WELCOME TO THE FINAL SEMINAR!

CompLeap - A Learner-centered digital ecosystem of competence development

Helsinki 14.10.2019

PROGRAMME

13:00 // Opening and Welcoming video speech
Li Andersson, Minister of Education, Ministry of Education and Culture

Intro and Introduction video, **Antti Laitinen**, Project manager, CSC

13:15 // Keynote speech on Continuous learning and Future of work
Lauri Järvilehto, Ph.D., Professor of Practice, Aalto University

13:45 // Results from the CompLeap Project
Learner-centered framework architecture design
Demonstration of the CompLeap prototype
What did users think?

14:45 // Break

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PROGRAMME

15:05 // Commenting speech from the perspective of lifelong guidance

Raimo Vuorinen, Ph.D., Project manager, the Finnish Institute for Educational Research

15:30 // Panel: Lessons learned – what next?

Raakel Tiihonen, EDUFI, **Hans-Peter Benz**, Regional Administration Köln, **Vera Wemer**, DUO – Executive Agency for Education, **Salome Virkus**, SA Kutsekoda, Estonian Qualifications Authority

16:15 // Impact Evaluation Study – Main points

Kati Isoaho & Heli Koskenniemi, Finnish Education Evaluation Centre (FINEEC)

16:25 // Closing words

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Welcoming video speech

Li Andersson
Minister of Education

PROJECT OUTCOMES

1. **Learner-centered framework architecture** for EU countries to use as a roadmap

2. **New open source service prototypes** to support lifelong learning and competence development

3. **Analytics** creating value as a part of new service prototypes

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SHOWCASING
PROJECT RESULTS

FRAMEWORK ARCHITECTURE DESIGN

Ari Rouvari (CSC)

LEARNER-CENTERED FRAMEWORK ARCHITECTURE DESIGN

CONTENTS

PART I – SHORT PRESENTATION OF THE FRAMEWORK ARCHITECTURE
What & Why?

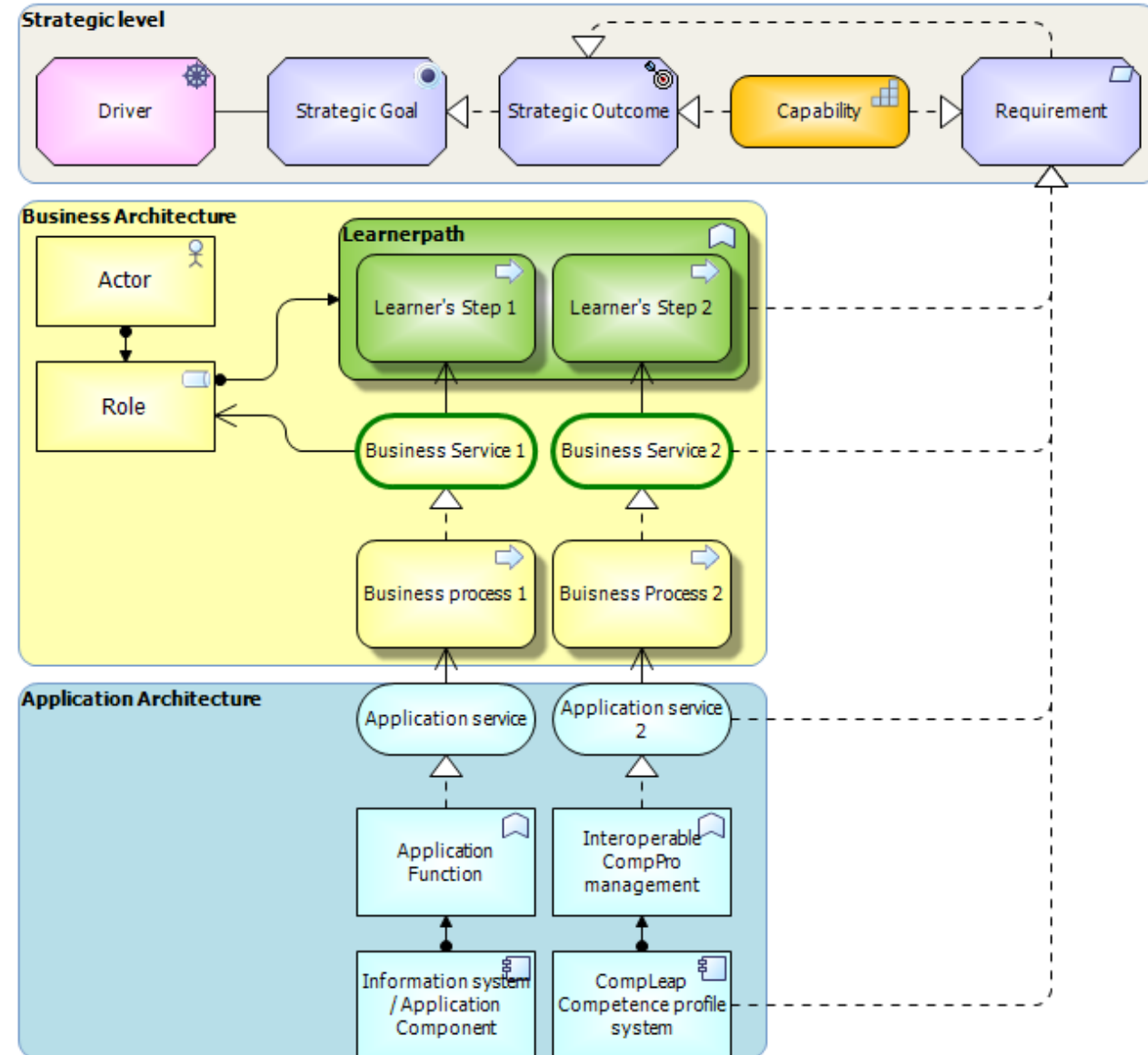PART II – INTERVIEW & DISCUSSION
What did we learn?
Innovations
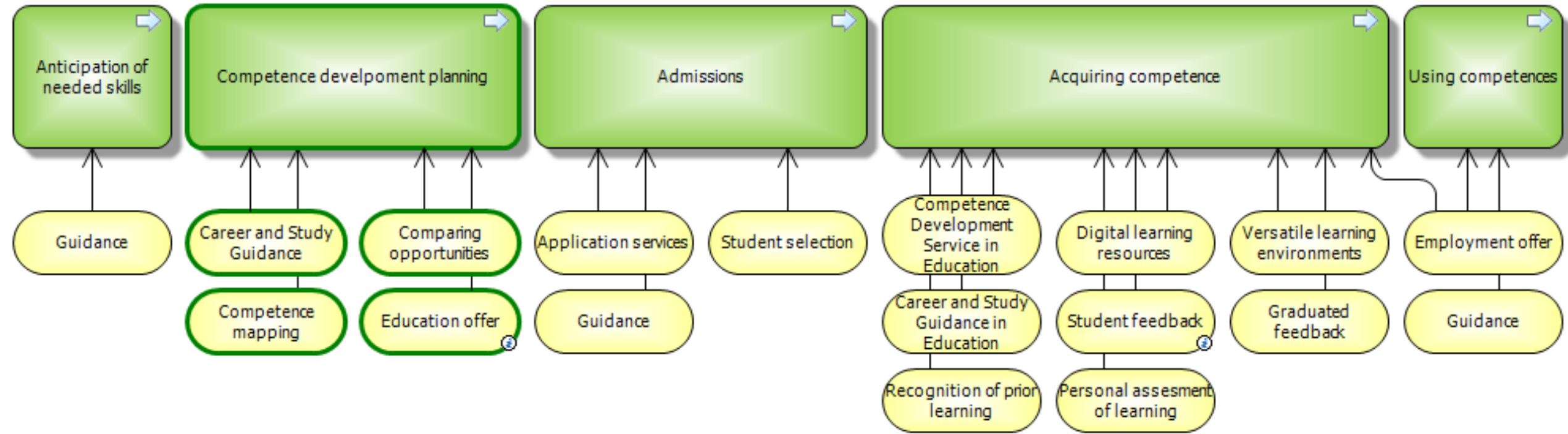Experiences

