



PRACTICALLY ADVANCED TEACHING METHODS FOR VET TEACHERS AND CAREER COUNSELORS



Project Result 3

Practically Advanced Teaching Methods for Vet Teachers and Career Counsellors

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“Practically Advanced Teaching Methods for Vet Teachers and Career Counsellors” is a methodical non-formal education training material for vocational education (VET) teachers, career counsellors, and other career guidance professionals for implementing the practical activities for VET professionals. The material was developed within the framework and is one of the four results of the Erasmus+ project 2021-1-RO01-KA220-VET-000033307 “S.O.S. a Career for Success”, further in the text referred to as the “Project”.

“Applied Practical Activities for VET Professionals”, Learning Teaching Training (LTT) Activity 2 of the Project, was aimed at vocational teachers, career counsellors and career guidance professionals. The LTT Activity 2 took place on the 13th to the 17th of March 2023, in Joensuu, Finland. The event gathered career counsellors, vocational teachers (VET) and other career guidance professionals from Romania, Italy, Turkey, Portugal, Spain, Latvia, and Finland, all together 28 participants including the organisers.

This text is a compilation of all the material that was used by different professionals during the LTT. The content focuses mainly on the Finnish dimension and the methodology, yet it can support vocational teachers and career counsellors in their teaching and counselling work also in other countries. Moreover, the content can also be used as a model to organise similar training events and workshops, perhaps as an inspiration to development activities or for international comparison of education systems. The primary aim of the material is to provide practical and methodical support to vocational teachers, career counsellors, and other career guidance professionals in their work. The material can be applied in, both, formal and non-formal learning environments.

The participants were observed throughout activity and feedback was collected in two phases. The link to the first questionnaire was sent to the participants immediately after the event week and it was general one based on the organising and logistics of the programme. The second questionnaire was sent to the participants three weeks later after the event. The latter focused on the learning content that was conducted by various experts during the activity week.

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Introduction

The content of this material focuses on the vocational education system in Finland. All the references are in relation to the Finnish Education System, also the processes, tools, and applications are the ones adapted by Pohjois-Karjalan koulutuskuntayhtymä, Riveria (the Finnish partner), also known by its English name North Karelia Municipal Education and Training Consortium, Riveria (further in the text referred to as “Riveria”). According to the Erasmus+ Programme Guide in Part D – Glossary of terms, Vocational Education and Training is defined as follows:

Vocational education and training is to be understood as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and in non-formal settings, at all levels of the European Qualifications Framework (EQF), including tertiary level, if applicable. For the purpose of Erasmus+, projects focusing on initial or continuing vocational education and training are eligible under VET actions.

<https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet>

The contents of the training program are built considering the needs of each institution in order to improve the quality of the educational act. We found that for a better social inclusion and socio-professional insertion of the future graduates of VET and vocational schools must carry out a vocational training program that will come to support vocational teachers and VET providers, the target group of this product. This requires collaboration and interdisciplinary communication. Vocational teachers and VET providers are not just mere specialists, they are representatives of their respective fields or specialisations. If their activities are strictly theoretical the teaching will not lead to the expected results. The interest of the students/learners will move further away from the particular field or profession.

Some of the partners found, based on a structured interview launched to students aged 14-16 (158 interview grids) that over 60% develop indifference to school. At the same time, students are disinterested in the specialisation they are pursuing and its end result. This is due in part to teachers due to unattractive teaching activities. The use of specific theoretical methods will generate run away from school or disinterest in certain disciplines among the students. The lack of knowledge of certain areas will lead to the minimisation of their importance. Most of the times the negative image of the school is due to the fact that we, the teachers, do not know how to promote our own specialisations, we lack certain self-marketing skills. The student no longer finds in the teacher a model. The examples offered in the media are destructive, but more destructive when the student encounters an empathetic teacher who does not want to resonate with him. These are only part of the information gathered from the 158 grids in the interview applied in the countries participating in the project. Thus,

we considered it imperative that in order to meet the objectives of this project, we should carry out a continuous training program that would meet the needs of the indirect beneficiaries of this project, but also of the direct beneficiaries.

The theme of this training program is created starting from these needs and contains various practical learning activities, ways of creating modern means of teaching, use of strategies centered on the students, their needs, techniques of effective approach of the students, ways to solve problems in VET context etc. The training program is addressed to vocational teachers and VET training providers (considering the mix of partner institutions). The contents and the methods can be used to train the professional and eventually they can use them to train students/ learners. In order to have a clearer situation regarding the quality of the program, it will initially be tested on a group of direct beneficiaries: from each country a member of the partnership took part in the training activities in Finland. An initial impact analysis was done at the end of this first training workshop and an evaluation of the participants, and the competences developed by them. This training program aims to increase the competitiveness and the development of competences within the teaching career for vocational teachers and trainers, and VET providers.

Having a staff involved in practically applied activities, empathetic with the needs of the students and with a high qualification, it will generate an increase in the degree of employment and combating of social exclusion by attracting young people to the trades, thus diminishing the problems of skill gaps in the market. The training program will have a direct impact on vocational teachers and VET providers by increasing the quality of the career counselling activities and presentation of VET.

VET educational experts from Finland, a country with long traditions in organising VET, coordinated the implementation of this program. Testing this training program, carried out on a target group consisting of 4 participants from each partner country added value to this project, the results of the training activities collected on basis of a questionnaire, and the aspects that need to be improved will be achieved by the partner in Spain, another country with tradition in VET type education.

The programme has a theoretical part (a maximum of 25% of the total activities), and the rest are allocated to practically applied activities. Its structure includes course design, course support and examples of practically applied learning activities. The monitoring of the activities was carried out by the beneficiary of the project, permanently keeping in touch with the partners involved in the realisation of this material. The means used for monitoring are the monitoring sheets that contain items regarding the phases of the activity as they were structured in the first project meeting. At the same time, clear periods will be established for each stage of realization, attributions of each partner. Each partner contributed to the realisation of this product from the perspective of own expertise. The other partners came up

with proposals considering the specific country of origin, the contents are translated into all 7 national languages of the partner countries resulting in a material of about 300 pages. Each country will follow its own accreditation procedure for the training programme created and will include it along with the training programme addressed to the school / career co-teachers in the course offerings of the institution. Each participant undertook the implementation of the 2 training programmes and organised training sessions at national-regional level. Participation in the international conference organised by Centre of Resources and Educational Assistance of Arad county together with representatives from over 20 countries will be an opportunity for dissemination and exchange of good practices at international level.

VET providers in Finland, and in this case Riveria has extended experience in vocational education on all qualification levels, and it specialises in competence-based services, induce responsibility and effectiveness in vocational training, but also provides development services and solutions to companies. Work-based teaching methods, team learning, digitalisation, and excellence in development of learning environments play an important role in teaching and collaboration with the industry. Riveria enhances developing skills and entrepreneurship in all fields of studies.

The material “Practically applied activities” is based on the idea that vocational education can and should create an environment that is supportive of the learning process, as well as personal and professional development. This is achievable by linking and combining different methods in the learning process. The training programme Practically applied activities for VET professionals and for vocational teachers and VET providers focuses on a more applicative approach that responds to the learning needs of VET learners.

In order to create this “Applied Practical Activities for VET Professionals” methodical training and its material, the training programme was created, as part of the Erasmus+ project “S.O.S. a Career for Success”, for the development of VET Professionals opportunities for knowledge of various applied practices and methods.

The material is intended for the development of focusing on a more applicative approach and a better response to the learning needs of VET students – and in this material you will find different kind methods for applied practical activities that can be helpful to both individual and their VET Professionals in the process of learning.

The development of vocational institutions, the professional identity of students in working life result in the appreciation of professionals and vocational training. This consequently increases the importance of work and profession in the society and the status of vocational institutions in the development of working life.

The Finnish Vocational Qualification

- Modular and competency-based qualifications
- Built around professional processes
- Recognize prior learning
- Adhere to national learning outcomes and competencies
- Must include work-based learning
- Must be assessed combining theory and practice by two assessors in authentic work tasks
- Offer individual flexible learning opportunities
- Offer access to higher education
- Cover EQF4 and 5 levels

In Finland 50% of 15-year-old young people choose vocational education and training. Here are ten reasons why vocational education is a popular option in Finland (nextlevel.hel.fi):

1. There is a wide range of trade choices
2. You can find trade qualifications that you didn't know of
3. You can choose your own path
4. VET is an action for people
5. You will be prepared for working life
6. You have higher probability for employment
7. You can already work during your studies
8. VET will be a necessity also in the future
9. You can also have your double degree by combining VET to the matriculation examination programme
10. The initial VET qualification entitles you to continue studies in higher education

1 FINNISH EDUCATION SYSTEM AND VET

It is essential that the reader is first introduced to the Finnish Education System before demonstrating the practices in organising vocational education and training in Finland. The text is partly extracted from the website of the Finnish Ministry of Education and Culture - [Finnish education system - OKM - Ministry of Education and Culture, Finland](#)

Education is one of the cornerstones of the Finnish welfare society. The educational system offers equal educational opportunities for all. Providing equal opportunities for all citizens to high-quality education and training is a long-term objective of the Finnish education policy. The key words in Finnish education policy are quality, efficiency, equity, and internationalization. The basic right to education and culture is recorded in the Constitution. The policy is built on the principles of lifelong learning and free education. Education is seen as a key to competitiveness and wellbeing of the society. Compulsory education starts with comprehensive school and ends at the age of 18.

Education all the way from pre-primary to higher education is free of charge in Finland. In addition, Finnish teachers are highly educated and strongly committed to their work.

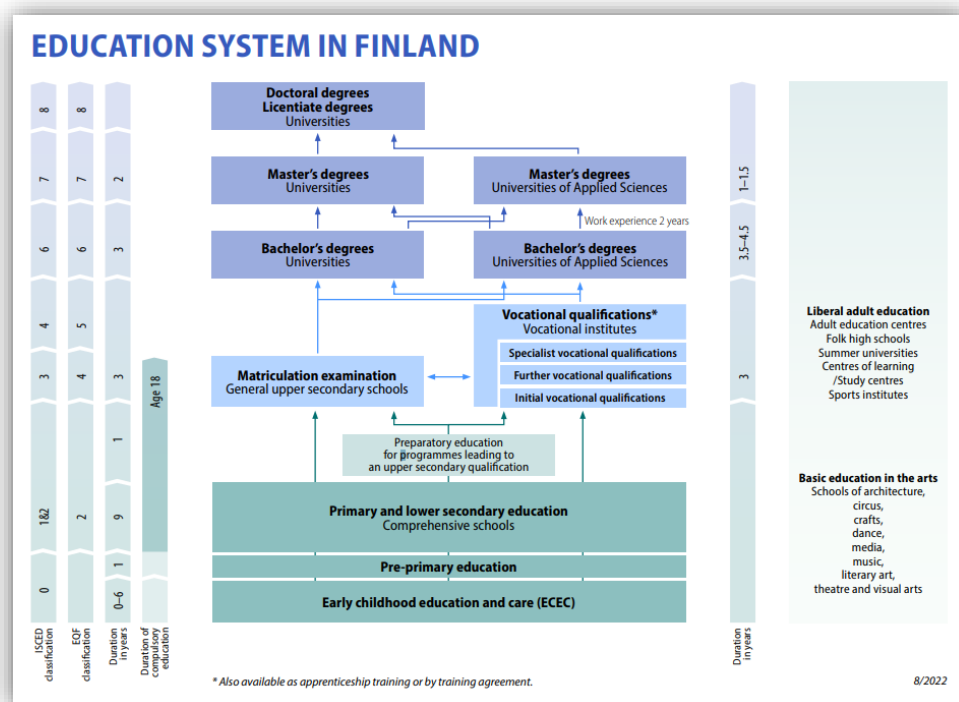


Figure 1 - Finnish Education System

As illustrated in Figure 1, the Finnish Education System consists of:

- early childhood education and care which is provided for children before the compulsory education begins, (at the age of seven normally)
- pre-primary education which is provided for children in the year preceding the beginning of compulsory education,
- nine-year of primary and lower secondary education (comprehensive school), which is compulsory
- upper secondary education, which is either general upper secondary education or vocational education and training, and
- higher education provided by universities and universities of applied sciences.
- furthermore, adult education is available at all levels.

