DGVT in Alba Iulia, Romania
Case Omnia Finland

Sampo Suihko
General Manager
March 18.-19.2019

Omnia is responsible for advancing active participation, competence and well-being of people residing in the region and contributing to the economic vitality of the public and private sector.

Omnia’s task is to advance citizens’ inclusion, skills and well-being as well as the vitality of the region’s municipalities, communities and enterprises and develop innovative edu-services in co-operation with universities, companies and public sector.
SOCIAL AND ECONOMICAL CHANGES ON VET

- **Digitalisation** (information is available everywhere; MOOC, Massive Open Online Courses...)

- **Robotisation** (robot automation will take 800 million jobs by 2030/according to Mc Kinsey report...)

- **Globalisation** (rise of the "transnational" companies.)

- **Individual** competence needs taking into account (competence based and customer-oriented)

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SOCIAL AND ECONOMICAL CHANGES ON VET

- **Learning in focus, NOT teaching** (individually appropriate paths...)

- **Changes in learning environment** (more flexibility in ways to learn, open Omnia, SAAS...)

- **Work based learning** (learning in workplace will be increased...)

- **Young and adults consolidated**, (one collective labor agreement)

- **Teamwork and Big Picture** (understanding and adjusting...)
NEW VET

NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students’ needs are becoming more and more individualistic. Skills need to be updated throughout careers.

Continuous admissiions

VERSATILE LEARNING ENVIRONMENTS

Flexible study time, shorter duration of studies

Skills are demonstrated in practical

Less bureaucracy and more authority for education providers

A single act: single authorisation to provide education

BROAD-BASED QUALIFICATIONS, HSE qualifications instead of 253

Higher education

MINISTRY OF EDUCATION AND CULTURE
UNDERSVINNS- OCH KULTURMINISTERIET

#AMISREFORMI

FINNISH VOCATIONAL EDUCATION AND TRAINING VET

ADAPTING TO RAPID CHANGES IN SOCIETY AND WORKING LIFE
HOW TO RESPOND TO THE PRESSURE?

- Education is the basic right for everybody
- Broad and agile qualifications
- From qualification-centered system to a competence-based system
- School as a Service (Saas) – towards new larger ecosystems through sustainability
- Collaboration with universities, companies, citizens
- Continuous/compulsory? learning - upskilling

OMNIA EDUCATION GROUP

Omnia, Joint Authority of Education in the Espoo region
Membership municipalities Espoo, Kauniainen ja Kirkkonummi

- Omnia Education Ltd.
- Joint Authority of Education in the Espoo region: 100 % ownership

Omnia Education Partnerships Oy (OEP)
Partners: Omnia, Joint Authority of Education in the Espoo region, Finn Church Aid, Savo Consortium of Education and Finnish Institute for Enterprise Management
OMNIA EDUCATIONAL OFFERINGS

VET TRAINING SECTORS

- **Culture** (artisans e.g. metalwork and carpentry, clothing, media-assistant)
- **Tourism, catering and domestic services** (e.g. travel guide, waiter/waitress, cook, receptionist, housekeeper, home economics)
- **Social and health care** (e.g. practical nurse, hairdresser, beauty therapist, beauty consultant)
- **IT, technology, construction and communications** (e.g. electrician, technician, boat builder, car repair and mechanics)
- **Business and administration** (secretary, sales and customer service, finance and accounting)
- **Professional diplomas** in e.g. management and leadership, product and service design, programming, tourism and hospitality services, education and guidance, and entrepreneurship.
HIGH QUALITY INTERNATIONAL EXPERT ORGANISATION ON VOCATIONAL, PROFESSIONAL AND ADULT EDUCATION

- Main annual figures 2018:
  - Budget 80 M€
  - Staff members 900 (full time)
  - Number of students 35,000; from 106 countries
  - Business partners appr. 3000
- The activities include recent or ongoing training and development EU-Twinning programmes in Egypt, Greece, Kosovo and Moldova.
- Omnia Education Partnerships Ltd. develops scalable education and professional training solutions abroad with local partners.
- Within the next years Omnia will broaden these activities with its international partners being an experienced representative of the Finnish education system