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WHAT WE DID?

Framework Architecture for EU including
- strategy map
- business architecture
- information architecture
- application architecture

Deploying plan of Compleap architecture in
Finland (integration with related reference architectures)

LEARNER'S PATH + SERVICES LEARNER NEED

WHY WE DID?

Deploying the strategy

Visualising our aims and ideas

Documenting our ideas

Co-operation with stakeholders

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WHAT DID WE LEARN?

Not easy to go beyond silos
    Administrative branches
    Co-operation between different sectors

How to handle the complexity of education and labour market in EU

Be brave! – "Nothing ventured, Nothing gained"

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EXPERIENCES?

Enterprise architecture is an excellent tool for:
- co-operation
- planning
- documenting our ideas
- breaking silos
- holistic point of view

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EXPERIENCES?

But EA is:
- hard to use
- hard to understand (technical language)
- visuality

We need
 - A management-oriented way of modelling
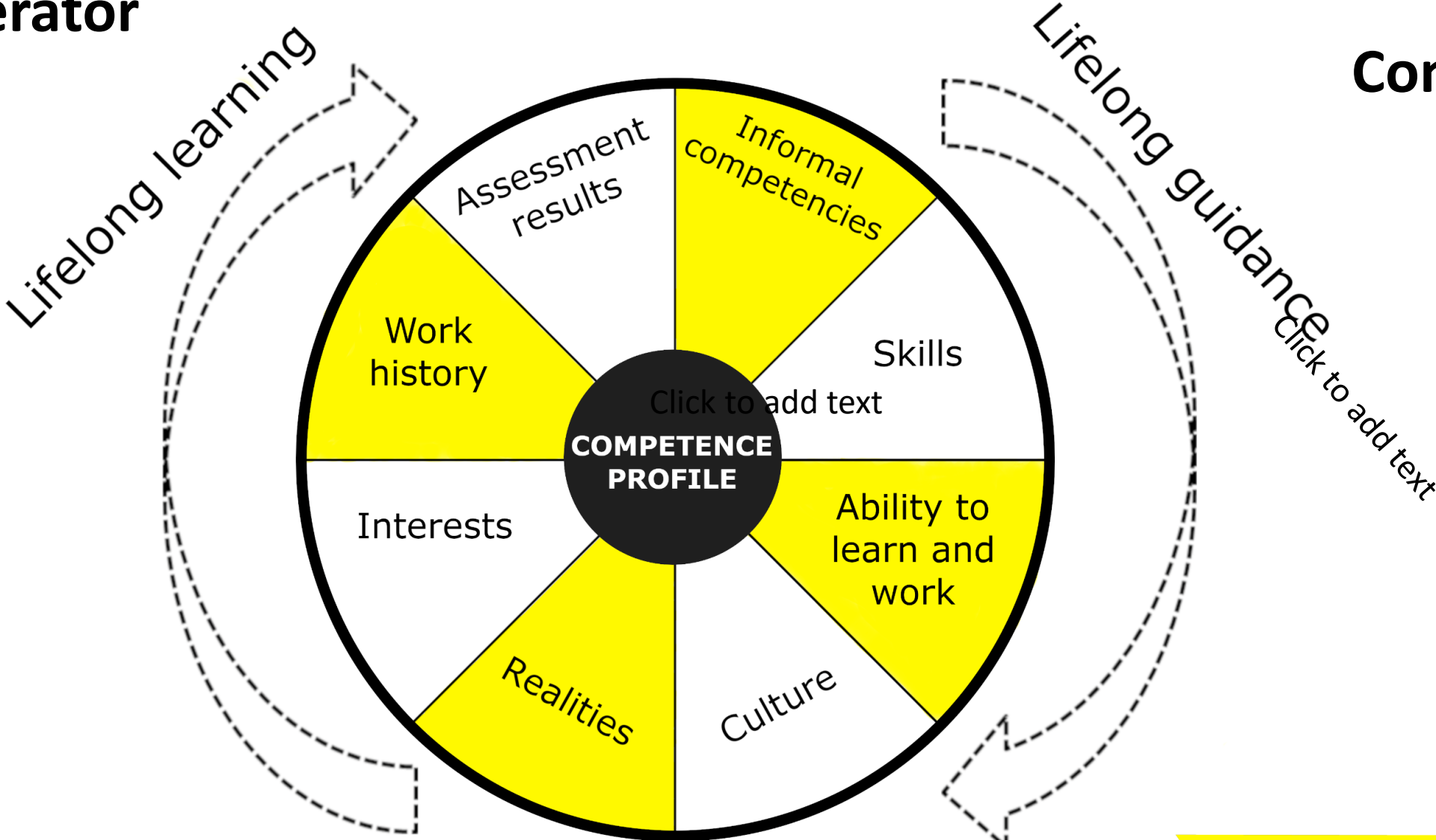 - an agile and adaptive architecture

