



PHOTO: PEKKA HOVI

Sound interaction skills among students, workplace instructors and teachers, help feedback discussions to succeed.

Skilled employees, and education dovetailing with working life

Improved competencies relevant to working life and faster, post-education entry into work – in a nutshell, these are the key objectives of the programme ‘Competencies for the labour market’. Within all educational sectors, well-functioning models of interaction facilitate cooperation between education and working life.

DEVELOPMENT PROGRAMME PROJECTS increase the correlation between education and working life, improve competencies required for participation in the labour market and help graduates make the transition to working life. These objectives can be achieved by developing forms of interaction between education and working life, while improving the skills of teachers and workplace instructors. There is also a need to reform courses taught in vocational education and higher education institutions.

The objective is to create well-functioning models of interaction between education and working life within all education sectors, with the aim of achieving smooth cooperation. Within projects, the key aspect is to improve competencies in such a way that the projects support the economic recovery and labour market performance. Forms of interaction developed via the project will remain part of the structures and operating methods employed by vocational and higher education institutions.

For instance, vocational training projects have resulted in the training of workplace instructors, established quality criteria in support of study in the workplace, and forged and strengthened networks promoting cooperation in working life. In this case, the quality of student instruction and competence evaluation has improved, while practices have become more uniform, both regionally and sector-specifically. Spearhead pilots were selected from a range of higher education projects, in order to study the development theme from various perspectives. These pilots have introduced new perspectives to the discussion of how studies correlate with working life. They can be utilised in reforming the structures of, and measures taken by, higher education institutions.

Top notch competencies for teachers and students

The KOKEVA expert project, implemented as part of vocational training, will be completed at the end of 2010.

Participating teachers have developed their skills in steering and planning teaching. Through these skills, top expertise, entrepreneurship and student employment are promoted, while teachers’ professional and key competencies are maintained. This project comprised three training modules: training for workplace instructors, developing sector-specific competencies via the Web and guidance for teachers through the stages of working life.

Futurexexamines the success factors of educational models

Changes in economic trends, higher unemployment, the retirement of skilled workforce, and the challenges posed by changes in work performance to working life organisations; these were the impetus for the Futurex– Future Experts 2010–2011 project. In order to secure competitiveness and wellbeing, methods so far unresearched from a multidisciplinary viewpoint have been developed for tertiary education. Futurexexamines the functionality of educational models and their critical success factors, while seeking effective practices for the implementation of training in working life.

Competencies for the labour market

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