

”Mainstreaming ECVET to practitioners”
Working group on drivers for engaging and
supporting ECVET
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OMNIA the Joint Authority of
Education in Espoo Region Finland
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The Finnish Upper Secondary Vocational Education and Training in a Nutshell

- Admission requirement is the completion of basic education syllabus;
- Education providers primarily select their students based on earlier academic achievement but may also hold entrance exams or aptitude tests and may take the applicant's work experience into consideration;
- Application takes place through a joint application system electronically;
- The studies primarily aim at obtaining the vocational skills needed in working life;
- Additionally, three-year studies give general eligibility to apply for studies at universities and polytechnics
- Opportunities for individual progress in studies have been enhanced
- A vocational upper secondary qualification can be obtained through attending a vocational school, through apprenticeship training, or through a competence test;
- At least 20 credits (around 6 months) of the studies are conducted on-the-job;
- Skills demonstrations were launched in 2006 as proof of having reached the goals given to vocational studies.

Demonstration of skills – a method of assessment

- The theoretical knowledge combined with tests and exams is not enough for employers.
- The level of skills will be assessed in real work processes and employers representatives participate in the assessment.
- The quality of assessment will be improved
- The skills are assessed by the learner, the work place instructor and the teacher/s. The teacher makes the decision, but the instructor at the work place has also an important role in assessment

Common themes

- Internationalisation
- Sustainable development
- Usage of technology and IT
- Entrepreneurship
- Customer service and quality
- Consumer skills
- Health and safety at work

Omnia, The Joint Authority of Education in Espoo Region

- Omnia is a multisector VET provider in Finland offering Vocational Training at 10 locations around Espoo area.
- Omnia offers Vocational Training to young people and adults who have completed comprehensive school or have passed the matriculation examination. The range includes over thirty vocational qualifications, dozens of vocational and special vocational qualifications, extension and career training, apprenticeship training and youth workshops.
- The number of students 10 000, staff 750

Omnia Training sectors

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



ECVET projects in Omnia

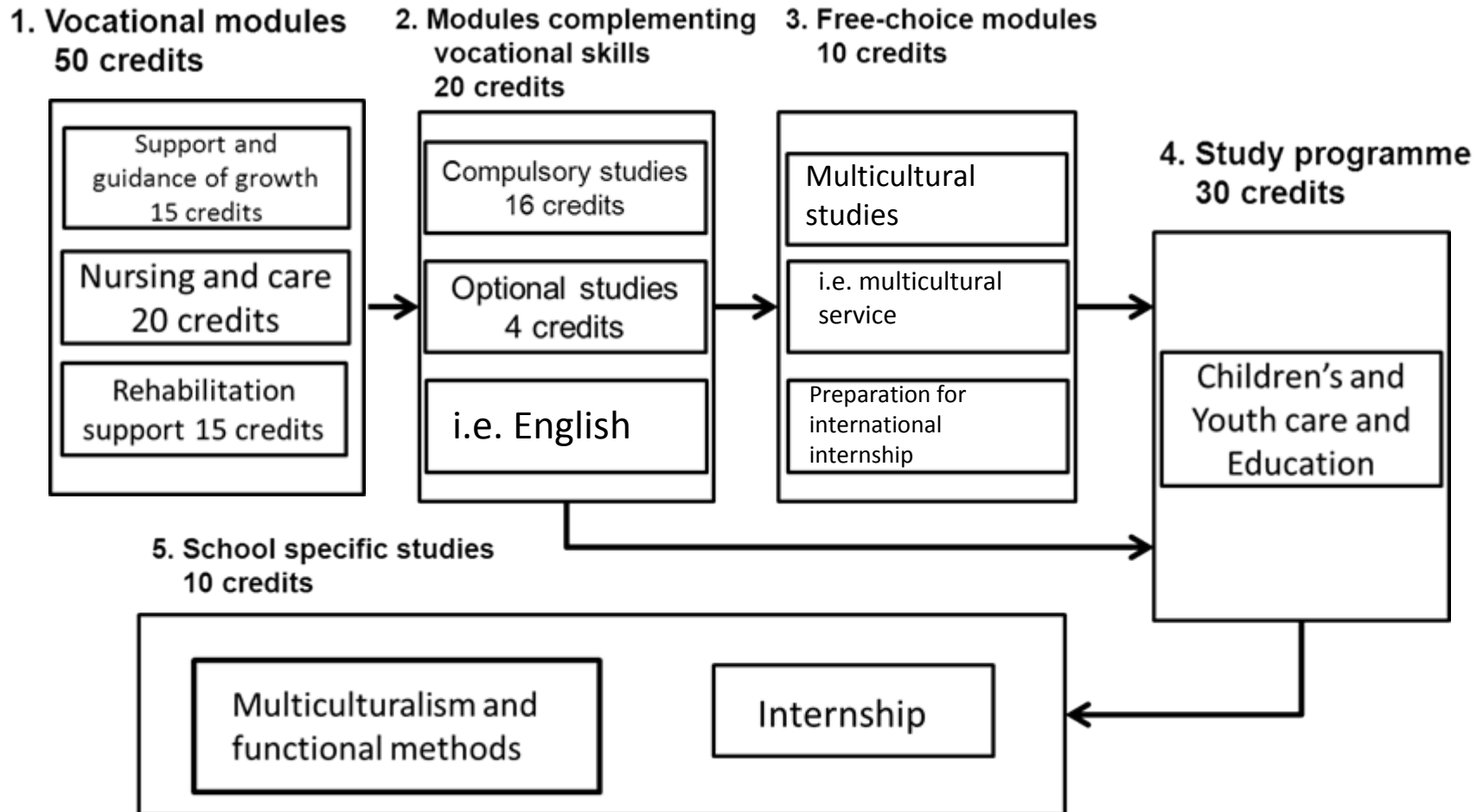
- FINECVET I 2004-2005
- FINECVET II 2006-2007
- EVOC www.evoc.fi 2007-2009
- ECVET ASSET www.assetecvet.eu 2009-11
- ART ECVET 2009-2011
- FINECVET III www.finecvet.fi 2009-2012
- FOCUS ECVET 2010-2012