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INNOVATIONS?

Importance of a Competence profile
"Competence wheel"

Importance of Learner's path

Importance of Lifelong guidance

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The Competence Accelerator — The Core Wheel of Competences

Lifelong learning

Lifelong guidance

Click to add text

COMPETENCE PROFILE

Click to add text

- Assessment results
- Informal competencies
- Work history
- Skills
- Interests
- Ability to learn and work
- Realities
- Culture

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SHOWCASING THE PROTOTYPE

Annica Moore & Marcus Caselius
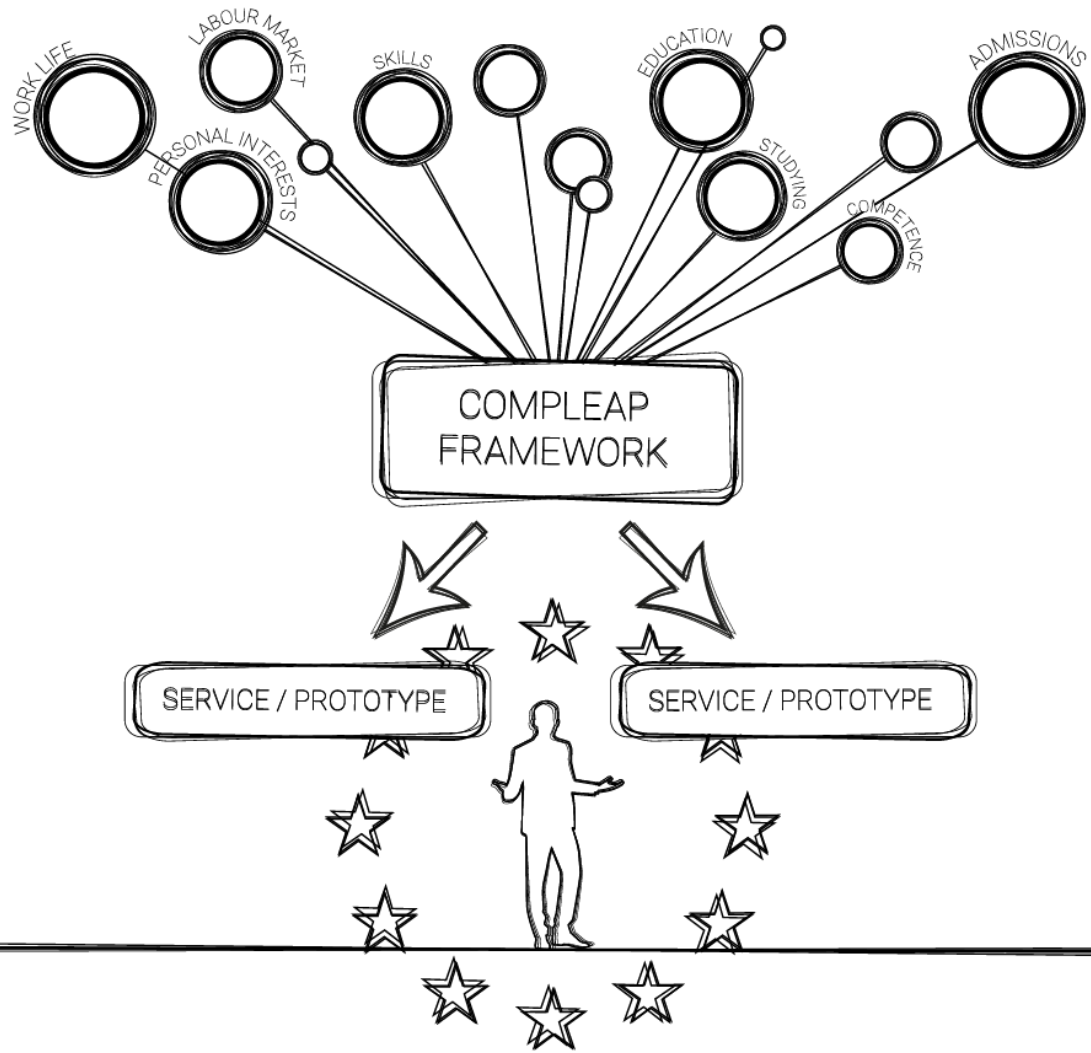
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WORK LIFE

LABOUR MARKET

SKILLS

EDUCATION

ADMISSIONS

PERSONAL INTERESTS

STUDYING

COMPETENCE

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FRAMEWORK

SERVICE / PROTOTYPE

SERVICE / PROTOTYPE

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HTML-PROTOTYPE

https://compleap-proto.testiopintopolku.fi/

LEARNER-CENTERED CONTENT WITH ANALYTICS

Personalizing the user experience

-personal data put in by the learner
-authenticated data from national registries
-recommendation algorithms

→Encouraging the user to reflect on their competences, interests and future learning possibilities.

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POC.COMPLEAP.TESTIOPINTOPOLKU.FI

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Share your thoughts about the prototype!

