	814	830	688	4467
2009	1253	1218	1290	918	779	5458

HAMK new applicants to vocational teacher education 2006-2009



The attractiveness of vocational upper secondary education

According to students, primary sources of attractiveness of **study places** are

- professionally skilled teachers
- good studyclimate

Siikaniemi (2005);

The attractiveness of vocational upper secondary education

- Attracting **an individual** to a particular education and career path, and sustaining that individual's satisfaction so that s/he remains in the career, requires the parallel development and interaction of working life and educational institution
- **THE WORLD OF WORK AND EDUCATION SHOULD FORM AN INTEGRATED WHOLE** (Siikaniemi, L. 2005. Magnetic Metal. Toward a

Model for Satisfaction of Education and Career in Vocational Upper Secondary Education and Training of Machinery and Metal Technology in the Lahti Region)

What has to be done in vocational schools?

- attention will be paid to vocational competence and the relevance of qualifications to working life and also **entepreunial skills**
- opportunities for **studying separate training modules with a view to planned and flexible alternation** to training work (notice; new national core curriculums since 2008)

(Development plan for education and university research 2003 -2008, + other sources)

What has to be done in vocational schools?

- the system of **skills demonstrations** will be made a permanent element of all fields of vocational education (Law 2005, in new national curriculums since 2008)
- the action programme is undertaken to support the adoption of skills demonstrations; **the training of teachers and on-the-job instructors, procedures for planning and implementing skills demonstrations**

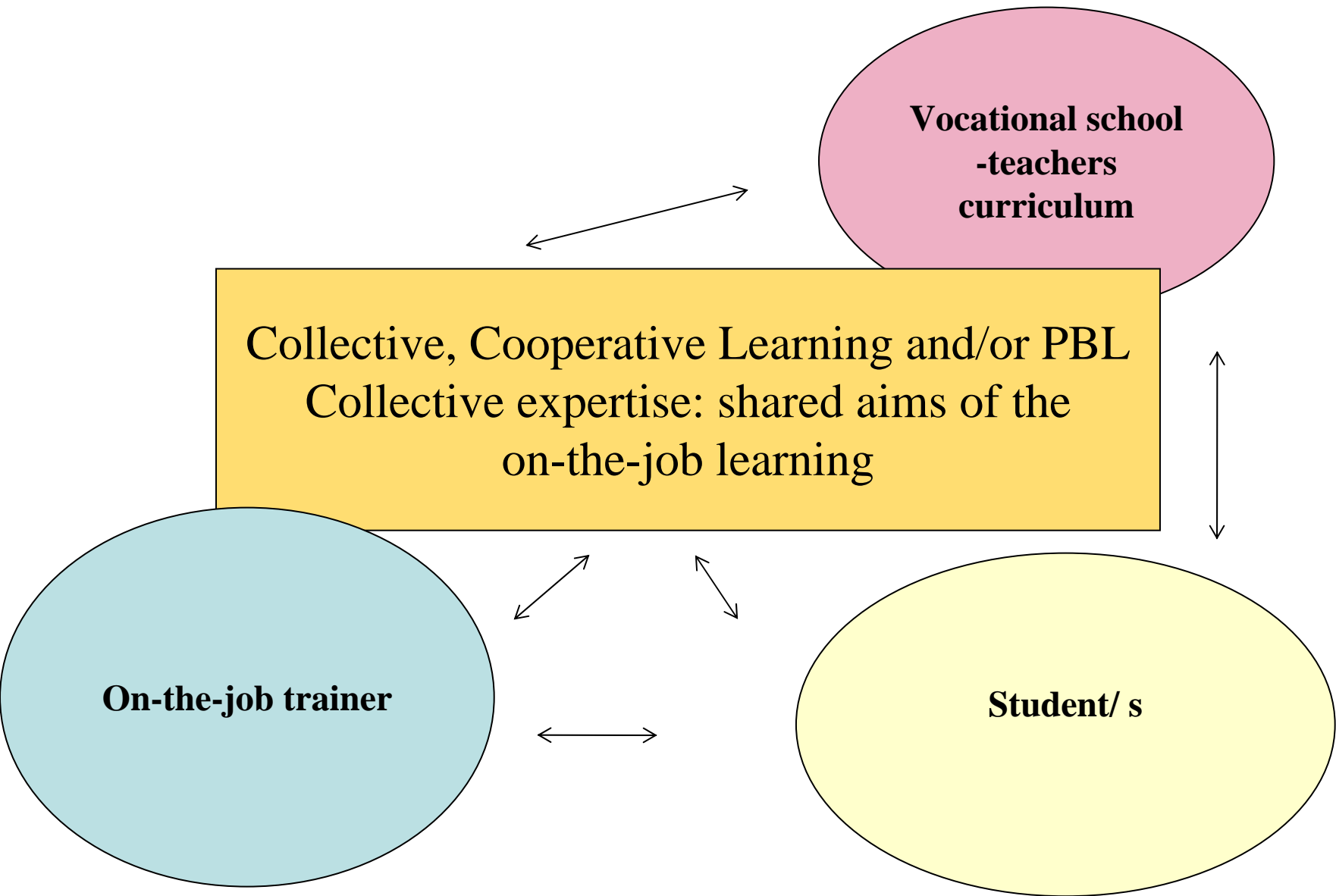
What has to be done in vocational upper secondary schools?