1.1 VOCATIONAL EDUCATION AND TRAINING

Vocational qualifications include initial vocational qualifications, further vocational qualifications, and specialist vocational qualifications. Initial vocational qualifications give the basic skills required in the field. Further and specialist vocational qualifications enable people to develop their skills at different stages of their career. Today the scope of initial vocational qualifications is usually 180 ECVET points, that of further vocational qualifications is 150 points, and that of specialist vocational qualifications is 180 points. Riveria offers over 130 different qualifications in industry, construction, transport, nature and environment, business, wellbeing and health, education and culture, and services.

180 competence points (60 comp. points ~ 1 year)

Vocational units

Work-based learning has to be included (no max-min)

- Basic and field-specific study unit(s) (compulsory)
- Specialising study units (partly optional)
- Other optional units (decided by VET provider)

145
comp.
points

- Studies according to HOS (personal study plan)
- Including on-the-job learning in companies in Finland or abroad (optional)

Common units (9 comp. points out of 35 cp optional)

- Communication and interaction competence
- Mathematics and science competence
- Citizenship and working life competence

35
comp.
points

- The qualifications provide eligibility for higher education at the polytechnics and universities.

Figure 2 - Competence based qualifications

At the beginning of vocational education and training, the student and the institution draw up a personal competence development plan for the student, outlining the content, schedule, and methods of study. This is elaborated in part 3 Pedagogical planning in VET. Vocational education and training can also take place in workplaces by means of an apprenticeship agreement or a training agreement. Prior learning acquired in various ways can be identified as part of the studies. Both young people and adults can apply for vocational education and training. <https://okm.fi/en/education-system>

Graduates of vocational education can apply for further studies at universities or universities of applied sciences.

Vocational Education and Training is also an integral part of the Finnish society where adult education and training encompasses education leading to a qualification, degree studies, training preparing for competence-based qualifications, apprenticeship training, further and continuing education that provides upskilling and reskilling, studies in subjects relating to citizenship skills, working life skills and society, and studies in different crafts and subjects on a recreational basis. <https://okm.fi/en/education-system>

Adult education and training can be paid for by the students themselves or it can consist of apprenticeship training, labour policy education, or staff-development and other training provided or acquired by employers. Various educational institutions that mainly provide education for young people, educational institutions that provide only adult education, private companies, and workplaces (staff development) all provide adult education and training. <https://okm.fi/en/education-system>

Liberal adult education offers non-formal studies. It promotes personal growth, health, and wellbeing by providing studies relating to citizenship skills and the society, and courses in different crafts and subjects on a recreational basis. Liberal adult education institutions include adult education centres, folk high schools, learning centres, sports training centres and summer universities. An essential aspect of liberal adult education is that everyone has the right to apply to take part in it. These studies do not provide a degree or qualification, and its content is not governed by legislation. <https://okm.fi/en/education-system>

1.2 FINANCING OF VET

The provision of education, funding and steering of vocational education of young people and adults were merged in the beginning of 2018. The separate Vocational Education and Training Act and Vocational Adult Education act were unified into one new act. The central starting point of the new law is learning outcome and individual-oriented approach.

The taxing system in Finland creates the financial flow from the municipalities to the government which provides the financing to the Ministry of Education and Cultures based on

the budget plan. Further, the Ministry of Education and Culture funds the education providers. For the VET providers the budget based on the number of students admitted. The amount is reported twice in the fiscal year, based on which the funding is maintained.

Upon admittance of the student, the education provider receives 70% of the budget. The total budget is calculated based on the qualification. The remaining 20% of the budget is transferred to the education provider based on the reported presence and performance, and graduation of the student. The final 10% of the budget is transferred to the VET provider when the graduate is employed, has enrolled for further studies (VET or higher education) or joins the army for military or civil service. Military service in Finland is compulsory for men under the age of 29, and usually young men serve the army at the age of 19-20, often after graduating from upper secondary school or VET. For women, the military service is optional.

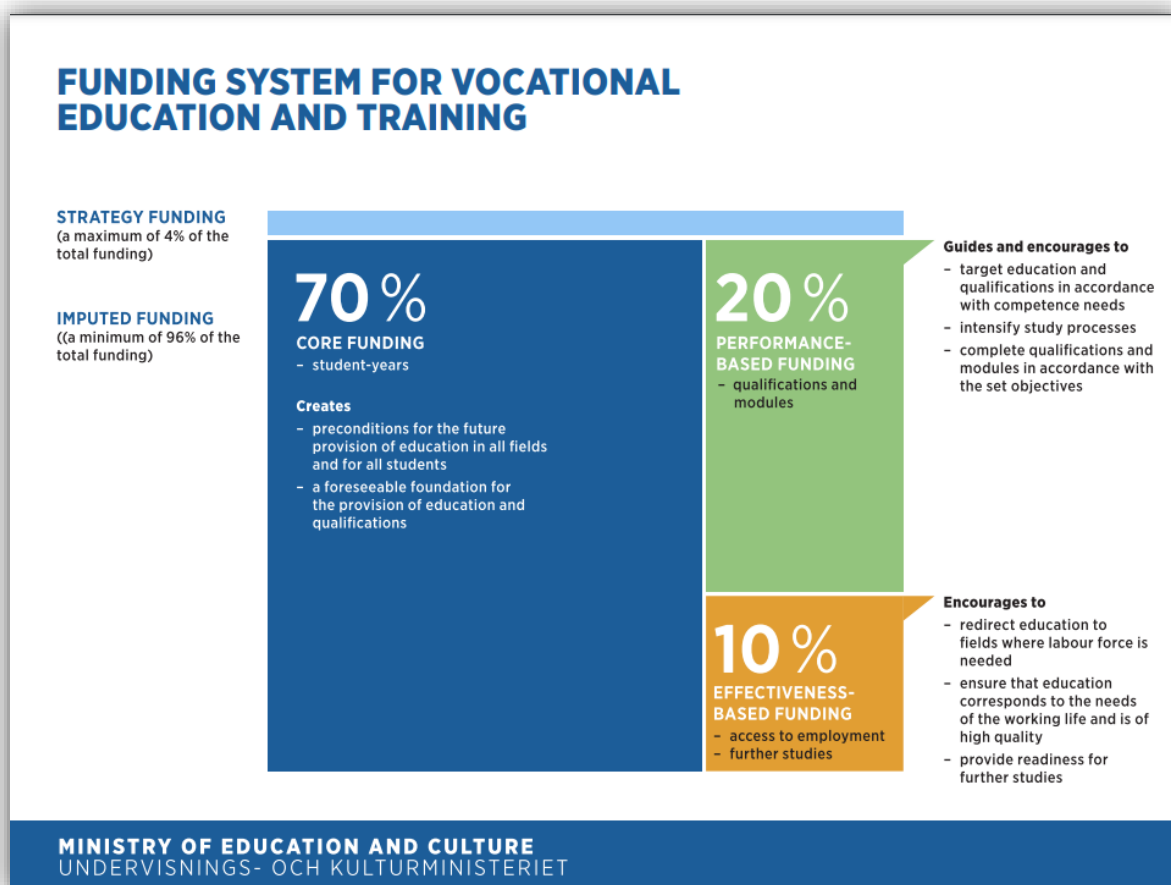


Figure 3 - Funding system for VET in Finland

TASK 1

This task is about the role of the vocational teacher

For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

- How do you compare the vocational education in your country with the Finnish VET system?
- How do the roles and tasks compare with the ones of the Finnish vocational teachers?
 - 3-5 persons per group
 - Choose a secretary and a speaker
 - Duration 30 minutes
 - Write down the ideas and comments of your discussions
 - In the end, share and tell your results with the others



Figure 4 - Riveria-Talo in Joensuu

2 VOCATIONAL TEACHERS AND CAREER COUNSELLORS IN FINLAND

To be a pedagogical pioneer, it's important to understand that learning is a life-long process. The world is changing and so are the learners. This gives challenges but also inspires professionals daily. It's important that educators, teachers, counsellors have tools and methods to fulfil this special mission. In Finland for example **Jamk** (Jyväskylän ammattikorkeakoulu) Jyväskylä University of Applied Sciences for Professional Teacher Education offers post-degree programmes for professionals from different fields of expertise, who aim for a career as a teacher or who wish to develop themselves as facilitators of learning. Professional Teacher Education provides the pedagogical qualification for teaching in Finland. Equal opportunities and ensured study paths for all learners are important principles in the Finnish society.

One of the vocational teacher qualification training providers:

<https://www.jamk.fi/en/jamk/school-of-professional-teacher-education>

Vocational teachers must have at least a bachelor's degree from a University of Applied Sciences or from a University of the same professional field that they teach. Vocational teachers must also have at least 3 years of work experience in the same field. In addition to the above, it is required that the individual already holds the vocational teacher qualification or has already started studying for the degree.

Most of the researchers belong to the Trades Union of Education (OAJ) in Finland. The OAJ is a labour market organisation that protects the interests of education, training, and research sector professionals from early childhood education to adult education and training. OAJ is a professional advocate for its members and a key influencer of education policy. In Riveria we have 3 shop stewards and one of them is the full-time chief shop steward. The role of the shop steward is to oversee the interests of the employees they represent as well as comply with collective agreements and laws at the workplace.

2.1 THE ROLE OF THE VOCATIONAL TEACHER

The vocational teacher guides, helps, encourages, teaches, coaches, and evaluates students. The teacher must be a coach, teacher, supporter, parent, nurse, social worker, therapist... the roles seem to have no boundaries. However, there are specific roles and tasks that the vocational teacher completes with every student.

- Personal mentor (coach) – every student has the same own coach during the entire studying time.
- The teacher provides guiding and counselling
- The teacher provides teaching and coaching

- The teacher collaborates with the working life, also guides, and evaluates the competence demonstrations
- The teacher is responsible for the timetables that are prepared in team effort
- The teacher develops the learning environments and as well as the e-learning environments on the Net, and
- The teacher contributes to developing the learning tools used in the school.

2.1.1 The personal mentor or coach

In the role of the personal mentor or coach the teacher must develop the PCDP together with the student at the beginning of the studies. The PCDP must reflect the aims and the goals of the student in accordance with the requirements and objectives of the national curricula. The information is saved to the student management platform Wilma. The platform is also used by the regional authorities for information management and political decision making.