Go to www.menti.com and use code xxxxx

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PILOTING
THE COMPLEAP SERVICE

Eglė Gedrimienė, Antti Kaasila & Topias Kähärä
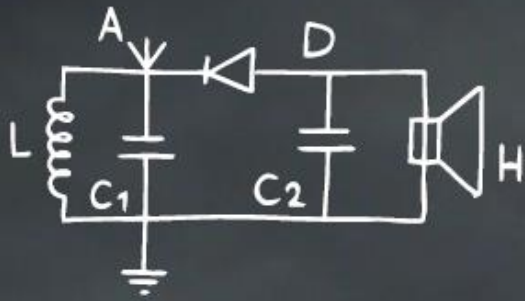
$$F \sim \frac{m_1 m_2}{R^2}$$

MY STUDIES

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PILOTING GOAL: RECEIVING INPUT FOR THE DEVELOPMENT OF THE SERVICE FROM **REAL LEARNERS**

3 associate partner vocational educational institutions

15 councelors and teachers

10 tests per councelor

=150

pilot tests

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1.

Piloting sessions include:

1. collection of background information
2. user testing session
3. questionnaire on the prototype

2.

Distributed deployment: Guidance counsellors in OSAO, REDU and GRADIA conduct piloting.

3.

The questionnaire results are collected via Webropol. Summaries created.

4.

Results analysed (UOulu). EDUFI analyse observations for the development of the prototype and for reporting.
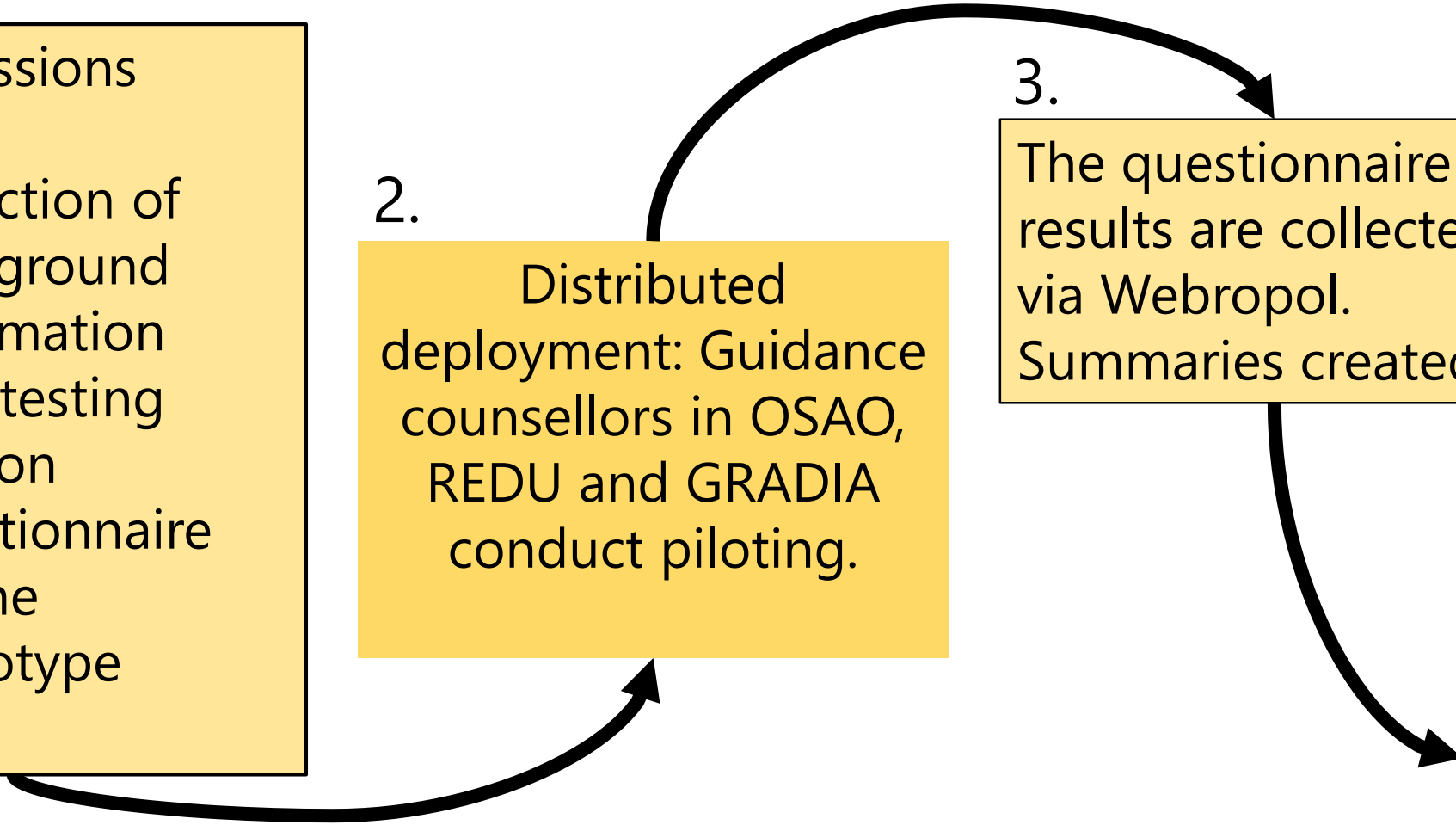
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87 Individual piloting sessions