- **special focus is on the development of work and training-oriented learning methods**
- vocational training providers has been encouraged to form **suffieciently large and strong entities capable of developing working life and responding it needs**
- contacts between vocational training and local working life has been expanded and deepened through support to and an increase in regional networks comprising training providers and employers

(Development plan for education and university research 2003 -2008, + other sources)

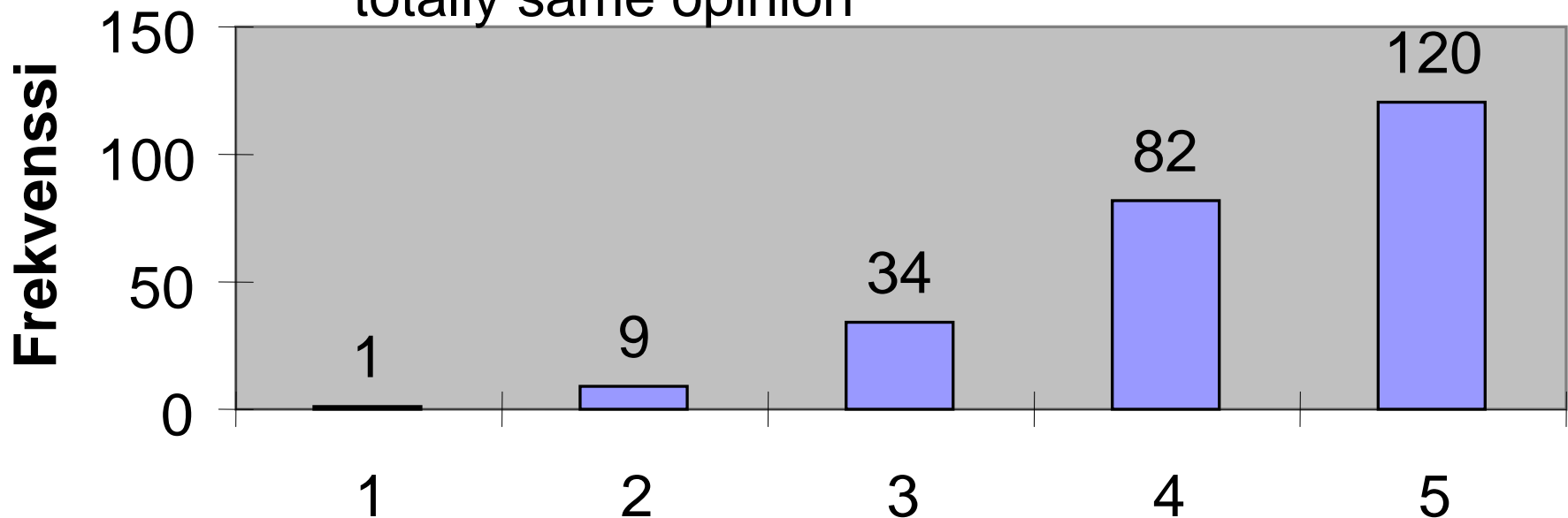
What has been done?

- Since 1998 on-the-job learning (at min.30 credits) is included to all upper-secondary vocational education (180 credits)
- All vocational upper secondary education include skills demonstrations since 2006
- Teachers have had their own on-the-job learning periods
- On-the-job instructors have been trained
- Further education programme for teachers since 2000
- Recommendation for work-based learning and skills demonstrations undersigned by confederations by all the labour market organisations and ministries
(<http://www.minedu.fi/opm/koulutus/pdf/englantiSUOSITUS.pdf>)
- New core curriculums since 2008; skills demonstrations included