- The PCDP is done in the beginning of the studies
- Personal Competence Development Plan (PCDP) – the personal coach writes the PCDP together with every student.
- The personal coach recognises and acknowledges the previous acquired skills and know-how that the student has. These are verified through certificates, recommendation letters, and if necessary, through skill demonstration tests.
- Recognition and acknowledgement of previously acquired skills and know-how speeds allows the student to proceed to the study units that provide the missing skills.
- In general, recognition and acknowledgement of previously acquired skills and know-how shortens the study time and allows the student to graduate much earlier.
- The personal mentor follows the progression of the studies and co-operates with other teachers, the career counsellor, the curator, the vocational tutors, and working life.

2.1.2 The work-based learning coordinator

In the everyday life of vocational education, each teacher and educational institution implements work-life cooperation from its own starting point and in its own way. Teachers and education professionals at Riveria have decades of experience in developing the learning environments in collaboration with the working life. One of the aims is of course to improve the quality of the learning within the college to match the standards of the working life. The other is to enhance the quality of the work-based learning process in terms of learning content, the tutoring, and most importantly the evaluation. Traditionally, and even less than a decade ago, every vocational teacher was responsible for organising and supervising on-the-job learning periods of their own students, an entire class at a time. However, the practice has

gradually moved towards the model where every department has a designated teacher whose job is to coordinate with the working life, procure work-based learning opportunities for the students, and manage the necessary documentation starting from the framework agreement that mandates the activities based on the legal acts related to Vocational Education and Training in Finland. One of the turning points that led to this gradual development was the National Reform of the Finnish VET that shifted the vocational education and training from the traditional time-based programme that focuses on groups to the competence-based programme aimed at optimising the opportunities of students as individuals. Nowadays more and more students are choosing the apprenticeship programme where they find a job first and then agree with their employer to simultaneously acquire vocational education and training at the local VET provider.

- Work-based learning involves students acquiring skills and practicing trade-related tasks in the workplace.
- Competence demonstration: students demonstrate their skills in the workplace in accordance with the requirements of the qualification.
- Competence demonstrations are assessed jointly by the teacher and the workplace tutor or instructor.
- The student is an integral part of the evaluation process. The student performs self-evaluation, receives feedback and justification for the evaluation given by the workplace tutor or instructor, and the later for the grade given by the teacher.

Cooperation with the working life is significant because, according to several studies, close cooperation between students, workplaces and vocational institutions supports the student learning. However, cooperation between educational institutions and workplaces does not arise solely through legislation but requires cooperation between teachers and instructors.

2.1.3 Maintaining competence

Vocational teachers are required to maintain their professional skills during their years employment at a VET provider. By professional skills we refer not to the teaching and pedagogical skills of the teacher, but to the skills related in the trade they teach and train.

This is systematically carried out and supervised and documented by the management of the organisation. In 2022 every vocational teacher in Riveria spent one week in working life. As an example, in the Department of Social and Health Care every teacher is allocated 20 hrs per year to work more closely with one workplace.

In addition to maintaining their competences, teachers as well as other staff members participate in various types of in-house training programmes that the higher management Riveria organises.

TASK 2

This task is about the role of the vocational teacher.

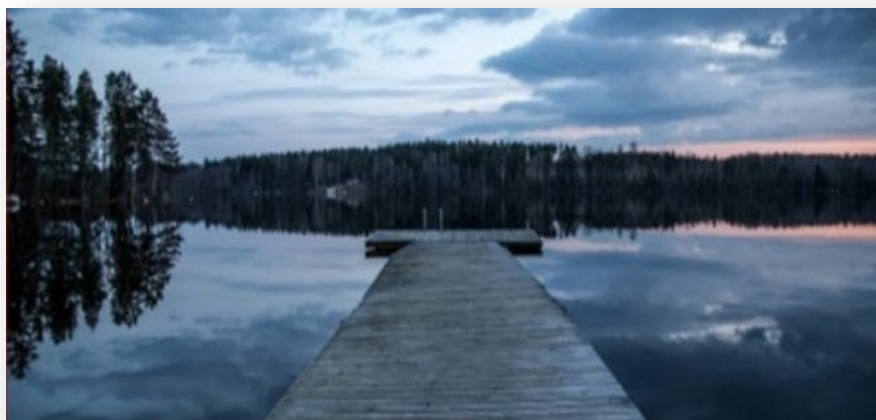
For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

- What are the roles and tasks of vocational teachers in your country/ different countries?
- How do the roles and tasks compare with the ones of the Finnish vocational teachers?
- Do you have a union for teachers in your country? Are you a member? Why / why not?
 - o 3-5 persons per group
 - o Choose a secretary and a speaker
 - o Duration 30 minutes
 - o Write down the ideas and comments of your discussions
 - o In the end, share and tell your results with the others

2.2 VET CAREER COUNSELLORS IN FINLAND

“Career” or “Study” counselling is a compulsory school subject in Finland, and it starts at the 7. grade in primary School and lasts to the 9. grade (from 13 to 16 years). It aims to working life knowledge and the recognizing students’ own strengths and interests. Student counselling is written in the primary school curriculum so that it should progress the growth and development of the young, learning to learn and coping in life and getting knowledge that is needed in life. There are also strengths and self-knowledge exploration, further studies, working life and decision-making skills. In Finland the Primary School (grades 7-9) system includes in-school student counselling where the teachers are also student counsellors. Students study the Study Counselling courses and they also get personal career counselling from a career counsellor for their studying and for future. In Primary school 9. grade students decide about their future school choice- do they go to high school or vocational college. In Finland it is compulsory to study at age of 18 and the secondary education is important.

Studies at high school and vocational college last 3 years and gives a right to apply to the higher education. Both are equally popular options in Finland.



Career counselling continues in secondary education in High Schools. Career counselling is included in Vocational Studies and many teachers and career counsellors provide it. In the vocational curriculum we have a course called Study and career planning capabilities. The aim of the course is that a student recognizes his/her interests, possibilities and needs of support, makes choices of degree and career, gets knowledge of education, and gets ready to apply for a job. Career plan is also a part of Finnish VET training programme. At the moment teachers who are personal coaches to their own class teach these vocational career courses.

Career Counsellor's work in Vocational Colleges varies in Finland a lot. The law of Vocational Education in Finland (L 531/2017) says that every student has a right to the personal study guidance. VET providers are mainly funded by the State, but they have their own autonomy regarding specific areas. The recommendation for a one study/career counsellor in Finland is 250 students per a one counsellor. In Primary Schools and High Schools this very often comes true. In Vocational colleges it varies a lot and that's why the career counsellors' job also varies depending on the educational organization.

In Riveria vocational college there's about 7000 students at studying a degree and 18 career counsellors. Every career counsellor has about 400 students to his/her responsibility. Career counsellors are divided at the whole Riveria in Eastern Finland and with branches. In Riveria we follow a holistic counselling principles, meaning that guidance is the responsibility of all actors in the school, and actors have their own responsibilities. Career counselling includes three components: guidance of study and learning, guidance on working life and career choice, and guidance on personality growth and development.

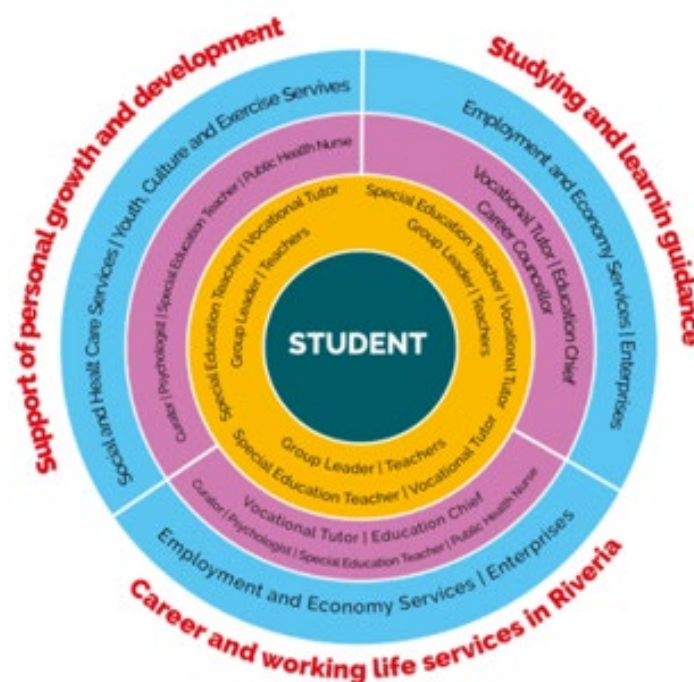


Figure 5 - Holistic concept of guidance

2.2.1 The main goals of career counselling - case Riveria vocational college

- To support students to achieve an examination from beginning to end.
- To guide to further education and gain job.
- To support plans, improve decision making process and support for personal growth and development.
- Students explore realities and opportunities for their future – we give examples like career stories, tips from recruiters etc.
- Help them to make self-evaluation of her or his competencies or skills and improve their skills and competencies.

Career counselling is performed with intense collaboration with teachers, personal coaches, vocational tutors, special education teachers, school social workers, school psychologists, school nurses, educational chiefs. Counselling is divided into five different stages and different actors have their own responsibilities in each stage. This picture is from career counsellor's point of view. Career counselling evolves in time based on environmental, social, educational, industrial, labour market challenges, and even generational one. In Riveria VET career counsellor's main job is Personalised Counselling with student's individual matters. The following list of guidance areas is not an exhaustive list, since:

- Study plan, individual paths (for example fastened and slowed study plans)
- Support in studies
- Study choices
- Motivating
- Career choices, form "wrong" training to new, more suitable training
- Further education, advising and exploring
- Employment guiding
- Redirecting to specific services
- Group-counselling and web-counselling
- Career counsellor belongs to school's study welfare group
- Working in networks inside and outside of the school
- Participating in student selection to school
- Telling about the training and professions to comprehensive schools and other collaborators
- Maintaining own professional skills

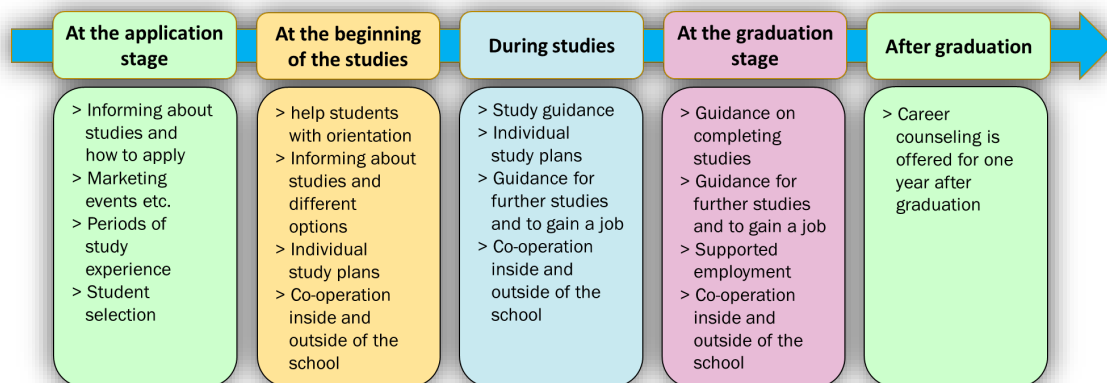


Figure 6 - Five stages of career counselling provided to the student

2.2.2 Career guidance for all students and learner

Every student can come to the career counsellor with their matters. Still, there are specific groups who are represented more often in career counsellor's guidance:

- Students who need career counselling services are mainly students with specific needs
- They need more support in their studies
- Students may have challenges in learning, studying skills, their health and life coping, and those matters reflect to their studies

- Special Groups with extended career counselling are also for example Sports Academy student who combine their sport and studies, dual qualification. students who combine sixth form and vocational training, immigrants with lower Finnish language skills.