86% of users under the age of 30

9 number of separate first languages
in user population

Ii
Joensuu
Jyväskylä
Kemijärvi
Kempele
Kittilä
Liminka
Muurame
Oulu
Posio
Rovaniemi
Ruovesi
Äänekoski
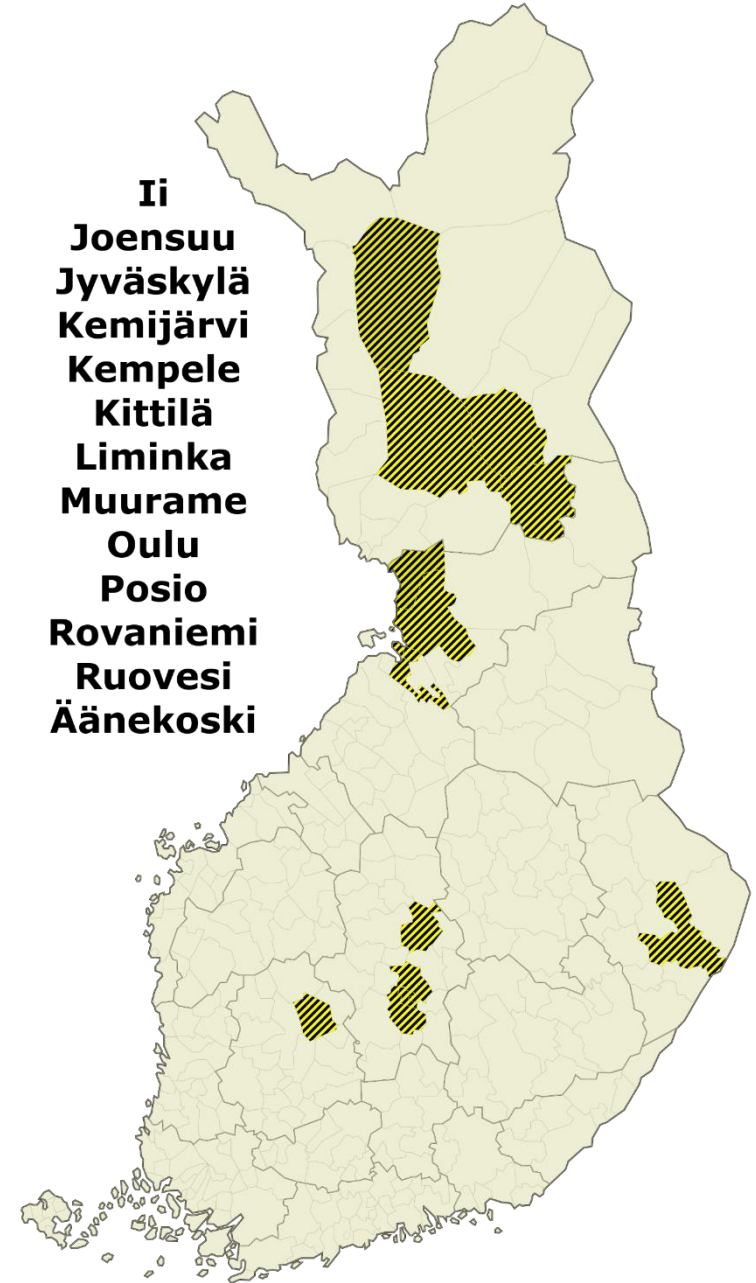
FIRST IMPRESSIONS ON THE PROTOTYPE (Likert)

The prototype was easy to use

While it did not strengthen the users' confidence to apply, the users could see the potential if the service was running

The prototype provided a large amount of interests and they seemed suitable

Dividing prior education into competencies was deemed somewhat useful

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83% would use the application

Recommendations have to be accurate and trustworthy

For self-guidance when it is not clear what to study and for mapping study options

Gathering information on studying and open study places

Getting new ideas

HIGHLIGHTS
Users' comments

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HIGHLIGHTS
Counsellors'
comments

Growing need for personal guidance

Digitalisation will be a big part in counselling services

Customisation needed for different user group

Could be used as a tool in counselling work

Limitations should be taken into account

10 MINUTE BREAK

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PROGRAMME

15:05 // Commenting speech from the perspective of lifelong guidance

   Raimo Vuorinen, Ph.D., Project manager, the Finnish Institute for Educational Research

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16:15 // Impact Evaluation Study – Main points

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Commenting speech from the perspective of lifelong guidance

Raimo Vuorinen
Project manager, the Finnish Institute for Educational Research

Increased interest globally for career guidance

- Changes in labour market fluidity has resulted increased interest in career guidance among the public
  - / Need for career information
  - / Need for support in phases of transitions
  - / Need for Career Management Skills as an explicit competence which can be learned

- Policy makers are interested in decreasing the skills mismatch and career guidance provide a tool for achieving this
  - / Refrences in EU policy documents with regards to unemployment, early school leaving, adult learning, validation, early and school education, higher education, VET, youth, employment and skills policies, entrepreneurship

- **Need for a new inferface between e-Guidance and e-Governance**

Transformation of lifelong guidance

- As careers are becoming increasingly multidirectional individuals need lifelong **career management skills** in identifying their strengths and using their full potential in the labour market.

- The perspective of lifelong guidance has shifted **from an input-oriented perspective** (provision of supporting services, teaching) **to an outcome-oriented view** to acquisition of lifelong career management skills.