Students

1= totally different opinion 2 =
totally same opinion

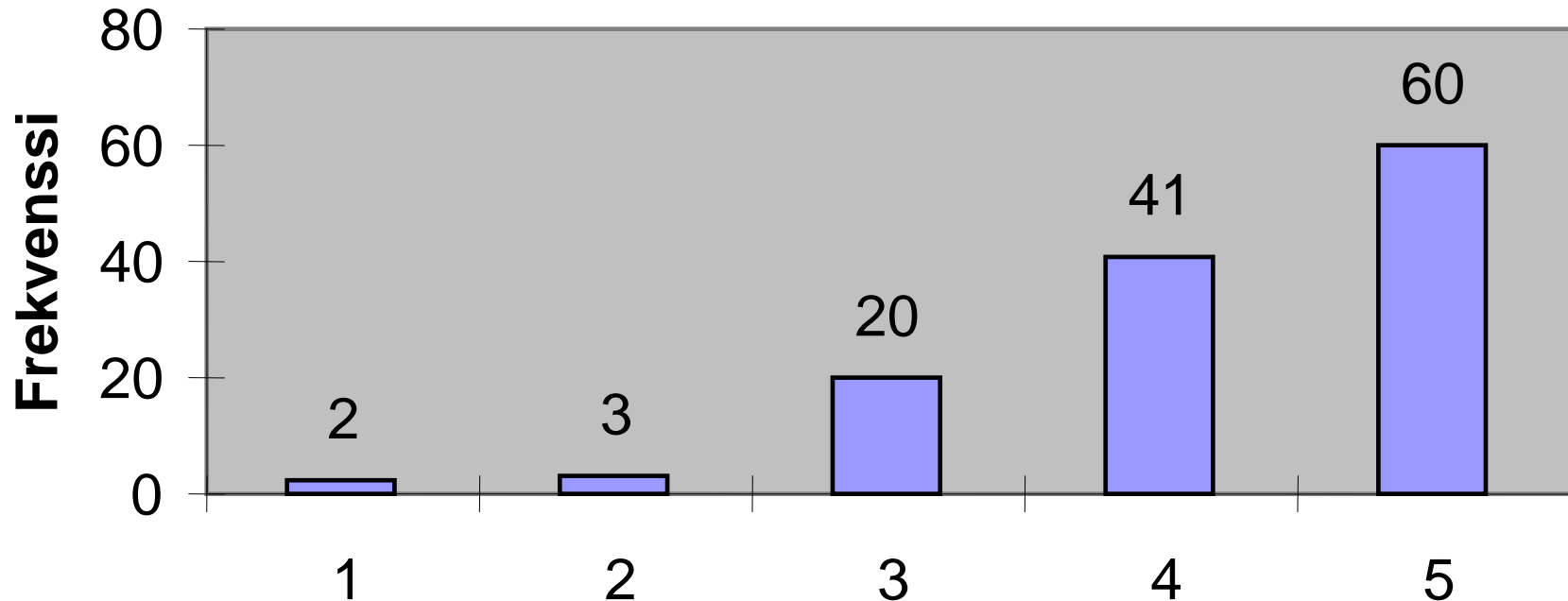


Social environment in the workplace was positive of my opinion, I got help when I needed it (Eerola, T. & Majuri, M. 2006)

Teachers

1=totally different opinion

5=totally same opinion



On-the-job learning connected to school learning is an excellent learning method
(Eerola, T. & Majuri, M. 2006)

VET teachers and the world of work

On-the-job learning and the skills demonstrations means that teachers

- have had to establish wide networks with local enterprises and public institutions
- teachers together with working places have to negotiate and agree on what the students must learn during the periods and how it is assessed (skills demonstrations)
- teachers and schools have to educate the workplace trainers, analyse the workplaces of their own regions
- there is also continuing training for the teachers because of the recent changes (more on-the-job learning, skills demonstrations)
- teachers have their own on-the-job training periods (usually 2months) Now 2600/12 000 teachers.

Training of trainers

- 27 000 trainers have been trained by ESF money during 2000 – 2006
- 40 000 students start every year in vocational upper secondary education; thus there is still a need to train trainers
- The education providers are responsible for arranging the training of trainers in their own region
- Mostly the teachers have been the trainers of trainers

Training of trainers has been arranged (Majuri 2007)

- In companies for all trainers from one company
- In vocational schools either to different fields in one time or only to one field
- As consultation project in companies, before, during and after the students' on-the-job learning
- As based on use of web
- **Different combinations of the the alternatives mentioned above**

The training of trainers seems to function better when,

- It promotes the co-operation between workplaces and education providers
- It is based on the needs and skills of the companies and trainers
- It is based on real contexts and problems
- It promotes somehow networking with other trainers in one company or/and other companies
- It is natural part of management in workplaces and schools – notice: **requirements for teachers** (Majuri 2007)

Challenges:

- Average age of vocational teacher is still very high
- In some fields there is still the scarce of teachers, especially those who have passed the pedagogical studies
- The amount of the on-the-job training and workbased learning will increase – need for even more trainers and cooperation between schools and workplaces
- The economic variations