



Jyväskylä College



Jyväskylä Educational Consortium

Jyväskylä Educational Consortium
is one of the largest institutions
of vocational education in Finland.

It provides instruction to 6 000 youth
and to 12 000 adult students every year.



Central Finland

- Area 1 466,5 km²
- Population
 - Jyväskylä 130 000
 - Central Finland 270 000
- Enterprises 5 000
- Jobs 59 000
- Students:
 - Jyväskylä: more than 40 000

Central Finland

- Vocational education 8 000
- Upper secondary education 5 000





Mission of Vocational Education in Central Finland

- to enhance provincial and regional development
- to develop business, industry and the public sector
- to provide individual learning paths for young and adults



**Provincial
development
strategy**



Jyväskylä Educational Consortium

Hannu Salminen , Director

Jämsä College

Jyväskylä College

Jyväskylä Adult Education Institute

Jyväskylä Apprenticeship Centre

Priimus Restaurant

Facility and Real Estate Mgmt

Matti Valta, Principal

Kirsti Kosonen, Principal

Jorma Sinkkonen, Principal

Seppo Kauppila

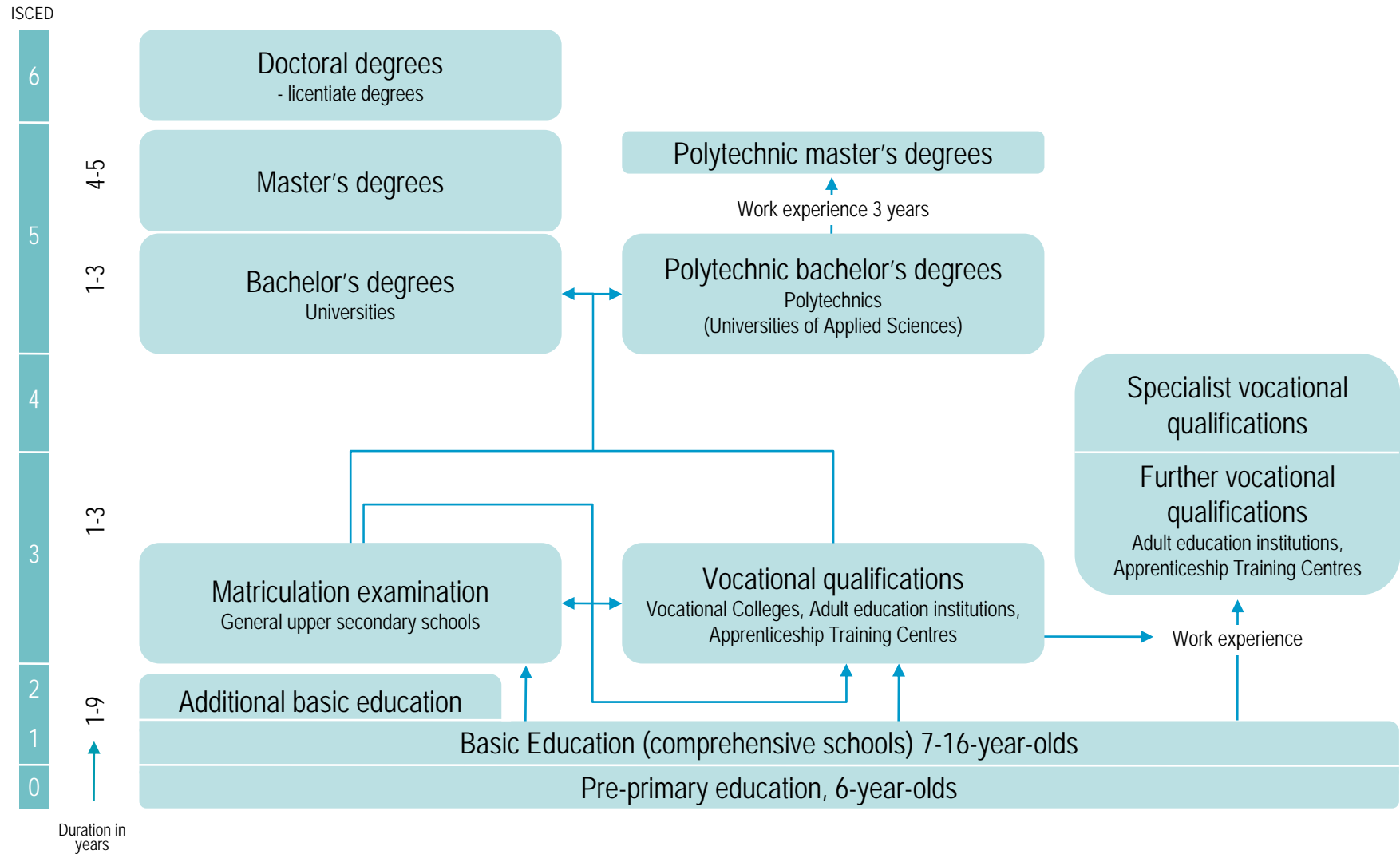
Marjo Herronen

Erkki Kumpulainen

+ General Upper Secondary Schools of Jyväskylä, August 2010



Finnish Education System





Units and Qualifications

Jyväskylä College

Welfare and Culture:

music, crafts and design, visual expression (graphic design), social and health care, hairdressing, beauty care, clothing

Business and Services:

business and administration, business information technology, catering, hotel and restaurant services, tourism, food production

Technology and Logistics:

vehicle technology, audiovisual communication, metalwork and machinery, laboratory technology, logistics, publishing and printing, surface treatment technology, wood processing, construction, electrical engineering, building maintenance technology

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Jämsä College

Welfare and Business:

business, health and social studies, tourism, hotel and restaurant, catering, horticulture

Technology, Logistics and Forestry:

metalwork and machinery, construction, electricity, vehicle technology and logistics, forestry



The National Core Curriculum

The **Government decides on the general goals** of competence based vocational education and training, the structure of qualifications, and the core subjects.

