

A person wearing a dark jacket and a hat is walking away from the camera down a narrow, paved alleyway. The alleyway is flanked by dark buildings, and the ground has a white line and a metal grate. The scene is dimly lit, suggesting an overcast day or late afternoon.

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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 Järvillehto, 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

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



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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

COMPLEAP PARTNERS



FINNISH NATIONAL
AGENCY FOR EDUCATION



UNIVERSITY
OF OULU



Dienst Uitvoering Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*



C S C

GRADIA

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Continuous Learning
and Future of Work

Lauri Järvillehto
Professor of Practice,
Aalto University

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**SHOWCASING
PROJECT RESULTS**

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FRAMEWORK ARCHITECTURE DESIGN

Ari Rouvari (CSC)

LEARNER-CENTERED FRAMEWORK ARCHITECTURE DESIGN

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Making life easier
for lifelong learners

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CONTENTS

PART I – SHORT PRESENTATION OF THE FRAMEWORK ARCHITECTURE

What & Why?

PART II – INTERVIEW & DISCUSSION

What did we learn?

Innovations

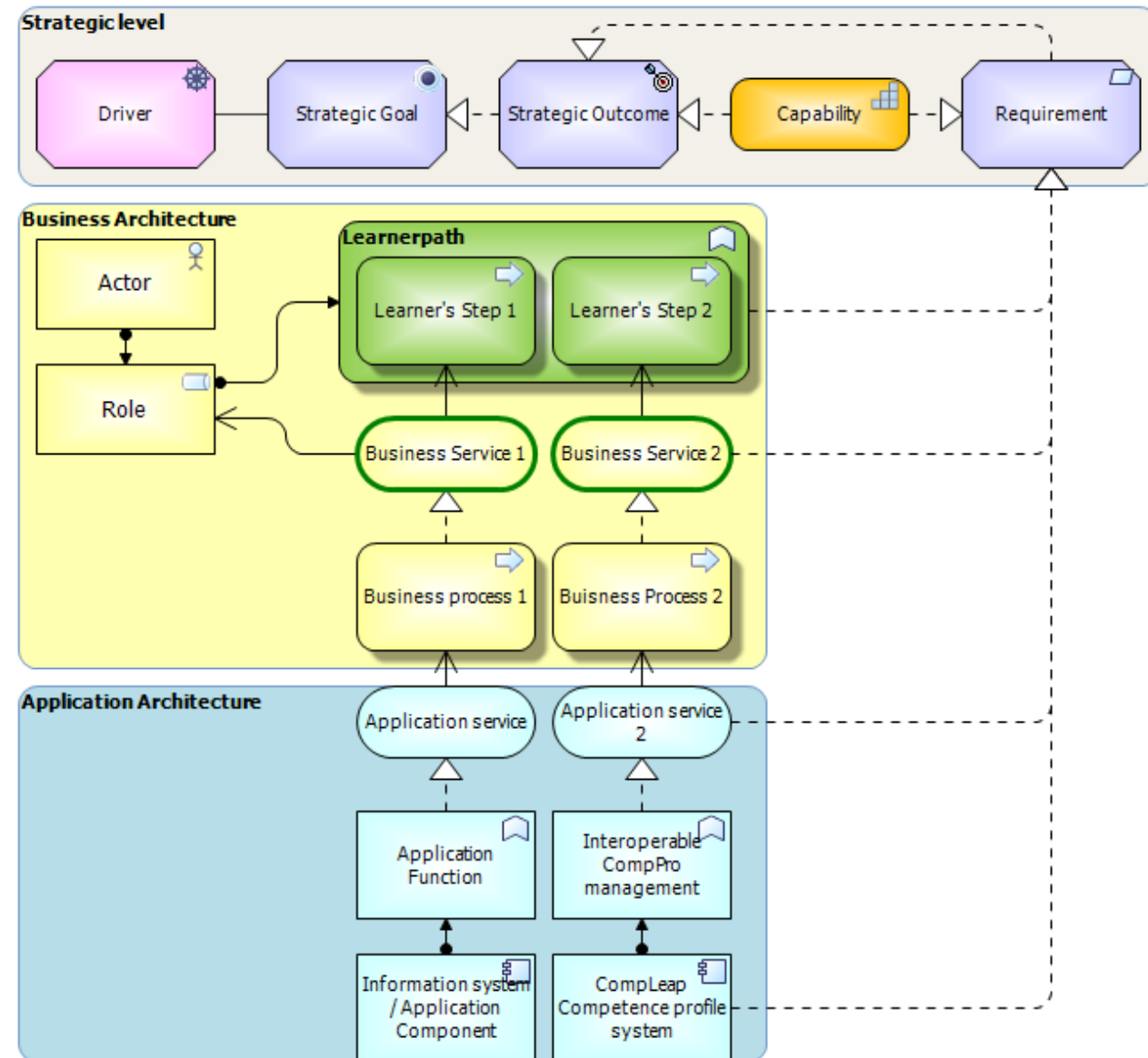
Experiences

WHAT WE DID?

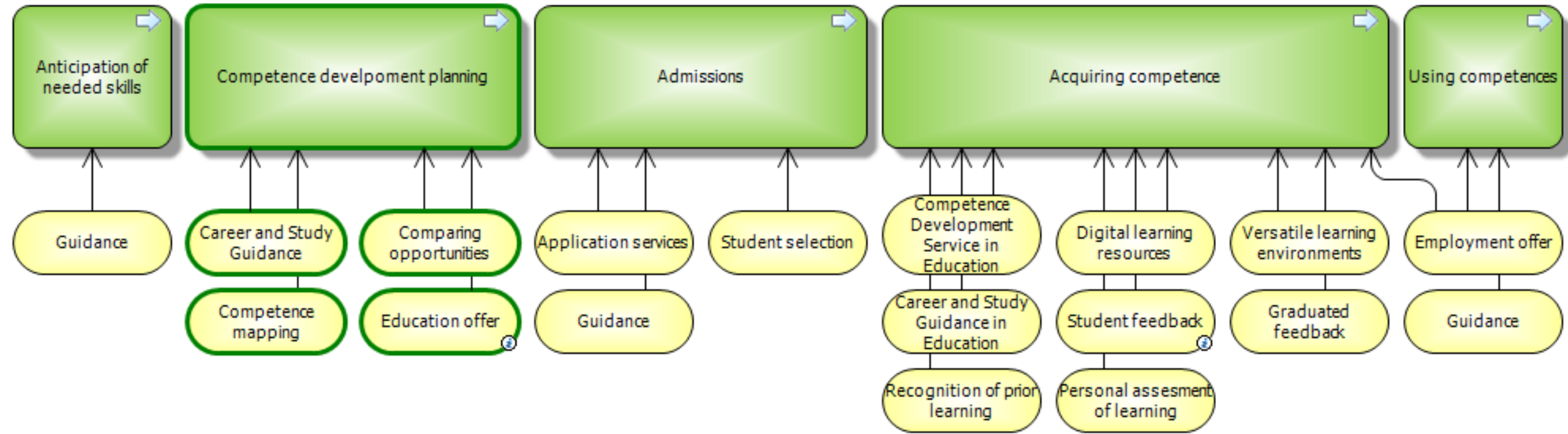
Framework Architecture for EU including

- 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



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WHY WE DID?

Deploying the strategy

Visualising our aims and ideas

Documenting our ideas

Co-operation with stakeholders

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”

EXPERIENCES?

Enterprise architecture is an excellent tool for:

- co-operation
- planning
- documenting our ideas
- breaking silos
- holistic point of view

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

INNOVATIONS?