OMNIA AS A SHOWROOM FOR FINNISH EDUCATION 2018

- 914 visitors - 74 visitgroups ~67 countries

- **Europe**: Azerbaijan, Belarus, Belgium, Bulgaria, Croatia, Denmark, Estonia, Georgia, Germany, United Kingdom, Hungary, Italy, Kazakhstan, Lithuania, Netherlands, Norway, Poland, Romania, Russia, Slovakia, Slovenia, Spain, Sweden, Ukraine
- **Near East**: Israel, Iran, Iraq, Kuwait, Oman, Palestine, Saudi-Arabia, United Arabemirates
- **Asia**: China, India, Japan, Malesia, Singapore, South Korea, Taiwan, Thailand, Vietnam
- **Africa**: Algeria, Benin, Botswana, Congo, Egypt, Eritrea, Ethiopia, Ghana, Kenya, Morocco, Mozambique, Namibia, Nigeria, Rwanda, Sudan, Tanzania, Tunisia, Uganda, Zudan
- **South America**: Argentina, Brazil, Chile, Colombia, Peru, Uruguay
TEACHERS IN THE CENTER OF CHANGE

TEACHERS NEW WORKING TIMEMODEL IN VET

- New legislation in Finland doesn’t know only concept of lesson
  - Annual working time is 1500 hours/year
  - Consists: lessons, upfront and summary works, meetings, appointments, further education and all the works which are specified for teacher
  - Agreement contains 195 working days; (about 40 weeks working and 12 weeks holiday)
    - combined (teaching, quidance, meetings, teamwork, projects et cetera)
    - non-combined (process of planning "own"lessons. At least 25% of whole working time)
    - non regulated (further education, detached works et cetera)
NEW TEACHERS ROLES IN OMNIA:

1. PEDAGOGICAL TEACHERS

37 pedagogical teachers as tutors
- responsible for Omnia’s pedagogical development work together with the head of divisions
- give pedagogical support to their colleagues
- develop diverse learning environments and material for learning with other teachers
- find and spread good practices in learning

2. QUALIFICATION COORDINATORS

40 qualification coordinator
- a good knowledge of their own qualifications
- involved in the application process
- responsible:
  ✓ of the process of recognition
  ✓ of the quality of personal competence development plan
  ✓ of the quality of assessment of competence
3. TUTOR TEACHERS

Work and cooperate together with the students:

- identification and recognition of prior learning
- taking care of the students during their studies
- planning studies with students and update personal competence development plan
- students career planning
- encouraging, supporting and guiding

4. DIGITAL TUTOR TEACHERS

10 teachers started their work on January 2019 supporting their colleagues with digital competence

- [https://oppiva.omnia.fi/digital-learning-landscape/](https://oppiva.omnia.fi/digital-learning-landscape/)
5. TEACHERS AS WORK BASED LEARNING GUIDES

- All teachers have been educated for this task
  - ✓ model for teachers for guiding students at work based learning
  - ✓ existing check-list for the process
  - ✓ in continuous and deep professional co-operation with on the job learning guide in the company
FOR THE STUDENT

FOR OMNIA
Espoo – the most sustainable city in Europe

SUSTAINABLE DEVELOPMENT GOALS - CITIES LEADERSHIP PLATFORM

- 25 + 5 Accelerate – Best Practice – Future Hubs
- The global initiative to reach the SDGs by 2025
- 25 + 5 selected cities from all continents representing the rich diversity of cities are chosen to take the lead to illustrate that the global goals can become a reality for their citizens by 2025, 5 years ahead of schedule, after 193 heads of state put the SDGs in place in 2015 with a 2030 deadline.
- UN Partnership Program to provide the cities with investments for SDG realisation, acceleration tools for international recognition and unique programmes to educate and mobilise all members of the participating 25 + 5 communities.
Shortlisted Cities