Future hopes - In Finland LTT week with SOS career project we learned modern practically applied teaching methods. We hope that in future we can apply these methods also in group career counselling and also develop some e-learning solutions. We have nowadays this Study and career planning capabilities course online but it is also important that we have time see students face by face and give them time to reflect their future prospects.



The Bears feeling cards

- > From kindergartens to universities, from school classrooms to prisons, from family therapy to community development, from counseling to management, the Bears have brought conversations about feelings alive for over two decades.
- > www.innovativeresources.org

Joensuu // Kitee // Lieksa // Nurmee // Outokumpu // Valtimo **RIVERIA.FI**



KIPINÄ-strenght-and emotionpicturecards

- > Professional tools for individual-, group- and peer counseling
- > 55 cards in Finnish and English are suitable for young and adults counseling
- > Themes can be for example self-knowledge, life coping skills, career planning and grouping.
- > KIPINÄ-strenght-cards helps to identify strenghts and features to progress
- > KIPINÄ-emotion cards helps to tell about thoughts, feelings, life situation, strenghts, dreams and goals.
- > www.minnakattelus.com, Spark career counseling

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2.2.3 How career counsellors collaborate with vet teachers?

The consultative role –

The career counsellor often has a consultative role that includes the following: introducing different kinds of possibilities where, when, and why studies can be done; advising in different kind of situations; monitoring the progress of studies; work with actors outside the school; when the group leader requests a group session; and the career counsellor can give group guidance on certain topics.

The group leaders –

The career counsellor makes and revises study plans in special cases with the group leader when a student plans to discontinue, returns from a temporary absence, has accumulated absences from school, or when a student is shifting to another qualification programme.

Vocational and general subject teachers –

The career counsellor negotiates with the teacher over how a student could complete the course, discussing the support issues (special needs) and solutions in relation with the studies.

Special Education Teachers and Vocational Special Needs Teacher–

The career counsellor works closely with special education teachers the support issues (special needs) and solutions in relation with the studies. They collaborate in developing and maintain the study path of the student, and this involves pairwork and often multi-professional groupwork. The career counsellor works closely also with VET special education teacher who focuses more on the vocational studies and the learning behaviour in the workshop and the workplace. In Riveria as of August 2023 special education teachers and vocational special needs teachers will be referred to as Special Education Teachers.

There are two critical points that need to be considered while building up a team collaboration in relation to a “student of concern”: a) The career counsellor, the group leaders, the vocational teachers, the special education teachers, and perhaps other professional, must be involved, thus forming a multi-professional team; b) There might be different roles that could be played by one person or different processes that could be simplified and integrated.

2.2.4 Career guidance and counselling studies for professionals (UEF)

Department of Education & Psychology, Faculty of Philosophy at the University of Eastern Finland (UEF) the offers the [Career Guidance And Counselling Programme](#). This is the only place where one can get the full programme Degree Programme in Career Counselling (BA 180 ECTS + MA 120 ECTS) in Finland, and a prior higher education degree or studies are not required. Beside the full programme there are four training programmes in career guidance and counselling - Master's Degree Programme in Career Counselling; Qualification studies for Career Counsellors; Qualification studies for Career Counsellors, minor subject; Professional specialist training for career guidance and counselling.

In the full degree programme in guidance, studying and learning are carried out both independently and cooperatively, combining experiential knowledge and research and theoretical knowledge, while utilising the university's studying and learning situations in practical guidance work. The operating principles are open interaction, mutual appreciation, and developmental evaluation. The learning environment develops instructors, teachers, and researchers who, in their work, support individuals in their growth and development, learning and studying skills, also guide individuals and even communities in planning the course of the future. Career guidance professionals can structure and assess the changing society, differentiating operating environments, developing education, and working life.



Figure 7 - Career Guidance and Counselling Programme (UEF)

Master's level education in career guidance also enables scientific postgraduate studies and specialisation in a researcher's career. The key areas of the study are guidance interaction, the operating cultures and service systems of guidance, as well as educational paths and work paths in the life course.

The career counsellors support individuals and groups in building educational paths and careers, and they work in cooperation with other professionals in the field of education and guidance as well as working life. Guidance is a multidisciplinary field of knowledge that has its basis in counselling psychology and educational sciences. In addition to lectures, studying takes place in workshops, seminars, internships, and writing.

The Career Guidance And Counselling Programme has four on-the-job training phases: orientative training, basic training, applied training, and advanced training. On-the-job training takes place in schools, high schools, vocational schools, universities, and in the private sector. Training to become a career guidance counsellor is not just about learning certain skills and knowledge but also adopting a professional attitude, ethics, and ways of working.

TASK 3

This task is about career counsellors.

For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

- Define the main goals of career guidance in your country?
- What is the target group or sector for career guidance in your country?
- Define the collaboration team of the career counselling in your country.
- Name universities that provide career guidance and counselling programme in your country.
 - o 3-5 persons per group
 - o Choose a secretary and a speaker
 - o Duration 30 minutes
 - o Write down the ideas and comments of your discussions
 - o In the end, share and tell your results with the others

2.3 FUTURE CHALLENGES IN THE FINNISH VET EDUCATION

In modern VET context, both vocational teachers and career counsellors face various challenges in their work. In VET perhaps the most significant future challenges are the reflections of challenges in working life and labour market where there are skill gaps. Forecasts show that during the next decade many companies will not be able fill in the open positions.

In the Region of North Karelia companies have challenges in finding welders, cooks and waiters, bakers, and practical nurses or registered nurses. One of the reasons for this challenge is inevitably the rapidly aging population, and the other is the trade choices that young students are making. Consequently, the number of applicants is decreasing in some trades, and the labour shortage is tangible in many lines of businesses. However, immigrants in Finland are ready to acquire the training in those professions, and they have found their way to Riveria, due to the national and somehow international popularity it has gained during the past five years, after the rebranding to “Riveria” in 2018.

Immigrants have succeeded in their studies and competence demonstrations, however, linguistic skills in Finnish might sometimes be an obstacle for employment. The main spoken language in the Regions is Finnish. Even in the few enterprises that claim to use English as the working language, employers use Finnish in common daily communication. This is natural since the majority of the population in the Region is Finnish. An immigrant with poor skills in Finnish, regardless of the high professional skills might feel excluded from the workplace community. Communication is vital for any workplace and failing to fully understand given instructions might lead to serious accidents.

Future challenges in the Finnish VET education

- **Decrease in number of applicants**
- **Skill gaps in many fields**
- **Increase in number of new applicants with foreign background**
- **The challenges that immigrants face in learning the Finnish language**
- **There is a growing number of apprenticeship students and many with individual paths**
- **Developing online learning environments is crucial - Some students enjoy the traditional classroom as a learning environment, others prefer working independently online**
- **Teaching is increasingly becoming focused on individual guidance**

2.3.1 Regional role of the VET provider

This is where the role of the VET providers becomes more challenging, since in addition to the curricular objectives and learning challenges the teachers, trainers and the career counsellors must extend their resources overcome the not only issues related to communication and a set of instructions, but also to sociocultural issues that might develop due to failure in

communication. On the other hand, in the guiding process, special challenges arise, for example: students with an immigrant background often have diverse needs.

A faster way to solve the skill gap issue is to turn towards international markets where highly populated countries that hold different opportunities with people who already have the missing skills or are ready to get training for the skills that promise a job. Moreover, those people are also committed to move to Finland. [Riveria koulutuspalvelut oy \(Riveria Education Services Ltd.\)](#) is the daughter company of Pohjois-Karjalan koulutuskuntayhtymä, Riveria. It organizes and coordinates training programmes and webinars suitable for the needs of working life. The company operates on global level, and it also recruits new students globally. With close cooperation with companies in the Region of North Karelia the competence needs are identified, and experts are hired to provide the necessary support and training. Some of the training takes place Riveria Education Services oy offers versatile training solutions: short-term and continuing education, labour market training leading to a non-degree, and the necessary qualification and card training.

To overcome the challenges, during the past five years Riveria has developed diverse programmes to support students with foreign background.

- Finnish as a second language studies
- Supportive teaching of the Finnish language
- Special support and guidance during studies
- University studies as part of the vocational studies
- One coordinator for Russian speaking student
- One coordinator for other helping students with foreign background

Currently at Riveria the majority of students with foreign background are from Russia or their mother tongue is Russian (statistics 2023).

- Students whose mother tongue is other than Finnish – 1106 (17%)
- Total number of fulltime students in Riveria – 6886
- Nationalities other than Finnish

Russia	701	Turkey	12	Ukraine	19
Thailand	22	Estonia	8	Syria	17
Irak	17	Myanmar	38	Bangladesh	10

During the past decade the number of students with special needs has risen tremendously. Students face various challenges, including learning difficulties, the need for special education. NEPSY (neuropsychological) challenges, and life situation challenges. Naturally, those challenges don't start at the secondary education level, but much earlier in comprehensive schools. For more details on how intensified or special support was organised in comprehensive in Finland in 2021, please check the website of Statistics Finland - [Intensified](#)

[or special support was received by 23 per cent of comprehensive school pupils in 2021.](#)

Supporting and accommodating students with special needs has become a serious concern. All of these challenges impact on the wellbeing of the teachers and the sustainability of the teaching and learning environment.

2.3.2 Group exercise concerning students of foreign origin in VET

In this work shop the trainer collects experiences that the participants have had in teaching or career counselling work with students of foreign origin.

- What countries do the foreign students in your school come from?
- Good counselling and career guidance practices in your country
- Good methods of integration in your country
- How do you build trust to you?
- What works well in your country?
- Have you got something to improve and how have you solved those issues?
- What kind of feedback you have had from them?
- How students of foreign origin get employed and where they easily find a job?
- Do they stay in your country after graduation?

2.3.3 Case presentation: Student X

After all the presentation and the discussions about vocational teachers and career counsellors, surprise your audience with a live example. Agree and plan the presentation with one of your students with foreign background. Give the student the following instructions to prepare the presentation well before the date of the event. To encourage the student, you can make the presentation an interactive one by asking the leading the questions and letting the student talk about it to the audience. Allow short questions from the audience, it helps the presentation not to become very structure.

1. Introduce yourself. Where are you from? What have you studied at your home country, or do you already have work experiences from back home?
2. How did you hear about a possibility to study and work in *country*?
3. How did you end up to *Region/City* after that?
4. What kind of teaching and guidance have you got here? How is integration in *country* going so far and have you had help? How have *the locals* helped? What were your good experiences and what could be done better? What kind of support would you like to have from *school/college*?
5. Employment in Finland: You are working/training now in *company*. How has it been? How do you define the attitude of colleagues at work, how about the customers. (Do you feel comfortable/welcome in your working place?)
6. What are your plans for the future?

Finally, maintaining quality cooperation with **working life**, the challenges are sometimes related to the role of the teacher and the utilisation of existing competence. It is crucial for vocational teachers to recognise the importance of pedagogical competence in the development of on-the-job learning, even if the work community acts as an expert in professional practices. When experiencing new challenges and the job requirements or expectations change, it is necessary that professional teachers and career counsellors have the opportunity to critically assess changes without being mark out as resistant to change.