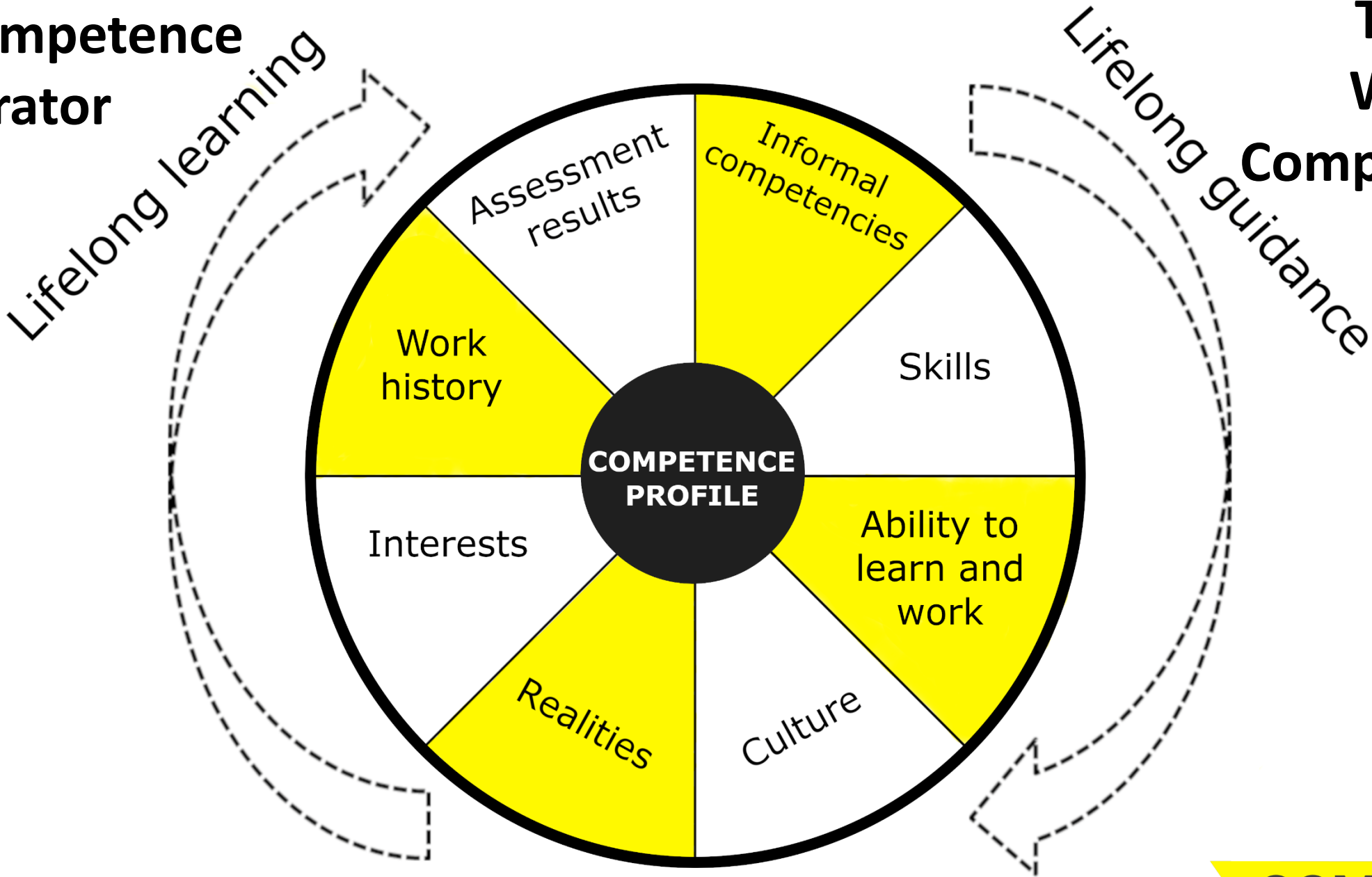
Importance of a Competence profile
"Competence wheel"