<table>
<thead>
<tr>
<th>University Cities</th>
<th>around 500.000 inhabitants</th>
<th>1-5 Mio</th>
<th>Mega Cities</th>
<th>UN Cities</th>
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<tbody>
<tr>
<td>Cambridge</td>
<td>Anchorage</td>
<td>Amman</td>
<td>Abidjan</td>
<td>Bonn</td>
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<td>Heidelberg</td>
<td>Gaborone</td>
<td>Barcelona</td>
<td>Hangzhou</td>
<td>Copenhagen</td>
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<td>Noida</td>
<td>Asunción</td>
<td>Tunis</td>
<td>LA</td>
<td>Nairobi</td>
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<td>Cordoba</td>
<td>Doha</td>
<td>Seoul</td>
<td>San Francisco</td>
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<td>Espoo</td>
<td>Reykjavik</td>
<td>Sydney</td>
<td>Tokyo</td>
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<td>Tainan</td>
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<td>The Haag</td>
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ESPOO’S AREA OF RESPONSIBILITY FOCUSES ON

learning
training
innovations
OMNIA STRATEGY

SUSTAINABLE FUTURE

Promoting inclusion, skills and well-being of citizens and boosting the vitality of municipalities, communities and enterprises of the region.

Social sustainability
Cultural sustainability
Environmental sustainability
Economical sustainability

SUSTAINABILITY IN OMNIA

- In every day life
- In curriculums
- In behaviour
- In our ways to handle things
- In social impact
- In our environment
- In our purchase
- In our communication
- In our impact on students, staff, their relatives and friends, stakeholders, companies, partners...
- ...
NEXT STEPS

Survey and objective workshops to our

students, teachers, staff, shareholders, partners, citizens...

100 hundred concrete ways for Omnia to make the future more sustainable

Starting now!

Learning is valued
Everyone has an opportunity to learn
The joy of learning grows
Collaboration is power

UNESCO awarded Learning City
INCLUSION AND VET ARE THE KEYS TO SOCALLY SUSTAINABLE DEVELOPMENT
STRENGTHENING YOUTH INCLUSION – OMNIAWAY

We still have a lot of challenges
We develop our activities together with residents, partners, companies and communities both locally and internationally. We have the will to do things in a new way.
EDUCATION AND SKILLS AS A SERVICE

SAAS MODEL
together with Aalto-university, Espoo-City and companies...

Space as a Service model enables higher utilization of spaces and buildings thus reducing need for new construction.

Traditional model

Creates isolated units based on control and focusing internal efficiency

Space as a Service model

Utilizes surrounding resources to organize effectiveness and adaptability

City as a Service - products

Space as a Service model is used for a variety of products in different urban areas.
THE HAPPIEST AI IN THE WORLD

- AI escape room inside the truck trailer to:
  - Alleviate fears of Artificial Intelligence
  - Explaining AI
  - Make learning fun
  - Ensure AI awareness
  - Get inspired and curious
  - Be operated by ordinary people from different backgrounds
  - Democratize and explain AI including moral and ethical questions

Inno-co-operation together with AaltoUniversity, companies (Microsoft, Lenovo, StartUps...)

TOWARDS COHERENT ECOSYSTEM

Solution: Business Espoo

Together for the Customer
“Business Espoo supports the vitality of businesses by offering the best, continuously developing services in one place”
Business Espoo member organizations

City of Espoo
Espoo Marketing Oy
Federation of Espoo Entrepreneurs
Helsinki Region Chamber of Commerce
Omnia
Uusimaa TE Services
EnterpriseEspoo

Business Espoo utilizes City as a Service (CaaS) model in business services

• Iso Omena Service Center as a Benchmark case
• Seeking a more customer-centered and cost-effective model to provide high-quality services
• Benefits are realized through networked collaboration, the sharing of key resources, and the co-design of service offering to fit changing customer needs
OUR LEARNERS HAVE THE MOST IMPORTANT TASK IN THE WORLD – TO MAKE THEIR DREAMS COME TRUE.