- This is connected with a shift in attitude **from helping to enabling** an individuals
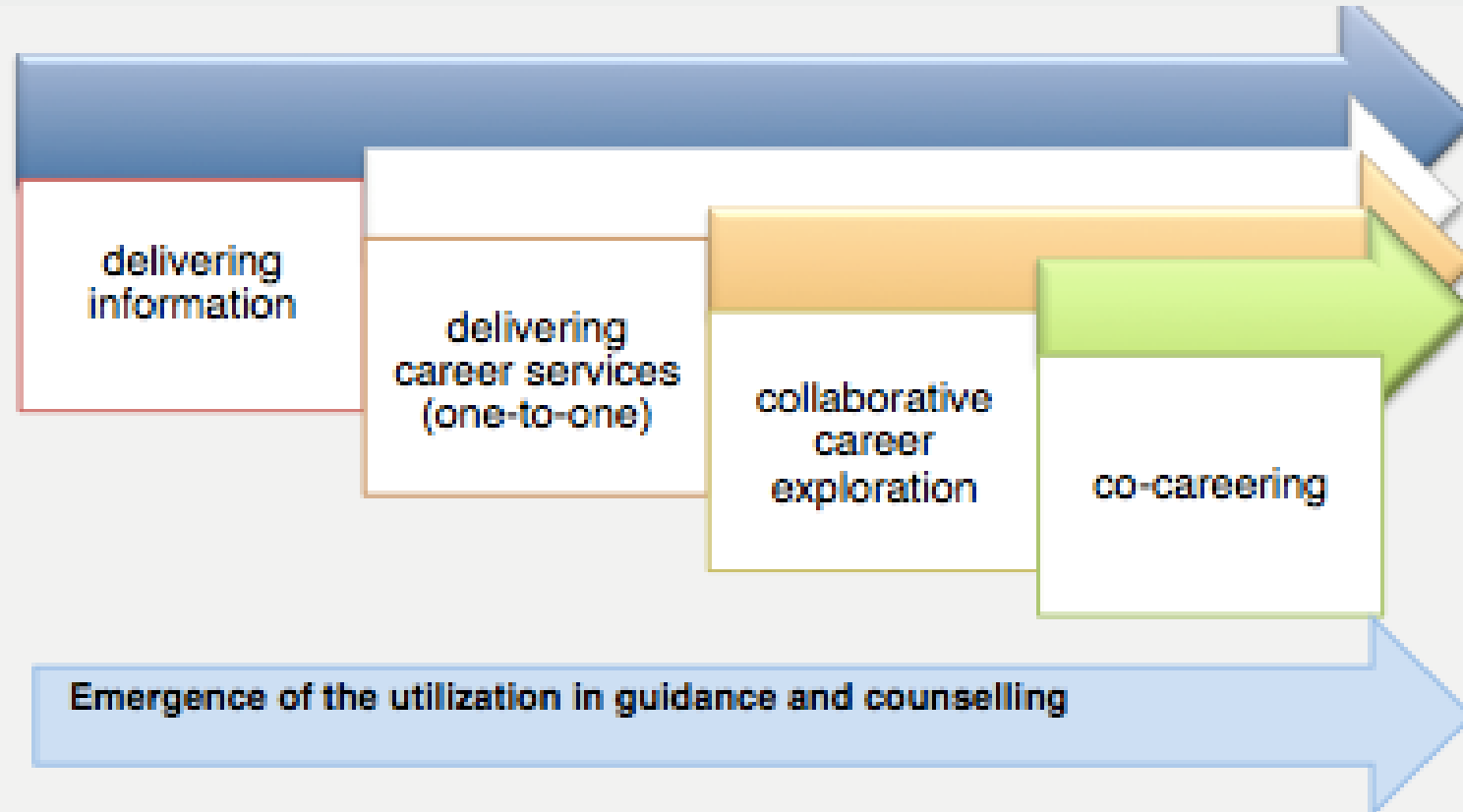
Roles of ICT in lifelong guidance

- As a **tool** to assist, enhance, and further develop traditional approaches to the provision of career development services, resources and tools;

- As an **alternative** to traditional approaches to such provision;

- As an **agent of change** in transforming, accessing, using and managing career development services, resources, and tools

- As an **administrative tool** to support, among others, evidence collection, evidence based policy development, accountability, quality assurance, and policy and systems co-ordination and coherence within and across sectors;

- **As an integrative agent,** establishing a common conceptual framework for the design and delivery of lifelong guidance services, resources and tools across different sectors (education, training, employment, and social).

Expanding and evolving role of ICT in career services

(Kettunen 2017)

delivering information

delivering career services (one-to-one)

collaborative career exploration

co-careering

Emergence of the utilization in guidance and counselling

Transformation of guidance services and the use of ICT

Kettunen, J., Sampson, J. P., Jr., & Vuorinen, R. (2015).
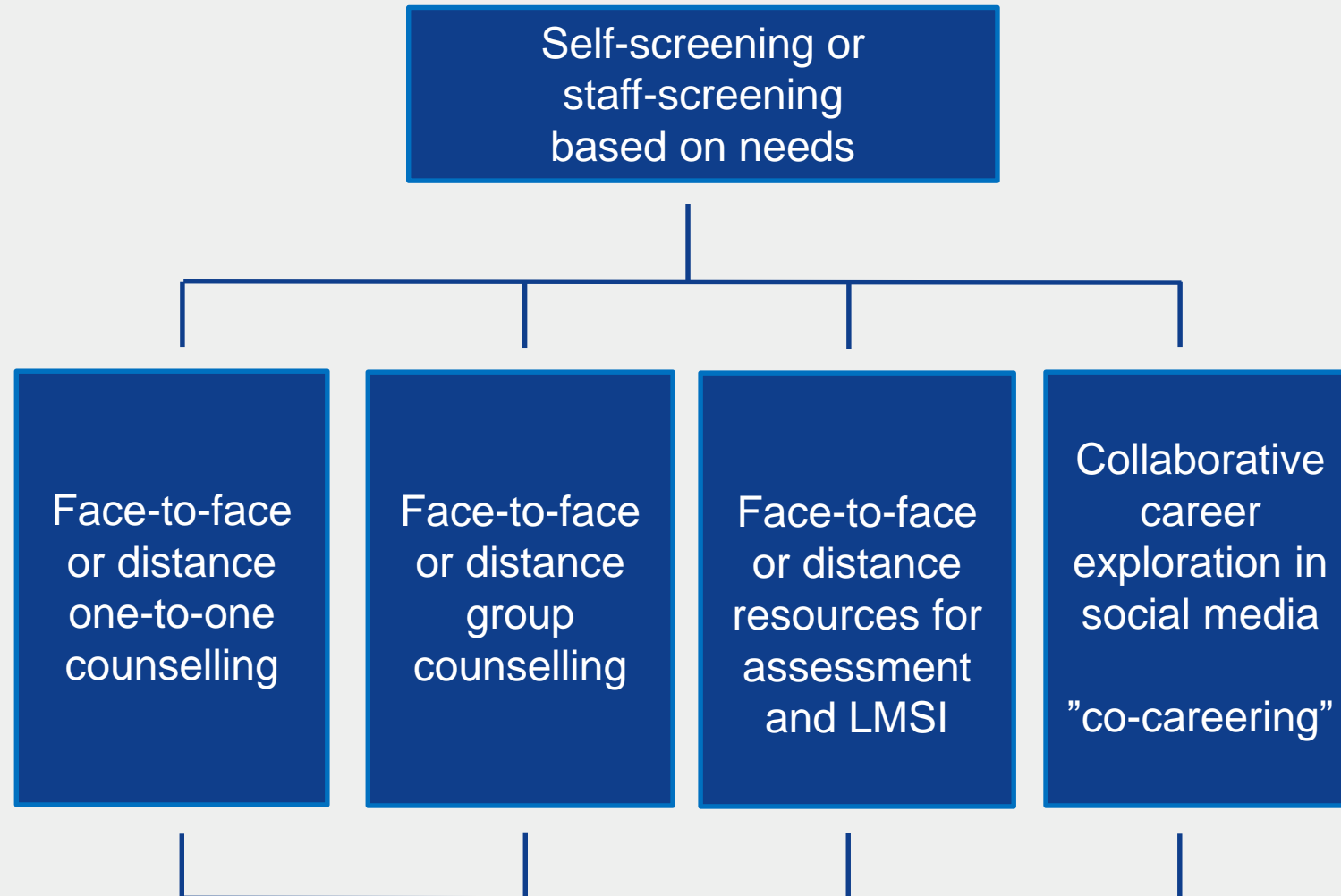
Co-careering