The **Ministry of Education decides on the studies and their scope.**

There are 53 vocational upper secondary qualifications and 119 study programmes in them.

The **curriculum system** of vocational education and training consists of

- the **national core curricula**
- each **education provider's locally approved curricula**
- the students' personal study plans.**

All core curricula are currently being revised and will be implemented by August 2010.



The national core curricula for upper secondary vocational qualifications and the requirements for competence-based qualifications are common to education and training for young and adult students. The scope of the qualifications is **120 credits** (40 credits per year and 1 credit is equivalent to 40 hours of study):

1. vocational studies and on-the-job learning which vary according to the qualification (90 credits; min. 20 credits on-the job)
2. core subjects, common to all qualifications (20 credits, out of which 16 are compulsory and 4 are optional). These are studies in native language, the other national language and a foreign language, mathematics, physics and chemistry, social, business and labour-market subjects, health education; physical education, arts and culture; environmental studies, ICT; ethics, other cultures, psychology and entrepreneurship, free-choice studies, which vary (10 credits)

These studies include at least 1.5 credits of student counselling and a final project with a minimum of 2 credits.



On-the-job learning

All qualifications include a six-month period of on-the-job learning (at least 20 credits, preferably 30 or even more).

On-the-job learning is a focused, supervised and assessed study carried out in service or production capacities at the workplace.

The objective is to familiarise students with real working life to enhance their employment opportunities



Vocational Skills Demonstrations

From August 2006, skills demonstrations were incorporated into all qualifications completed in upper secondary VET as a way both to improve and assure the quality of training.

Students will show how well they have achieved the objectives of their vocational studies and acquired the vocational skills required by the labour market.

Skills demonstrations will run throughout the entire period of education and training and will be organised in cooperation with workplaces and at workplaces as often as possible.

The objective is to organise them in realistic work like situations.

Strengths of Jämsä College

Education in
... Forestry, Horticulture, Process
Technology, Youth and Leisure,
Tourism

VET programmes for young athletes
(Finnish OC)

Team teaching and learning

Management and implemation of
rural development projects

Cooperation with higher education

Strong links with local industry
(Himos etc.)





Success Factors

- cooperation with the world of work and standard on-the-job learning procedures
- extensive choice of studies, good facilities and skilled personnel
- strong role in regional development, effectiveness of the development activities
- National and International Skills Competitions
- Skills Central Finland
- dual degrees in cooperation with the local upper secondary schools
- investment in entrepreneurship, development of the International VET in Central Finland Project
- cooperation networks
- development of the professional competences of the personnel
- effective guidance and welfare services
- location in Central Finland and in the middle of the province



Training of VET Teachers and Trainers

The qualification requirements for VET teaching personnel, i.e. in **vocational institutions, vocational adult education centres** and **polytechnics** are defined by law (Decree on Teaching Qualifications, 1999 and Polytechnics Act 351/2003).

Teaching staff whose qualification requirements are regulated include:

- polytechnic VET teachers,
- polytechnic senior lecturers,
- vocational subject teachers,
- core subject teachers,
- teachers providing special needs education,
- guidance counsellors,
- principals, who are also members of the teaching staff

Qualifications and training of both trainers in apprenticeship training and workplace instructors are not regulated.



Decree on Teaching Qualifications

Teacher qualifications for general and vocational institutions were harmonised at the beginning of 1999.

Teachers within **all types of formal educational institutions** (basic education; general upper secondary schools; vocational institutions; and liberal adult education institutions), must have **pedagogical studies** worth a minimum of 60 European Credit Transfer System (ECTS) credits.

The principle is that student teachers are to achieve a core knowledge of teaching and learning that can be generalised to all forms of education and training.



The education of **core subject teachers**, e.g. mathematics and language teachers, is the same for basic as for general upper secondary education, and pedagogical studies are usually taken alongside subject-specific ones (Decree 576/1995 on the Degrees in Education and Teacher Training).

Vocational teacher education is always consecutive. It builds on two basic requirements: the degree and work experience.

Special needs teachers and guidance counsellors can either have the same training as core subject teachers or as vocational subject teachers before their specialisation.



Trainers and Workplace Instructors

No formal qualification requirements for trainers/workplace instructors.

These posts tend not to exist in school-based VET. Schools and adult education centres have teachers who are responsible for all training, including student supervision during periods of on-the-job learning in enterprises.

In apprenticeship training, apprentices work in enterprises under the guidance of a trainer (an older, experienced worker or foreman). As on-the-job learning periods and skills demonstrations are included in upper secondary qualifications, the workplace instructor's role has become more important.



In-Service, Continuing Training and Development for IVET Teachers

Teaching staff are obliged to participate in in-service training.

For teachers in vocational institutions this is based on collective agreements for civil servants.

The number of days required for in-service training varies from **one to five**, outside school hours, per school year, depending on the vocational sector.

Teachers at vocational adult education centres are not formally required to participate in in-service training, but generally it is promoted as they have to compete with other institutions as training providers.

The Finnish National Board of Education (FNB):

- specialist in competence-based qualifications
- studies for teachers to increase their competence in the world of work
- both 23 ECTS credits



Jyväskylä College



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+ 5-6 Programme Managers from Jyväskylä College and Jämsä College

Thank you!

ao

A young man with curly, light brown hair is sitting and looking towards the camera with a slight smile. He is wearing a bright orange t-shirt and blue denim jeans. The t-shirt has the letters 'a' in white and 'o' in black printed on the chest. The background is a plain, light grey wall.