Importance of Learner's path

Importance of Lifelong guidance

The Competence Accelerator

The Core Wheel of Competences

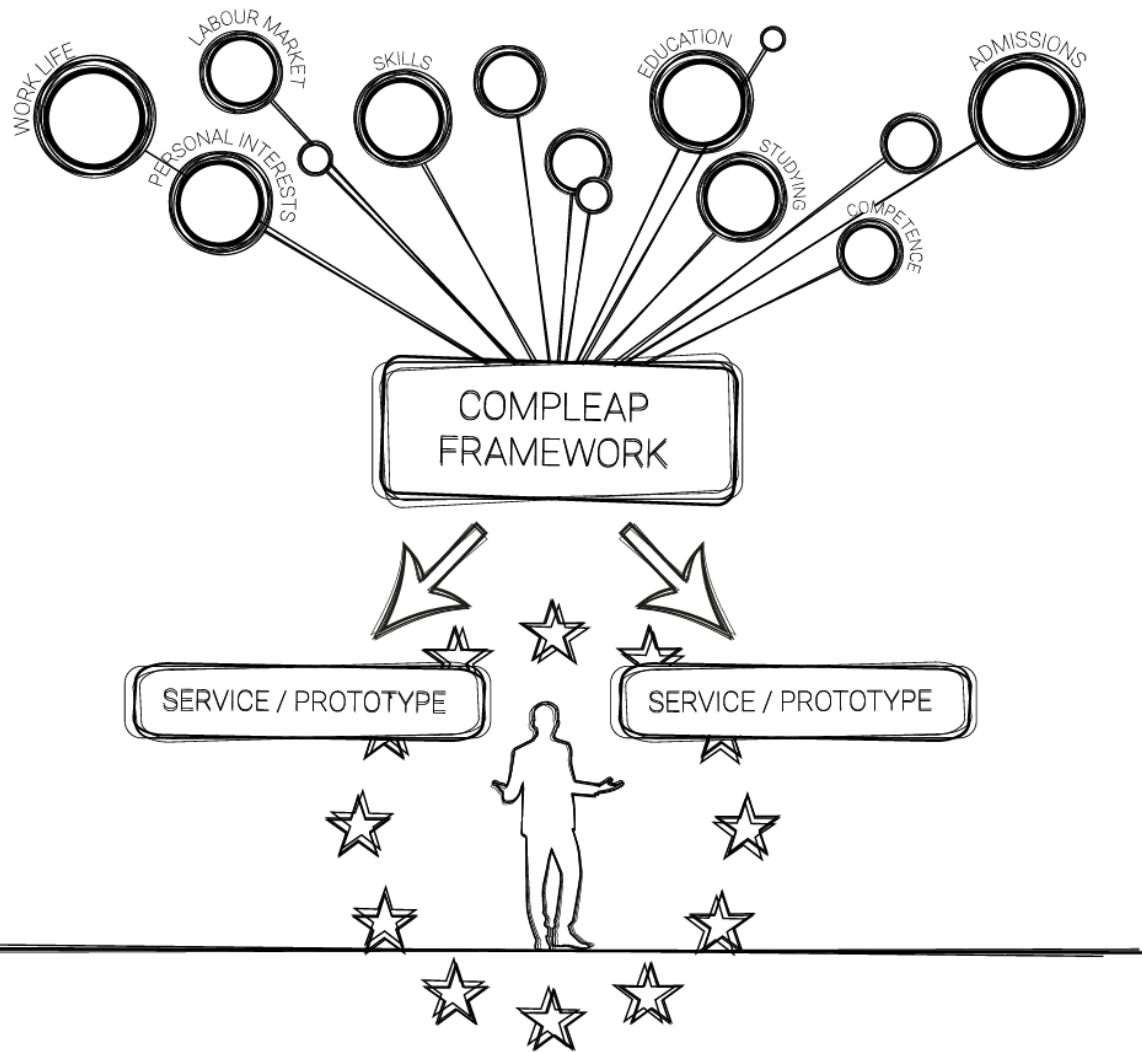


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SHOWCASING THE PROTOTYPE

Annica Moore & Marcus Caselius



Out of the full framework we have created prototypes to show and test the concept.

The prototypes link the processes of competence mapping and educational opportunity comparison.

Showing how one could bring together user entered data and authenticated national data registries.



Decide what to study next. Trying to find an inspiring new educational path

Lisa Ellwood

Kotka, Finland



Upper secondary school
City of Kotka

HTML- PROTOTYPE

[https://compleap-
proto.testiopintopolku.fi/](https://compleap-proto.testiopintopolku.fi/)

Competence profile



ENTREPRENEURSHIP



LEARNING

Chemistry at school



SCITEC

Sales skills



LANGUAGES

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.

**I'VE GOT
MY OWN
THING**



**BUT WHERE TO
STUDY FURTHER,
THAT'S THE
TRICKY PART.**

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Fields of interest

Next we will look at your fields of interest.

Choose 3 – 10 topics you'd like to work with.