in which shared expertise and meaningful co-construction on career issues take place with and among community members (Kettunen, 2017, p.41).

Evolving role of guidance professionals

networking

career development

choice of occupation

expert in content

expert in process

expert in managing the social space

Perceived developments in the of use of ICT in Lifelong Guidance
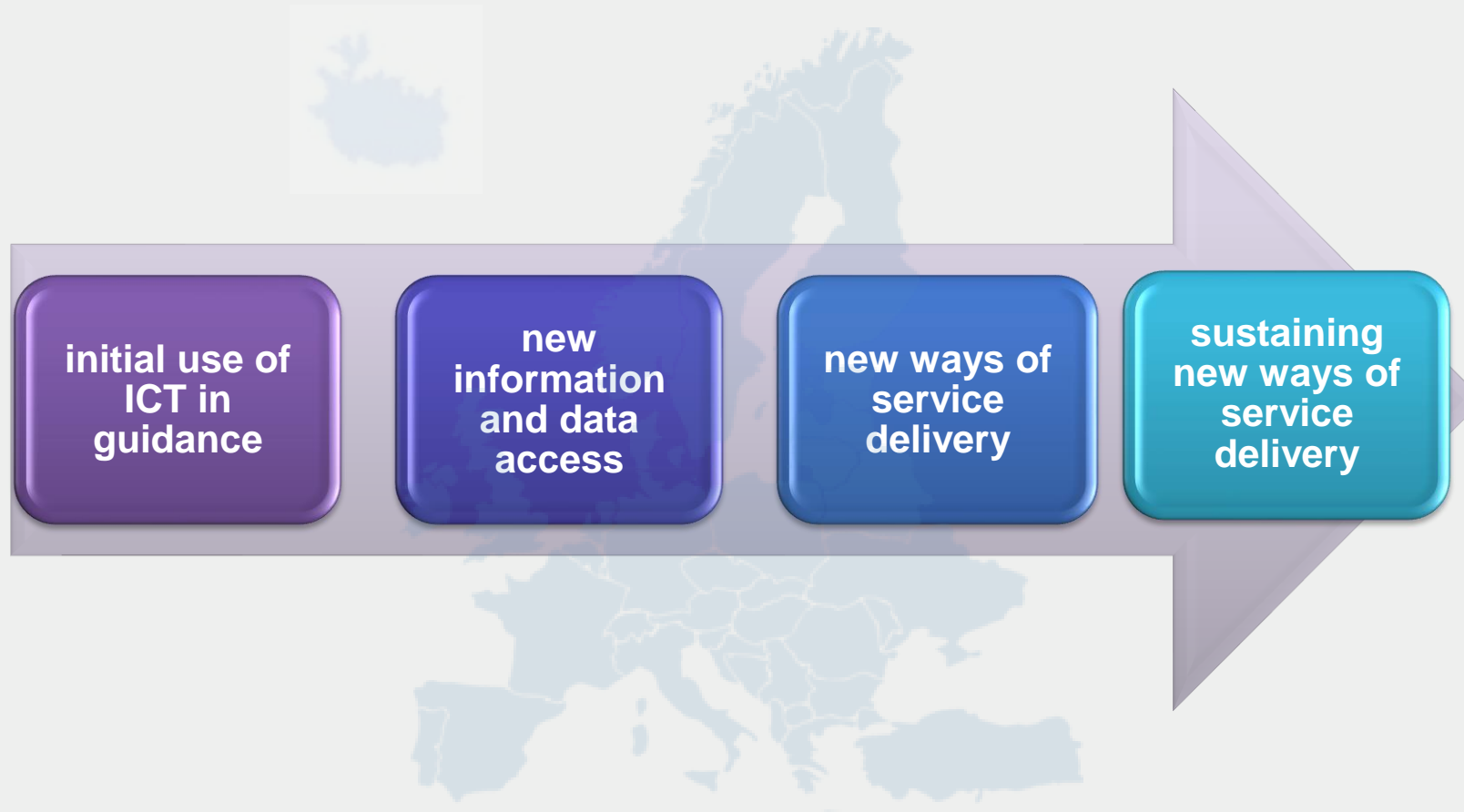
Kettunen, J., & Vuorinen, R. (2017)