TASK 4

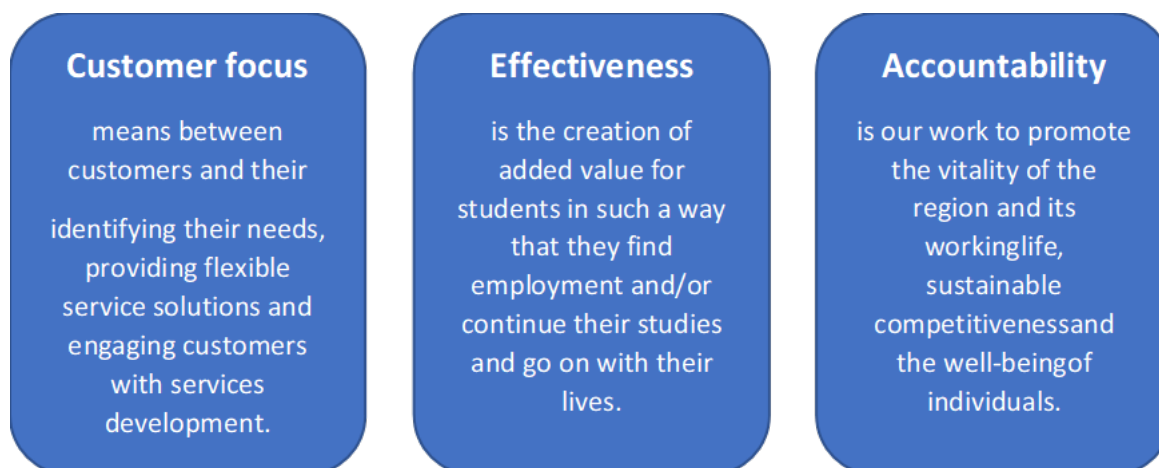
This task is about the present and future challenges in VET

For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

- What challenges does the vocational education face your country?
- How do those challenges compare with the ones in the Finnish VET?
- List the challenges you have with your students (age, gender and gender issues, different nationalities or ethnicities, immigrants or refugees, social and financial backgrounds, etc.), and discuss how you resolve them.
 - o 3-5 persons per group
 - o Choose a secretary and a speaker
 - o Duration 30 minutes
 - o Write down the ideas and comments of your discussions
 - o In the end, share and tell your results with the others

3 PEDAGOGICAL PLANNING IN VOCATION EDUCATION AND TRAINING

In the pedagogical plan, we have defined Riveria's common pedagogical policies and practices. With their help, we implement our organisation's strategy in a high-quality and effective manner as part of our basic mission, and we ensure that we operate in accordance with our values in accordance with the reform of vocational education and training.

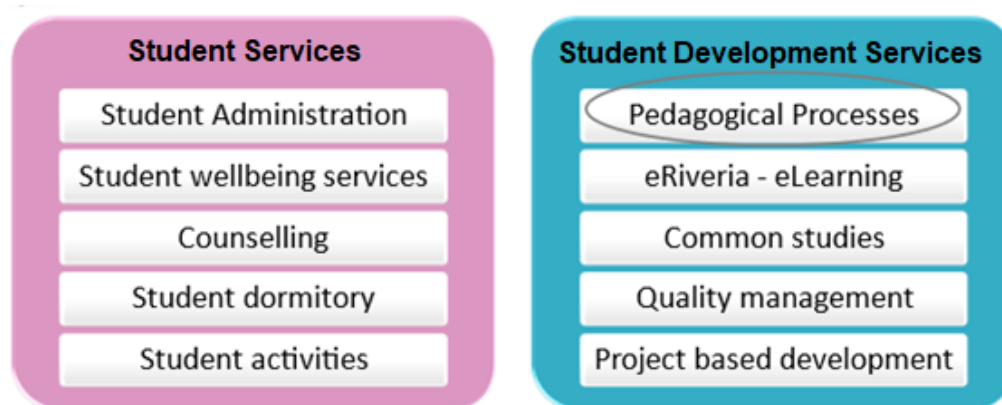


With the help of the pedagogical plan, students as well as the working life in the Region about the principles and practices of implementing vocational education. By pedagogy, we mean the principles and practices by which learning, and training are organized, and the basic task of coaching future experts is carried out. The pedagogical plan applies to both professional training and, where applicable, other training.

We have drawn up a pedagogical plan in consultation with Riveria's students, representatives of working and business life, and staff. In drawing up the plan, we have considered Riveria's strategy, the professional education legislation, and other regulations, as well as Riveria's student and working life feedback.

The Pedagogical Director is responsible for updating the plan in cooperation with the Head of the consortium, the principal.

The pedagogical plan is approved by the board of the consortium. The divisions, led by sector directors and education managers, and educational services under the direction of managers and supervisors, are responsible for implementing the plan in cooperation with their staff. The development measures recorded in the plan are always reviewed and evaluated annually as part of the operational and financial planning processes as well as Riveria's quality management practices.



At Riveria, the pedagogical system is supported and maintained by two departments, the Student Services, and the Learning Development Services. Combined efforts of the experts and the transparency between the departments guarantees quality services to the learner during the entire training period.

3.1 STRATEGY AND PROCESSES IN RIVERIA

Student recruitment at Finnish VET colleges is based on customer orientation, which requires identifying the skill development needs of the individual, as well as the needs of working and business life. The Finnish VET system

Personalisation is a continuous process throughout the studies, during which each student draws up, updates, and monitors own personal competence development plan (PCDP - Finnish abbreviation HOKS) in cooperation with their own coach teacher (further referred to as the coach), and supported and guided by other teachers and staff members.

Every student is the planner of own studies and career path. The student's PCDP is based on own personal needs, goals, and plans, as well as the basics of the degree being studied. In practice, the student sets the goals for studying and learning, draw up a career plan, make choices and assesses the progress of the studies and the development of own competence. Identifying competences means identifying and recognising the competences previously acquired by the student.

Each student draws up a plan on how, where and when to acquire the missing competences together with their own coach. In practice, this means selecting the areas and sub-areas of the degree, as well as suitable learning environments and drawing up scheduling. At the same time, the demonstration of competences is also tentatively planned. When planning the acquisition and demonstration of missing competence, the main responsibility lies with the own coach teacher. If necessary, the expertise of others, such as career counsellors, teachers and special education teachers is utilised in the planning.

The acquisition of missing competence is based on skill learning and the pedagogy of skills coaching that promotes it in different learning environments. In learning skills, the learner's

feelings, attitude, motivation, cognitive abilities and thinking, long-term goal-oriented work, practice, and strength-based systematic feedback and support, are important. Skill learning is made possible by a model of skill teaching and guidance based on a coaching approach to work.



Students are offered studying for a profession as an opportunity to acquire missing skills in a wide range of learning environments, both inside and outside the educational institution. The acquisition of missing competence always includes independent studying regardless of the chosen learning environment.

As an example, at Riveria college, the learner is offered intensive contact teaching and guidance, blended learning, and entrepreneurial studies and learning (**JA Activities /Junior Achievement, ProRiveria** and **Spark Joensuu**). Skills coaching is done according to the coaching approach by using diverse ways of working: reverse learning, problem and phenomenon-based learning, team learning and exploratory learning, as well as work-intensive and collaborative work.

At Riveria, students are offered the opportunity to study independently of time and place. Currently, any student can choose to complete own studies (general core subjects) independently online and progress in their studies according to their own schedule. This is achievable by the online learning platform eRiveria that is operated by a team of 20 online teachers and programme designers. eRiveria covers all the general core subjects common to all qualifications, such as languages, civics, mathematics, physics, entrepreneurial units, etc. Other digital learning environments are used in various ways in vocational studies. At its most typical, we use digital environments to support contact teaching and guidance, in which case it is a merger of teaching and guidance. Riveria's eLearning Environments (opi.riveria.fi and digital workbook) and the student management system form Riveria's learning guidance ecosystem. It supports the student in learning skills and enables the use of a multifaceted

model for teaching and guidance based on skills coaching. At Riveria, we are committed to introducing the digital workbook that supports practical skills learning in all qualifications by 2025 at the latest as part of the productization of parts of the degree. In addition, we will explore the possibilities of utilising virtual technology in acquiring missing competences and, in particular, in demonstrating competences.

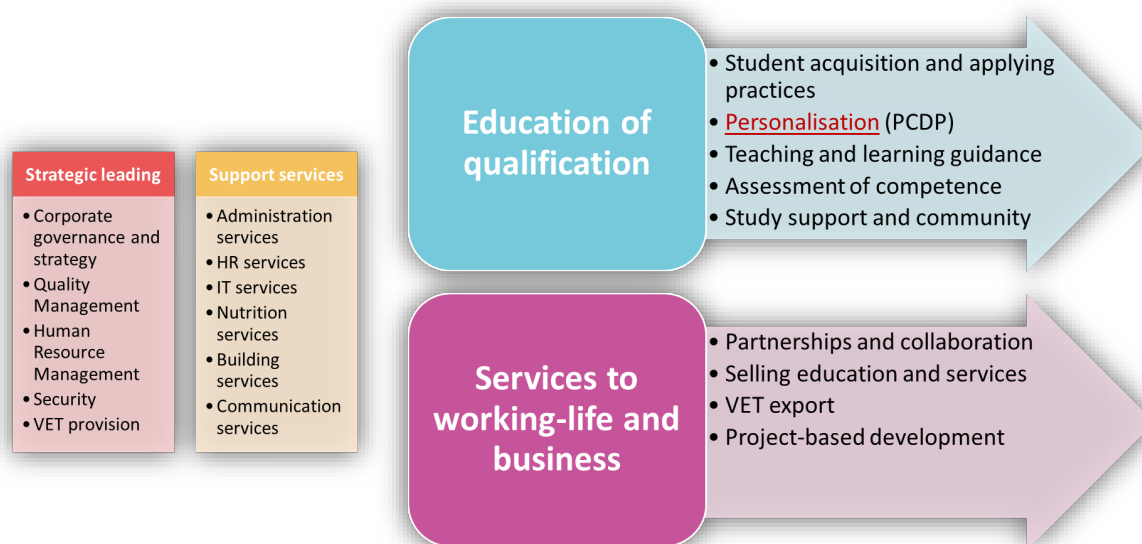


Figure 8 - Strategic VET process in Riveria

At Riveria, each student draws up a career plan and updates it throughout their studies. To support the career plan, we offer students career guidance, which is an integral part of the personalisation (PCDP). The aim of career guidance, which is implemented throughout the studies and partly integrated into the studies, is to make it easier for students to enter working life or postgraduate studies, to promote the creation of student's working life networks, and also to renew and maintain the cooperation between Riveria and the working and business life. In addition to personalisation (PCDP), an essential part of the career guidance model is the workshops that are integrated into the studies and the use of the recruitment tool **RiveriaRekry**, a programme developed to facilitate workplace training periods during the studies also employment after graduation.

3.2 PEDAGOGICAL PROGRAMME AND LEADERSHIP IN RIVERIA

The acquisition, planning and implementation of the missing expertise at Riveria is guided by our common vision both professional competence and competence-based competence. We understand professional competence as an integrated whole of professional theory and practical skills. It is reflected in the smooth entrepreneurial activities of the individual and the group, practical skills (= ability to do and act) and the ability to solve problems in different

work situations. The competence-based principle means that the parts of the degree as working life activities and tasks with their work tasks guide the processes of learning and the planning and implementation of teaching and guidance in different learning environments.