ART AND CULTURE ✓

NATURE AND ENVIRONMENT ✓

GEOGRAPHY AND SOCIETAL PLANNING ✓

SOCIETY AND ECONOMY ✓

SAFETY AND SECURITY ✓

EDUCATION ✓

HEALTH AND WELFARE ✓

COMMUNICATION ✓

INFORMATION TECHNOLOGY ✓

CONSTRUCTION SECTOR ✓

TOURISM AND RESTAURANT SECTOR ✓

TRAFFIC AND LOGISTICS ✓

HISTORY AND RELIGION ✓

MATHEMATICS AND PHYSICS ✓

[POC.COMPLEAP.TESTIOPINTOPOLKU.FI](https://poc.compleap.testiopintopolku.fi)

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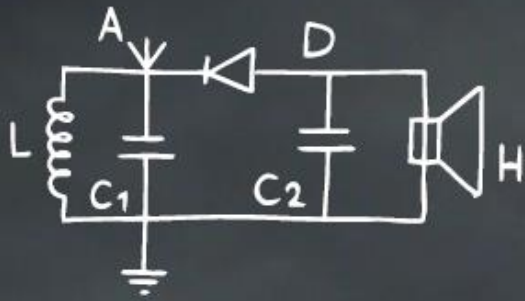
Share your thoughts about the prototype!

Go to www.menti.com and use code 88 11 03

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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 councilors and teachers

10 tests per councilor

= 150
pilot tests

1.

Piloting sessions include:

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

2.

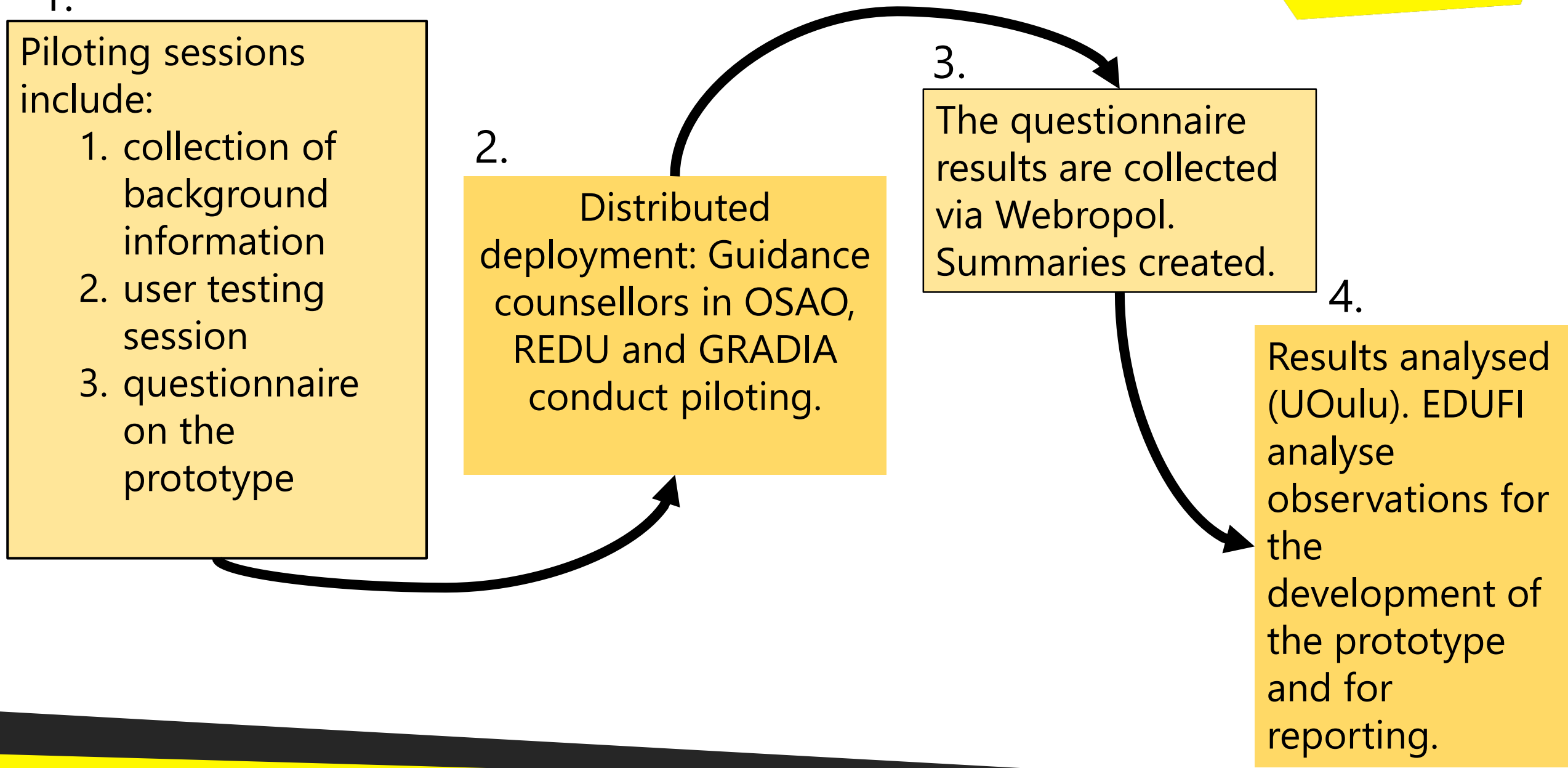
Distributed deployment: Guidance counsellors in OSAO, REDU and GRADIA conduct piloting.