Practical examples of the "ECVET-prosedure" Practical Nurse/Child care

- Meetings with partner organisations
- Discussions about what are the basic and most important learning outcomes needed in child care work in Kindergarten
- Decission/agreement about the unit/s and assessment methods
- Memorandum of Understanding
- Learning Agreement
- Student Mobility with Leonardo grant
- Assessment in hosting organisation
- Recognition in sending organisation

ECVET-prosedure Practical Nurse/Child care

Individual learning pathway



What are the drivers for testing and implementing ECVET?

- The studies are divided into units/modules
- The aims and targets of studies are described as learning outcomes in the curriculum
- The usage of credit points
- The recognition of earlier studies and experiences
- The education providers themselves are competent institutions which makes the recognition decisions
- Since the technical framework for the transfer, recognition and accumulation of individuals' learning outcomes with a view to achieving a qualification is already in place in the Finnish VET system, the Finnish interest on ECVET lies on further development of trans-national mobility.
- Mobility of learners is among the priorities of Finnish education and training policy and ECVET is considered as means to improve the recognition of learning outcomes abroad and to evaluate the added value of the mobility.

Who takes the decision?

- The Ministry of Education and Culture is the highest instance in educational legislation and decides whether to implement EQF and ECVET into Finnish education system and makes the final decision based on the proposals of the education providers and National Board of Education.
- Finnish National Board of Education (FNBE) sets the National Curriculum and gives suggestions on the implementation of ECVET to the Ministry
- VET providers decide on the recognition of learning – competent institutions!
- Competence based qualification committee decides on the recognition of learning in adult education

What is the added value for practitioners and for providers?

- Eases mobility and recognition of learning outcomes
- Information on education systems on European level
- Increases the mutual trust
- Enables more individual learning pathways
- It enables the planning of education in a long run
- The assessment procedure takes place in hosting institution, no need for "double assessment"

Which are the ECVET features more likely to be dealt with at the level of practitioners?

- Defining units for mobility – Education providers/teachers
- Recognition – Competent institutions/VET providers
- ECVET-points – The frame from FNBE but the actual decision making at Schools
- Assessment – The host institution
- Memorandum of understanding – the sending partner and hosting partner together
- Learning Agreements – Sending partner, student and host partner

Which degree and form of autonomy might be needed for ECVET testing and implementing?

- In Finland VET providers are the competent bodies and have authority in the implementation
- VET providers can define the practicalities of implementation
- Student has an important role in assessment (self assessment)
- FNBE gives the framework for implementation and sets NQF – after that the VET providers are very independent