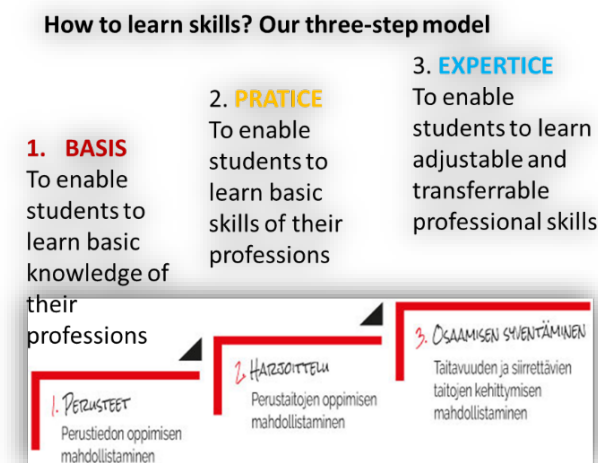


Figure 9 Three-step model to teaching and guidance, the learning steps

In an educational institution environment, we offer teaching and guidance as intensive contact teaching and guidance, blended and blended learning, and entrepreneurial studies and learning (JA activities, ProRiviera and Spark Joensuu) in Riviera. In this skills coaching according to the coaching approach, we use diverse ways of working: reverse learning, problem- and phenomenon-based learning, team learning and exploratory learning, as well as work-intensive and collaborative work. Working methods are decided by the teacher and teams, considering the needs of

different students, and also working life. We guide the student's work with tasks that promote learning, the preparation of which, in addition to the basics of the degree, utilises critical factors in the promotion of skills learning.

The diverse teaching and guidance offered in the educational institution environment is mainly carried out from Monday to Friday between 8 a.m. and 8 p.m. If necessary, we also take advantage of weekends. In Joensuu, teaching and guidance are carried out in two shifts, in which case the student studies either in the morning or in the evening. In addition, teaching and guidance are available during the spring, summer, and autumn seasons throughout the year.

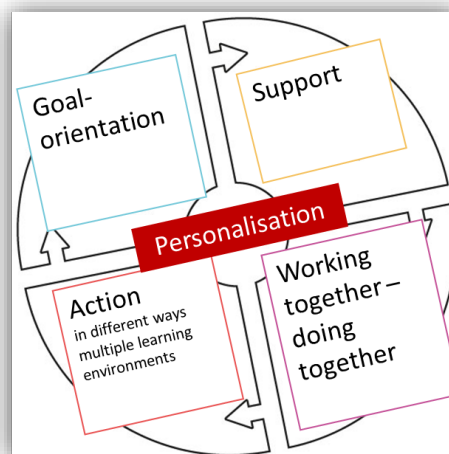


Figure 10 - Coaching approach in Riviera

Riviera's mission is to prepare future experts for working life in cooperation with our partners. It requires the provision of consistent and effective services that support student well-being and work ability to Riviera students. In addition, for our students, it requires mastering knowledge and skills related to well-being, and taking responsibility for one's own work ability and well-being.

At Riviera, the promotion of **student well-being** is based on comprehensive support for the student's learning and work ability (Kunttu 2011) in the everyday life of studies. This is done

through various forms of study support and strengthening the sense of community with a coaching approach to work.

The student's well-being plan defines the procedures for promoting study support and communality in Riveria. The plan will enter into force on 1.3.2021. It applies to students in vocational education and training. The wellbeing plan includes policies and guidelines that promote equality and non-discrimination, inclusion, health, and safety for students. It also guides the implementation, assessment, and development of communal and individual student welfare (L 1287/2013, OPH regulation 285-2018).

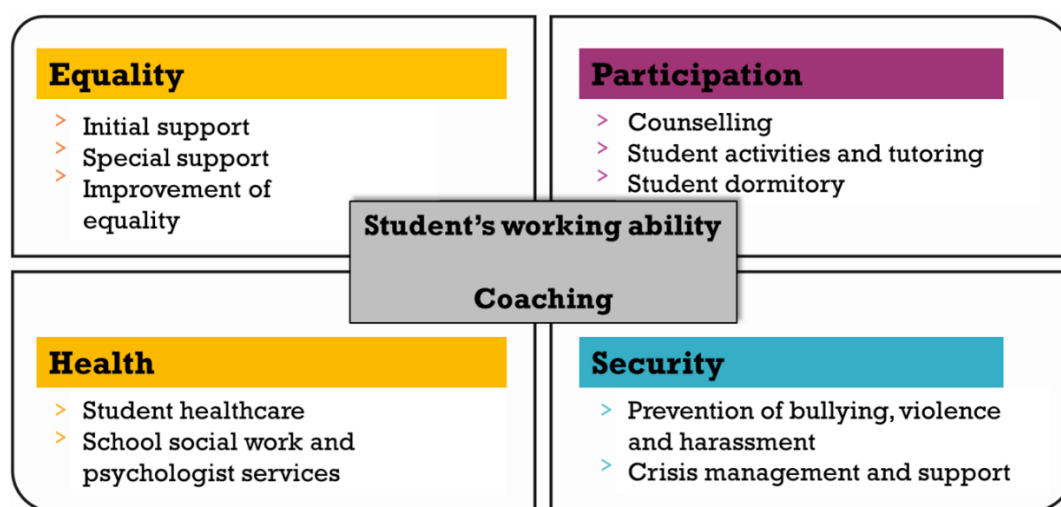


Figure 11 - Student's well-being plan

Riveria organises student welfare services at a low threshold so that they are easily accessible to students and of high quality, regardless of the student's degree or educational unit. The aim is that student guidance and student welfare services are mainly provided on the student's own campus.

Student welfare is the responsibility of all authorities and employees working in educational institutions and responsible for student welfare services. The responsibility for the well-being of the study community and individuals lies with the staff of the educational institution and also with the students.

3.3 MEASURING RESULTS

Students: initial and final stage national questionnaires measuring quality of our VET. Working life feedback Quality of education, on-job-learning, and co-operation – two national questionnaires.

Personnel: working conditions barometer / indicator Other special questionnaires when needed We collect the data systematically, analyse it and draw conclusions.

EFFECTIVENESS

In the orientation and organisation of degrees and education, our primary objective is to:

- employment of students in North Karelia
- We strengthen cooperation with working life and the management of its process
- provincial teams are responsible for organising degrees and training in a customer-oriented manner in North Karelia
- We strengthen the tasks of the basic agreement through the operations of the subsidiary

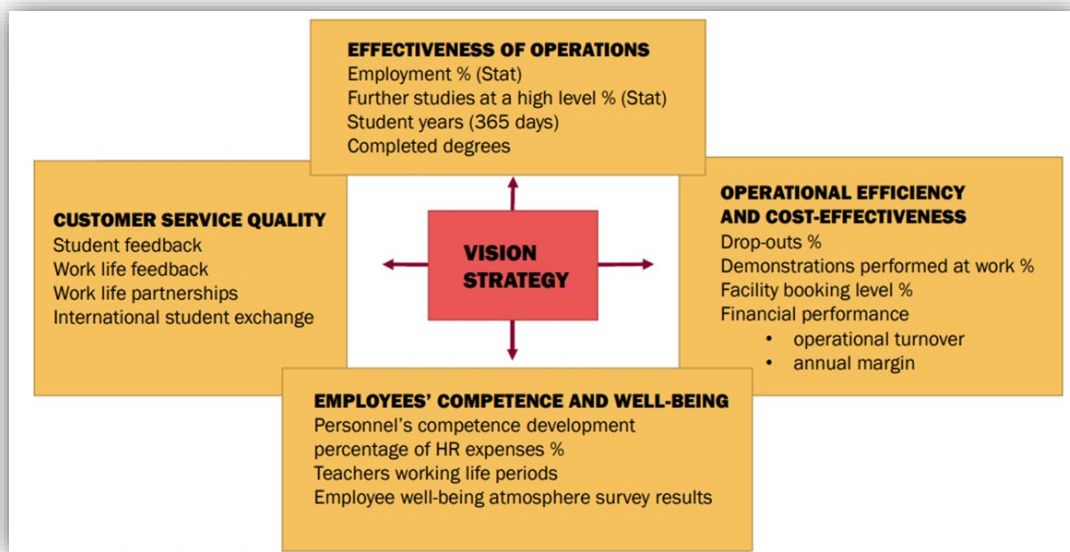


Figure 12 - Balance Score Card used in Riveria

METERS

- student years, competence points completed, completed degrees, employed or entrepreneur after graduation, in postgraduate studies
- in higher education after graduation, on-the-job demonstrations, apprenticeships, student feedback
- number, number of workplace instructor feedbacks, number of workplace feedback

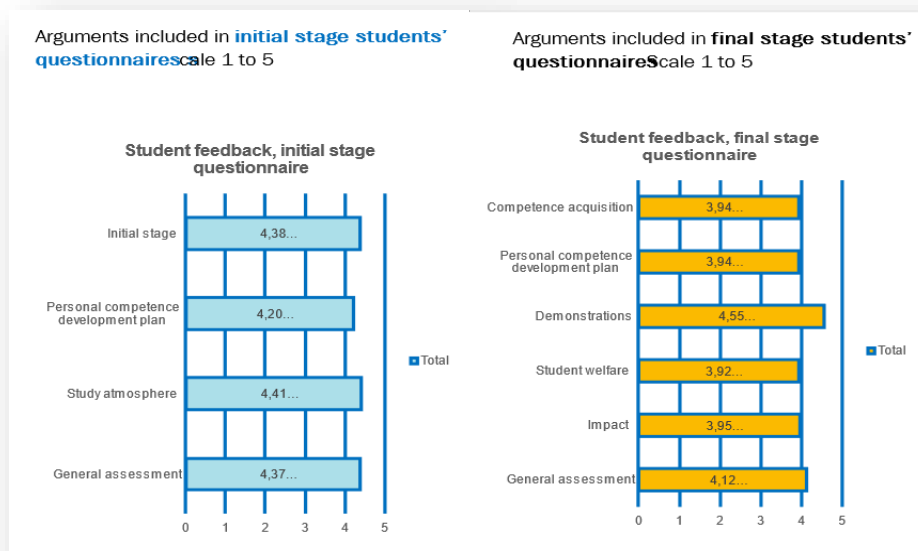


Figure 13 - Student feedback

3.4 SELF-EVALUATION AND IMPROVING PROCESSES IN RIVERIA

We develop together continuous admission practices for students and promote personalisation in VET. We develop co-operation with working life experts and enterprises in North Karelia. We are committed to promoting our students' wellbeing. We make possible to flowing weekdays to our personnel. We continue our own Riveria 2025 – personnel know-how and wellbeing development program using the quality management cycle.



Figure 14 - Quality Management Cycle

The Riveria quality management cycle is related to the strategy, and it includes measuring our results (BSC, diverse feedback), it involves practicing self-evaluation, includes improving processes continuously, involves regular external evaluation. The quality management cycle is based on national quality recommendations and Deming cycle, and it has been described Riveria's Quality and Effectiveness Development Programme. **Not quality for the sake of quality!** As self-evaluation is to develop VET and support learning, also the objective of quality management is to steer, not control. The purpose is to improve our education and practices. What are the best ways to help our students learn and become qualified experts, professional for the future in 2025? We need effective and innovative pedagogical leadership.



Figure 15

President of Finland Sauli Niinistö visited the National Skills Competitions hosted by Riveria in Joensuu, May 2019.