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.

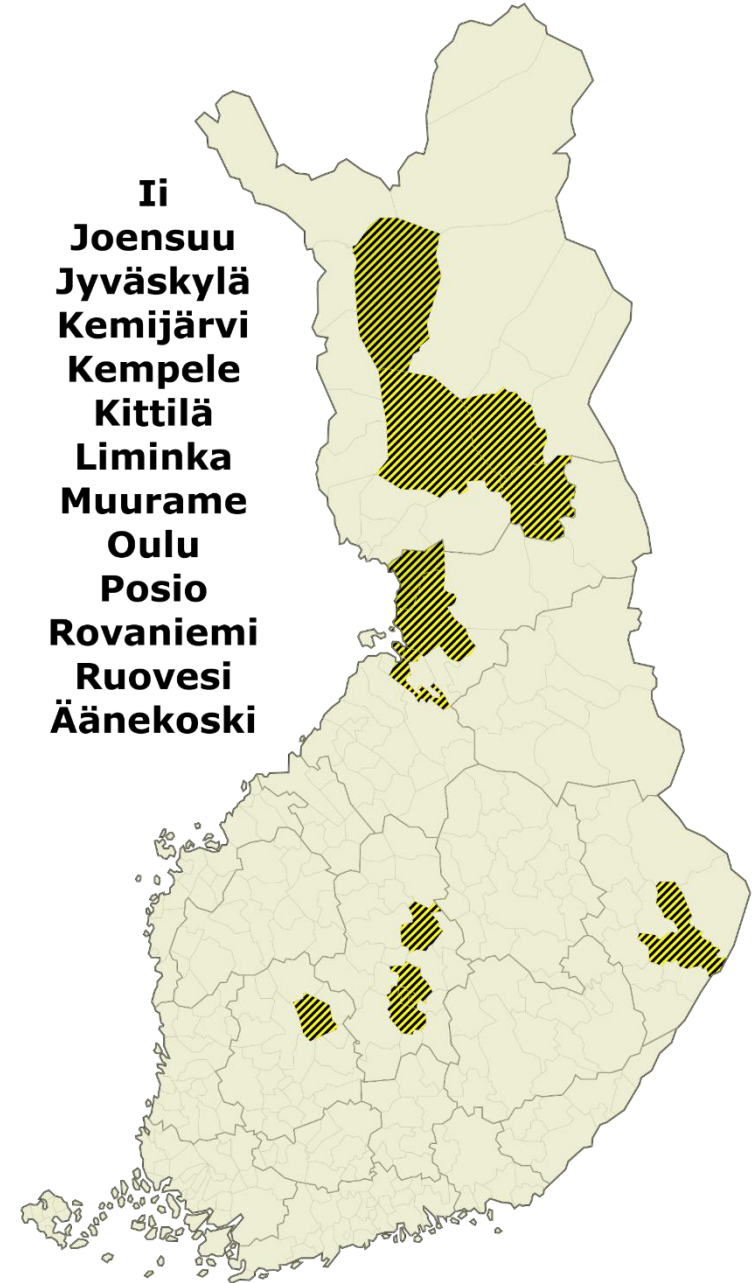


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87 Individual piloting sessions

86% of users under the age of 30

9 number of separate first languages in user population



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

A photograph of a wooden table in a cafe or study area. On the table, there is a French press coffee maker, two white coffee cups on saucers, and a small potted plant with red flowers. The background shows a window with a view of a city and some greenery. A semi-transparent dark grey box is overlaid on the image, containing the text 'HIGHLIGHTS Users' comments' in white, sans-serif font.