Perceived challenges in implementation of ICT in career services

Inadequate access to ICT

Inadequate access to information

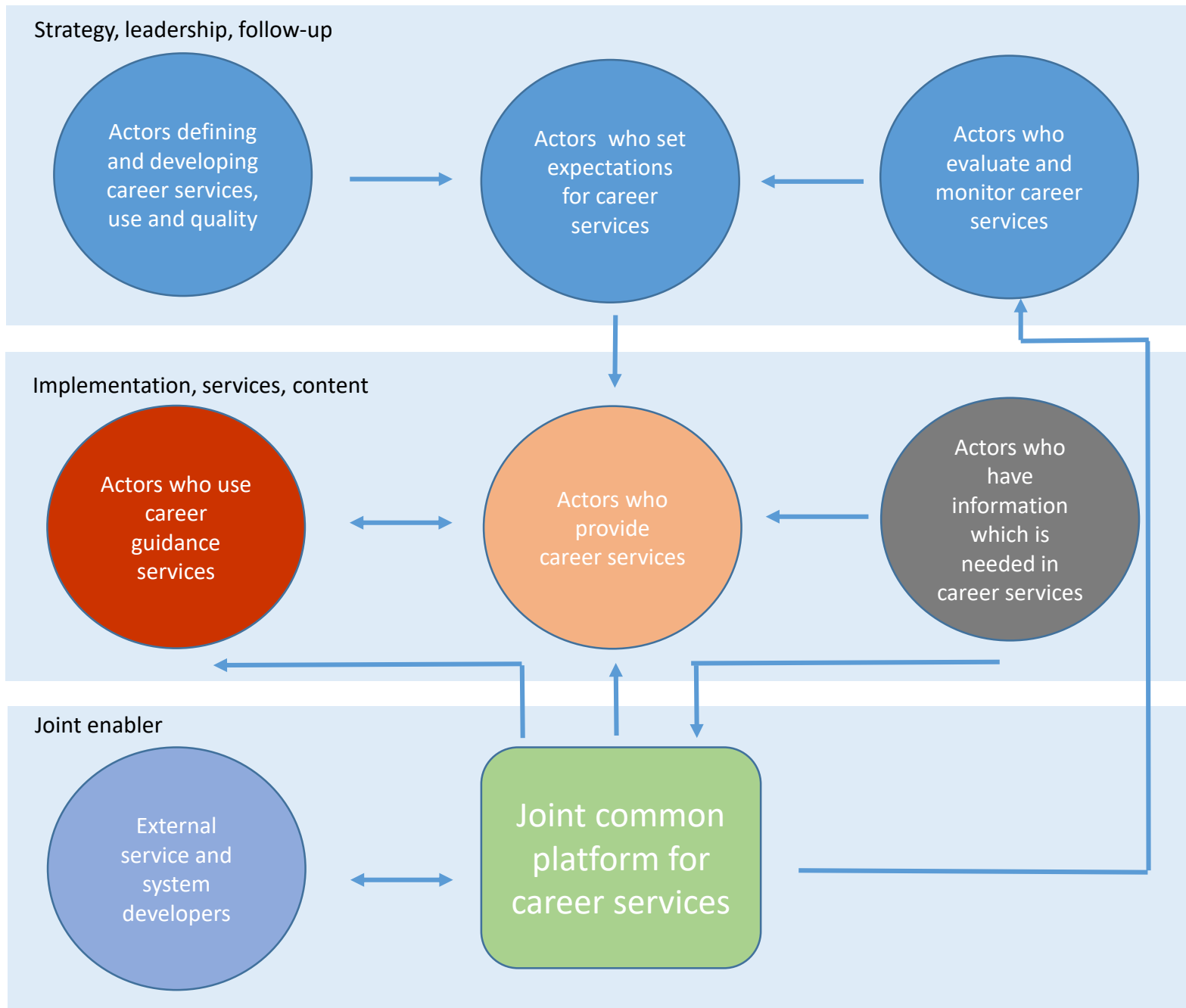Inadequate skills and competencies

Inadequate integration

Kettunen, J., & Sampson, J. (2018): *Challenges in implementing ICT in career services: perspectives from career development experts*

ELGPN Guideline 9:
ICT in the lifelong guidance systems and policy development

Kettunen, J. & Vuorinen, R. 2015

Strategy, leadership, follow-up

Actors defining and developing career services, use and quality

Actors who set expectations for career services

Actors who evaluate and monitor career services

Implementation, services, content

Actors who use career guidance services

Actors who provide career services

Actors who have information which is needed in career services

Joint enabler

External service and system developers

Joint common platform for career services

Granström, A. (2018) *Slutrapport – Digital platform för livslång vägledning.* 2018-08-30. Arbetsförmedlingen

Thank you!

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PANEL
LESSONS LEARNED AND POSSIBILITIES FOR THE FUTURE

Raakel Tiihonen, EDUFI

Hans-Peter Benz, Regional Administration Köln

Vera Wemer, DUO – Executive Office for Education

Salome Virkus, SA Kutsekoda, Estonian Qualifications Authority

IMPACT EVALUATION STUDY -KEY POINTS

Kati Isoaho & Heli Koskenniemi
Finnish Education Evaluation Centre

The initial findings and conclusions presented today focus on the two issues:

1) *Future potential of the CompLeap development work*

2) *Policy aspects of the continuous learning in the CompLeap context*

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Findings and conclusions presented today are the initial ones. There are still some steps to do in gathering the evaluation material as well as analyzing the collected material deeply enough.

INITIAL FINDINGS AND CONCLUSIONS

1. The key outcome recognised by the various actors as well as stakeholders:
the software architecture, developed and based to the Finnish system and centralised data resources.

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2. CompLeap development work makes visible that joined and advanced competence-based and learner-centered digital services aimed for the individual citizens as well as counselling staff are possible in countries that have centralized data resources.

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4. **Managing the expectations** regarding the project outcomes and impact is seen as a challenge. The expectations set in the beginning of the project are high ("a competence-based and learner centered digital service that advance the continuous learning in the area of EU").

What is realistic to achieve in two years of the project work?

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5. **Completion of the international dimension is still relatively low**:
the developed architecture is not adjustable as such to the all EU countries.

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6. **CompLeap prototype is seen as a tool that requires individual users to have:**

   1) advanced language skills
   2) advanced IT skills

Challenge: some of the key target groups (such as immigrants) have limitations in these

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7. Future: who has got **the ownership of the project key outcomes** (software architecture, algorithm, stakeholder network around the project).

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Thank you!

What did you think about the seminar?

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