TASK 5

This task is to have a deeper understanding of VET

For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

The groups are given three different themes:

- **Personalisation process:** idea and practice, student active role and the role of personal coach - Give + strengths (3) - weaknesses (3)
- **Pedagogical Programme:** common principles and practices from students and teachers point of views - Give + strengths (3) - weaknesses (3)
- **Student feedback:** idea and practice from students and teachers point of views - Give + strengths (3) - weaknesses (3)

Working methods

1. Flipped learning
(<https://lesley.edu/article/an-introduction-to-flipped-learning>)
 - Active learning methods
 - Materials and other documents (videos etc.) to be viewed beforehand
 - More information for example here (<https://flippedlearning.org/>)
2. Learning Café
 - is a study method where we prepare a topic in a group to present and discuss it to the others in small groups
 - More information for example here.
(<https://blogi.eoppimispalvelut.fi/sarilari/2018/09/24/whats-a-learning-cafe/>)

4 STRATEGIES IN CLASS AND DIGITAL LEARNING ENVIRONMENTS

The term digital learning environment refers to learning that takes place in a digitally designed environments. The word learning environment refers in a broader sense to any environment where learning takes place.

When developing pedagogy for applied practical activities following questions are essential:

1. What is the target sector or group?
2. What is the core idea of using the method or tool?
3. What is required to implement this method?
4. What is the background of the required method or tool?
5. What is the benefit of this method for the learner/teacher/counsellor?
6. What is intended to be gained by this method?
7. Who is responsible for this method and what resources are considered?
8. How is the method implemented?
9. How can we learn more about this method?
10. What are the preparatory tasks for using this method or tool?
11. How to learn from experiments?
12. How can you use these methods to improve learning/counselling in vet?

4.1 TEAM-BASED LEARNING

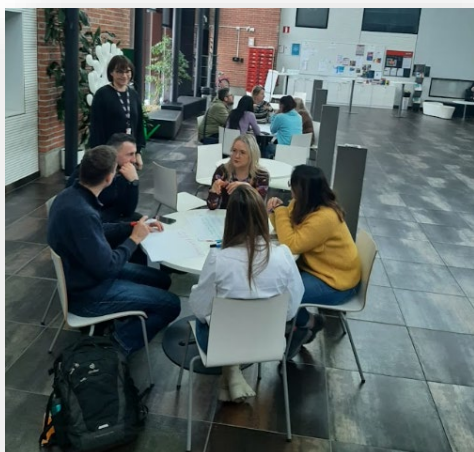
Team learning is the basis of a learning organisation, because through it, the learning of individuals expands first into the team's competence and later into the organisation's new competence. Team learning is also considered to help spread the "quiet information" knowledge.

Some thoughts on team learning:

- The dialogue exercises related to team learning are suitable for learners of all ages, where you want to see the learners learning and the structuring of knowledge and make use of your own experiences and opinions.
- The background prerequisite is the previously given instruction to familiarise yourself with the topic being discussed.
- The role of the teacher is particularly important and challenging, the teacher instructs that everyone must bring up their own idea at least once and everyone must use the speaking turn at least once. The goal is not for participants to speak in order in the circle, but rather to aim for a natural conversation in which one reacts to the other's message and also bring one's own point of view to the conversation.
- The challenge for the teacher is that this method must be explained at the beginning and emphasize that during the training the teacher/instructor is silent, on the side-

lines and collects things that have arisen in the group, in order to check the learning result and efficiency.

- The teacher must especially encourage the active use of speaking points, to be relaxed and to discuss only the given themes.
- This is a convenient method for evaluating informed learning, also suitable for exam situations.



Key questions in team learning

1. *What did I learn?*
2. *What actually happened?*
3. *What did I do?*
4. *What was I thinking?*
5. *What did I feel and what caused it?*
6. *Why did I do that?*
7. *Why did I think that*
8. *Why did I feel that way?*

4.2 [OPI.RIVERIA.FI](https://opi.riveria.fi) - A MOODLE-BASED MODERN, DIGITAL LEARNING ENVIRONMENT

[Opi.riveria](https://opi.riveria.fi) is a Moodle-based digital online platform which is widely used in Riveria. This digital learning platform is located at opi.riveria.fi. All Riveria's digital learning content exist there. Students can study in both common and vocational studies there. Environment includes for example web links, chat rooms, discussion areas, different kinds of presentations and materials, task returns, video lessons, audio, questionnaires, exams, and self-evaluation exams. Teacher can design and form his or her own courses.

Students who are apprenticeship students and who have sufficient studying skills and abilities can study quite independently vocational studies at [Opi.riveria.fi](https://opi.riveria.fi). They may have some on-campus studies too, for example practice lessons.

4.3 WORKSEED - A MODERN, DIGITAL LEARNING ENVIRONMENT IN VET

WORKSEED Ltd. develops the world's best learning management solution for vocational and professional education. Customer segments are TVET institutions, universities, and selected businesses. Distributors in Latin America and African markets. The software is designed in collaboration with Finnish pedagogical experts.

Easy access for company instructors - Assignments and diaries can be easily shared with company instructors and other 3rd party assessors. They can add comments and observations,

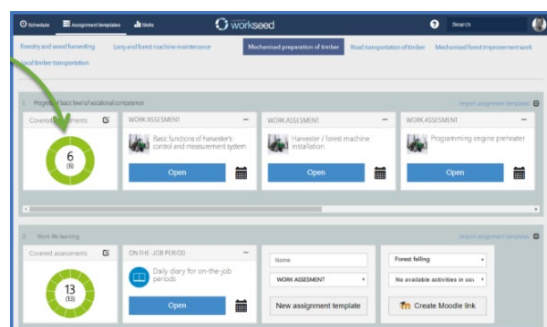
ask further questions, and finally make the assessment. As a result, Workseed inspires students to report their learning experiences and outcomes more accurately. Instructors receive student activity notifications via email. No need for username or password!



Workseed adds efficiency to the learning at the workplace. The teacher designs and creates practical assignments for the qualification tasks based on the curriculum requirements. The student uses the mobile device for reporting by attaching photos, videos, or voice messages directly from the field. Skill based learning path planning means importing qualification curricula units from the National Curricula Register ([ePerusteet](#)) including skills learning objectives and assessment criteria.

Support for numerous types of activities:

- Interactive learning materials
- Practical assignments
- Diaries
- External assignments
- LMS-platforms
- Simulators
- VR learning environments



Individual progress within predesigned learning paths. Easy to design a learning path, where students can progress in an individual phase. Assignments can be designed to be opened individually to students based on their progress. A strong pedagogical tool to better integrate theory with resulting skills. Frees teachers' time for teaching and interacting with the students.

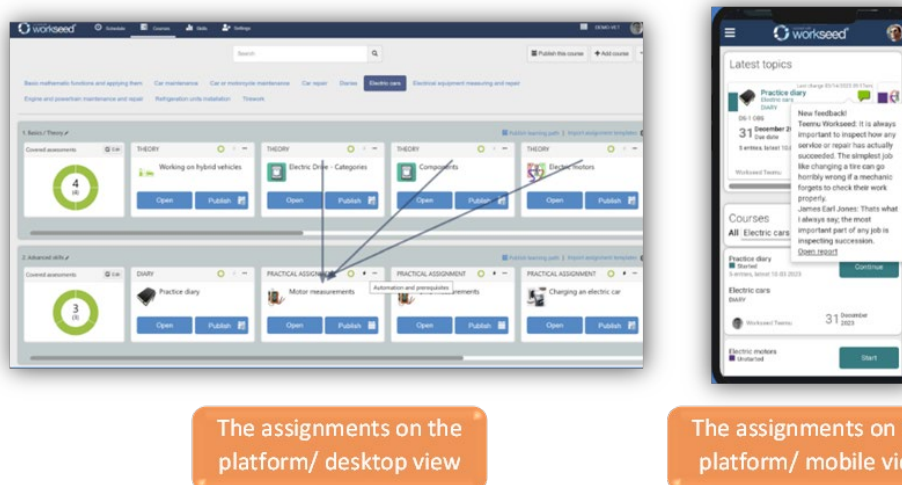


Figure 16 - Desktop vs. Mobile Application

In Riviera Workseed is used as digital diary where learner can complete certain units of the curriculum through theory and assignments related to work-based training. The learner can document own activities during or upon completing the assignment by uploading to platform text reports or media (voice recording, photos, videos). The learner is free to choose the method and the media within the range of own capabilities, and the based on the possibilities the working environment of the assignment allows. The learner can follow the progress breakdown by skills, competences or other assessment targets defined in the curriculum. Learners have access to live progress details, which increases motivation.

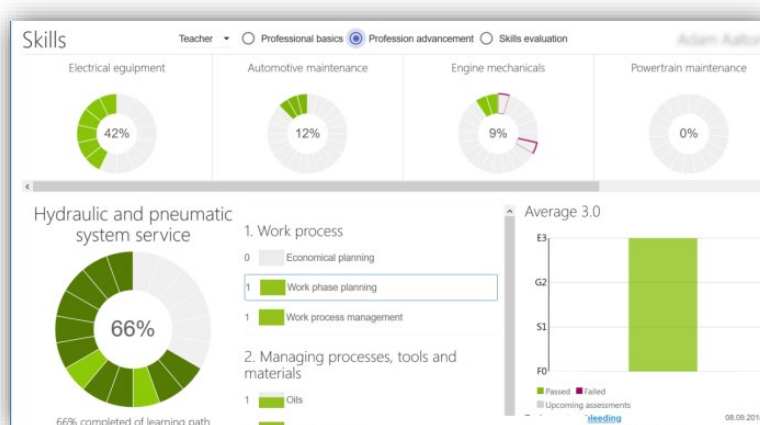


Figure 17 - Progress report

Opi.riveria.fi is a Moodle-based digital online platform which is widely used in Riviera. This digital learning platform is located at opi.riveria.fi. All Riviera's digital learning content exist there. Students can study in both common and vocational studies there. Environment includes for example web links, chat rooms, discussion areas, different kinds of presentations

and materials, task returns, video lessons, audio, questionnaires, exams, and self-evaluation exams. Teacher can design and form his or her own courses. Students who are on an apprenticeship programme and have sufficient studying skills and abilities, can study vocational studies quite independently on Opi.riveria.fi, but they may still have some on-campus studies too, such as workshop training.

4.4 SIMULATION ACTIVITIES AND ROLE-PLAYING GAMES

When designing simulation for vocational education and training activities and environments there are certain matter that the vocational teacher must take into consideration. This is a checklist for designing a role-play simulation exercise.

1. Formulate 2 or 3 objectives for the simulation exercise.
2. Select the topic for the simulation exercise taking into consideration the skill level and knowledge of the students both the profession and the technology used.
3. Allow the students to review and become familiar with the simulation topic in advance.
4. Design the client's background information and starting situation (write a story).
5. Design the necessary tools and equipment for the exercise.
6. Design the roles for the simulation and who will play them
7. Design the learning discussion (questions and time etc.)

The stages of a learning discussion are → **Descriptive stage** – actors, what happened in the situation, what was your role, Ohow did it feel; **Analytical stage** – first actors and then observers, where did we succeed, what was good, what would we do differently, what could be improved, correction of obviously incorrect behaviour; **Applied stage** – actors and observers, what can be transferred to the workplace; **Decision stage** - the unresolved issues.

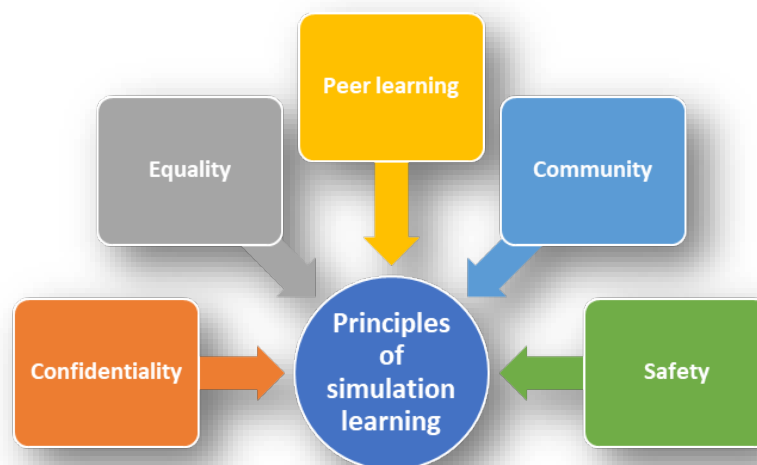


Figure 18 - Principles of simulation learning

Case example of a role-play simulation learning

Players: 1x student, 1x parent, 1x teacher, 1x career counsellor

Dilemma:

“A **student**, who has started vocational studies, is worried and feels the studies to be too difficult, and wonders whether the occupation choice was right...”

“The **Parent(s)** is worried and insist that the school prides more support to the studies. The parent wants that the student continues studying in a vocational school...”

“**Teacher** has booked a meeting with the **career counsellor**, the student, and the parent(s) with the dilemma...”

Continues...

4.5 VR-GLASSES - VIRTUAL ROLES

How can virtual reality be used in teaching? What age and screen time recommendations do different devices and apps have? These are some of the questions you will find answers to in our new guide.



Emerging technologies offer new kinds of opportunities to create holistic experiences in teaching. For example, virtual reality can be used to show students and students different places and situations as if they were physically present.

A new guide explains how virtual reality can be used in teaching and learning. It presents pedagogical research results related to technology and provides examples of appropriate and safe use of technology. The free guide is aimed at all teachers from early childhood education to upper secondary education.

Multiple uses:

Virtual reality applications can be used in many ways. For example, they may make it easier to explore different cultures or hard-to-reach natural wonders. On virtual tours, students and students can visit the Natural History Museum in America or dive into the Galapagos Islands and watch the wonders of the sea.

In vocational education and training, virtual reality can be used, for example, to practice various manual skills. The result can be viewed in three dimensions and from many angles. The use of different machines, from cranes to excavators, can also be practiced virtually.

VR-glasses used at Riveria - Oculus Meta Quest 2



Technology can also be used to practice communality or being together, support the learner's intrinsic motivation to learn, or learn empathy skills through realistic experiences and different social situations. Apps can also help address complex or challenging topics such as prejudice or discrimination.

There should always be a justification for using virtual reality, and it should be used for the things for which it is best suited.

Tips for using virtual reality in teaching:

- **Have an open mind** - When you have the courage to try, it can be rewarding. Try it yourself first.
- **Be patient** - Technology doesn't always work right away, and it can take time to learn how to use the devices.

“There should always be a justification for using virtual reality, and it should be used for the things for which it is best suited.”

Think about why you would use virtual reality in teaching. Why would it be suitable for learning a particular thing? Technology should not only be used for the sake of technology or hype, but it should also be pedagogically sensible, and the content well thought out. Consider the added value that technology adoption can offer compared to a more traditional method.

Remember safe use. Ensure sufficient space and remember that devices can cause nausea for some. Verify age and screen time recommendations.

Don't be afraid to get involved – only your imagination is the limit on how virtual reality can be used in learning. Remember that the laws of the classroom do not apply in the virtual world.

Vocabulary

- XR = Extended Reality, Umbrella concept for all manifestations
- VR = Virtual Reality
- AV = Augmented Virtuality
- AR = Augmented Reality
- MR = Mixed Reality, mixed or mixed reality
- MUVE = Multi-User Virtual Environment, Multi-user virtual environment

Links to VR environments and other necessary tools

- [Meta Horizon Workrooms - Remote Collaboration Reimagined – YouTube](#)
- [Load software or use browser version - Workrooms \(workplace.com\)](#)
- [Riveria has a licensed version of the program for nursing training](#)
- Riveria owns 10 Ricoh Theta x 360 cameras with stands - [Product | RICOH THETA X \(theta360.com\)](#) - [3DBear - Immersive technologies for education](#)

4.6 THINGLINK - A MODERN, DIGITAL PRESENTATION TOOL

Thinglink is Finnish American interactive and social online platform for many kinds of presentations, sharing and moving pictures and it can be utilized in many kinds of teaching and learning-activities. It's an app where videos, pictures, text, and links can be added in a nice visual way. You can add different kind of paths and layers to a presentation or a virtual trip. In education Thinglink can be used as a learning environment to on -class or e-learning and it enables different kinds of visual and lively presentations. Thinglink is a very easy content creation too that can be learned to use in 5 minutes. www.thinglink.com

Easy steps to start and create a Thinglink -presentation:

1. First you have to create an account at www.thinglink.com. At least test period is free, otherwise it can pay for example if you will have an education version of it.
2. Load the application
3. Log in to your account
4. Start at the top right side of the page and click +-sign and give the app right use your photos.
5. Click on your picture and start adding objects by touching the location that you want from your picture
6. Click Add text (adding text or link) or Add media (shoot a video, choose from gallery or add YouTube-video)
7. Click Next from the top of the right view. Give your picture a name. You can change your picture's settings from switch at right below. Presumption in the program is that you share your picture to other Thinglink users.
8. Click Save from the top at right of the screen to save the picture.



Figure 19 - thinglink platform sample

TASK 6

This task is about strategies in class and digital learning environments.

For this task you can either have an open discussion with all the participants in your training group, or for bigger audiences perhaps working in subgroups (3-5) would be more interesting and productive, and it also encourages silent participants to contribute to the task. Use simple A1 sized papers and coloured markers, these are very common in such activities, making it easy to put the thoughts in writing. Some participants might even draw pictures or use mind-mapping which adds a visual factor to the ideas. In case the training is organised online, then you should be prepared to split the participants in different virtual rooms for at least 15-30 minutes. These questions put the activity in a certain direction. Observe and identify your audience closely during the training. A group where all the participants are from the same country or region obviously would be different than an international audience.

Working method - Learning Café

- **Digitalisation strategy:** Discuss the idea, practices, and goals of your organisation in setting up a strategy for integrating the digital learning environments in the teaching and learning processes. Role of the learner, the teachers, and the role of your management - Give + strengths (3) - weaknesses (3)
- **Digital platforms in use:** list digital learning or other student management platforms that are used in your organisation – Evaluate your digital skills + strengths (3) - weaknesses (3)
- **Feedback from students and teachers:** Share the experiences of the digital transition that took place during the COVID-19 pandemic in spring 2020 - Give + strengths (3) - weaknesses (3)

5 CONCLUSION

The aim of the training programme “Applied Practical Activities for VET professionals” is to increase the knowledge of vocational teachers and career counsellors. The programme also offers some new methodologies to improve daily teaching and learning environments. “The aim of this training programme is also to motivate them by increase their competitiveness and support the development of new competences. Having staff involved in practically applied activities, empathetic with the needs of the students with high qualifications, will consequently generate an increase in the degree of employment. Moreover, it will combat social exclusion by attracting young people to the trades, diminishing the problems related to the insufficient presence on the labour market of the trades. The training programme will have a direct impact on VET teachers / VET educational services providers by increasing the quality of the career counselling activities and presentation of VET.

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<https://www.jamk.fi/en/apply-to-jamk/professional-teacher-education>
- University of Eastern Finland
<https://www.uef.fi/fi/koulutus/opinto-ohjaaja-ja-uraohjaaja>
- Team Academy - Tiimiakatemia // Tiimiakatemia Global Ltd.
<https://www.tiimiakatemia.fi/?lang=en> // <https://tiimiakatemia.com/home/>
- Finnish National Agency for Education
<https://www.oph.fi/en>
<https://www.oph.fi/fi/...vinkkia-virtuaalitodellisuuden-kayttoon-opetuksessa>
- The ePerusteet (eRequirements) service contains all the basics of curricula, degrees and training from early childhood education and care to upper secondary education. Education and training providers also publish local curricula and degree implementation plans in the service.
<https://eperusteet.opintopolku.fi/#/fi/>
- Flipped learning
<https://lesley.edu/article/an-introduction-to-flipped-learning>
- Learning Café
<https://blogi.eoppimispalvelut.fi/sarilari/2018/09/24/whats-a-learning-cafe/>

Appendix

Programme Title
Practical applicative activities for VET professionals Erasmus+ Project 2021-1-RO01-KA220-VET-000033307, S.O.S. a Career for Success".
Scope (hours)
30 hours
Programme Implementation Objectives
<p>Practical applicative activities for VET professionals"/ - the planned activities are particularly effective in increasing the level of training of teachers in technology education, VET educational service providers and school counsellors.</p> <ul style="list-style-type: none"> - The planned activities are particularly effective in increasing the level of training of teachers in technology education, VET educational service providers and school counsellors. - Teachers will exchange good practices and successful practice examples methods that have proven useful in advising students and teachers in technology / dual education. With strong practice, the training aims to better equip the professionals who work with the target group of the project in order to increase the rate of inclusion and professional insertion of graduates in vocational / dual education. - With a strong practice focus, the training aims to better equip the professionals working with the students from the vocational/ dual education to proceed towards a professional insertion and social inclusion as efficient as possible.
Programme Implementation Tasks
To introduce participants to the theoretical basis of the principles of practically applied activities. This training programme aims to increase the competitiveness and the development of competences within the teaching career for VET teachers / VET educational services providers by using practically applied activities.
Programme Target Audience
Vocational education teachers (VET), career counsellors, VET educational services providers, other career guidance and VET professionals.
Programme Manager/-s
Education trainer/teacher, career counsellor with work experience in an education institution.

Thematic Outline of Implementation
<p>The course will be structured starting from the present design sketch:</p> <p>Day 1 - 2 hours presentation of participants and presentation of the educational systems from the countries of origin, 1 hour of conceptual delimitations, 1 hour of round table-expectations regarding the training activities and 2 hours debate of problems faced by the VET teacher.</p> <p>Day 2 - 2 hours theoretical presentation of strategies used in the class by the VET teacher, 4 hours practical application act on modern teaching-learning-evaluation strategies for VET teacher.</p> <p>Day 3 - 6 hours practically applied activities - strategies for elaborating the materials / means necessary in the didactic activity at VET teachers</p> <p>Day 4 - 6 hours simulation activities / role-playing games / case studies</p> <p>Day 5 - 1 hours of application and adaptation in a professional context of each VET teacher, 4 hours of simulation of the world of trades and 1 hours of evaluation / certification / improvement plans</p>
Expected Results of the Implementation
<p>The participants gain, both theoretical knowledge and practical work experience in using different practically applied pedagogical activities/methods.</p>
Material Support Required for the Implementation of the Programme
<p>Required materials:</p> <p>Stationery articles (A1 and A4 papers, markers, pencils, sticky notes, cards etc.), a whiteboard/blackboard, a projector, speakers, laptops, VR-glasses or similar, classrooms and in-/outdoor area for activities.</p>