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

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10 MINUTE BREAK

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

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Commenting speech from
the perspective of lifelong
guidance

Raimo Vuorinen

Project manager, the
Finnish Institute for
Educational Research



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Commentary speech from the perspective of lifelong guidance

Raimo Vuorinen, Ph.D
Project Manager
University of Jyväskylä, Finland

Compleap final seminar
Helsinki, 14 October 2019



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

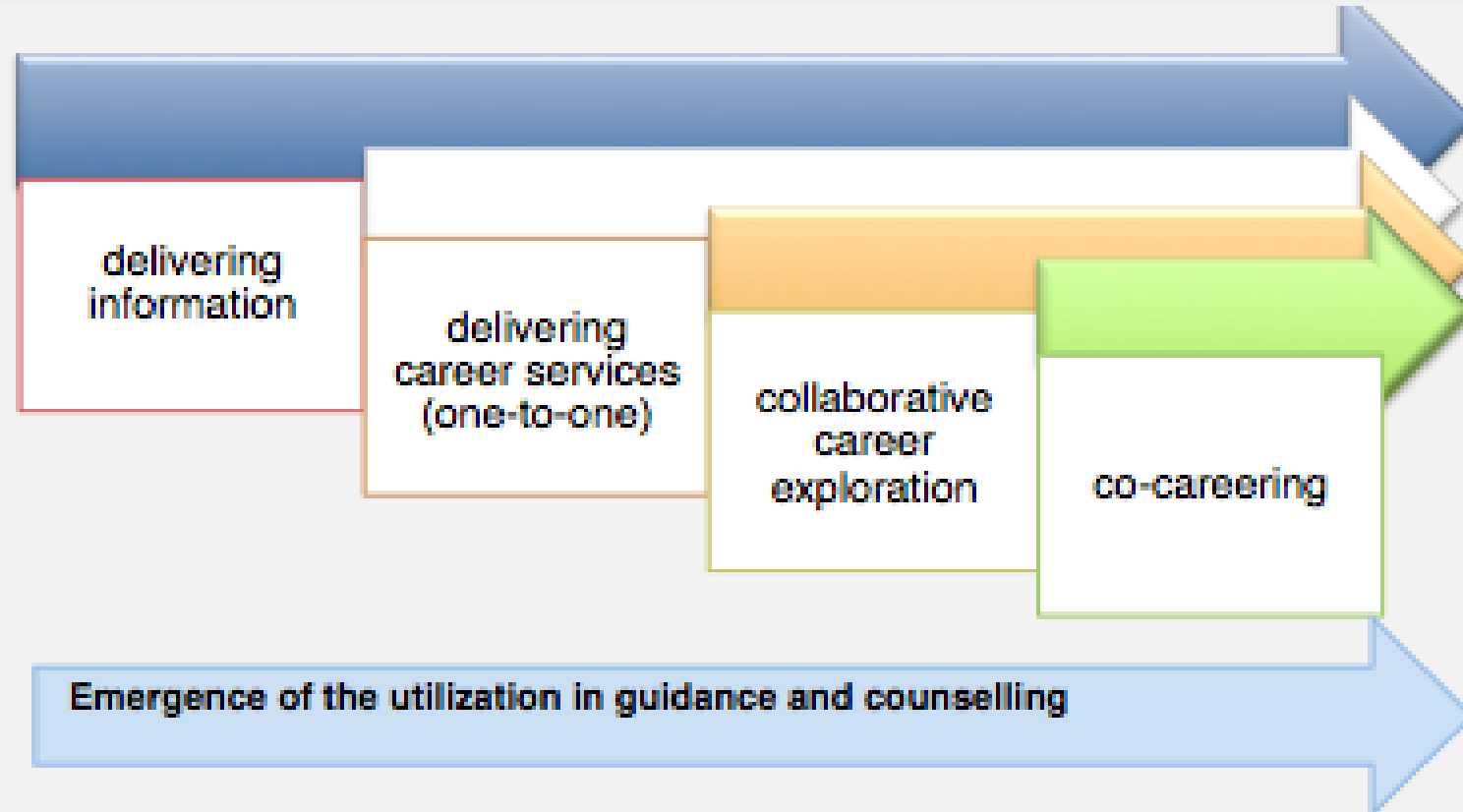


Roles of ICT in lifelong guidance

- 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).

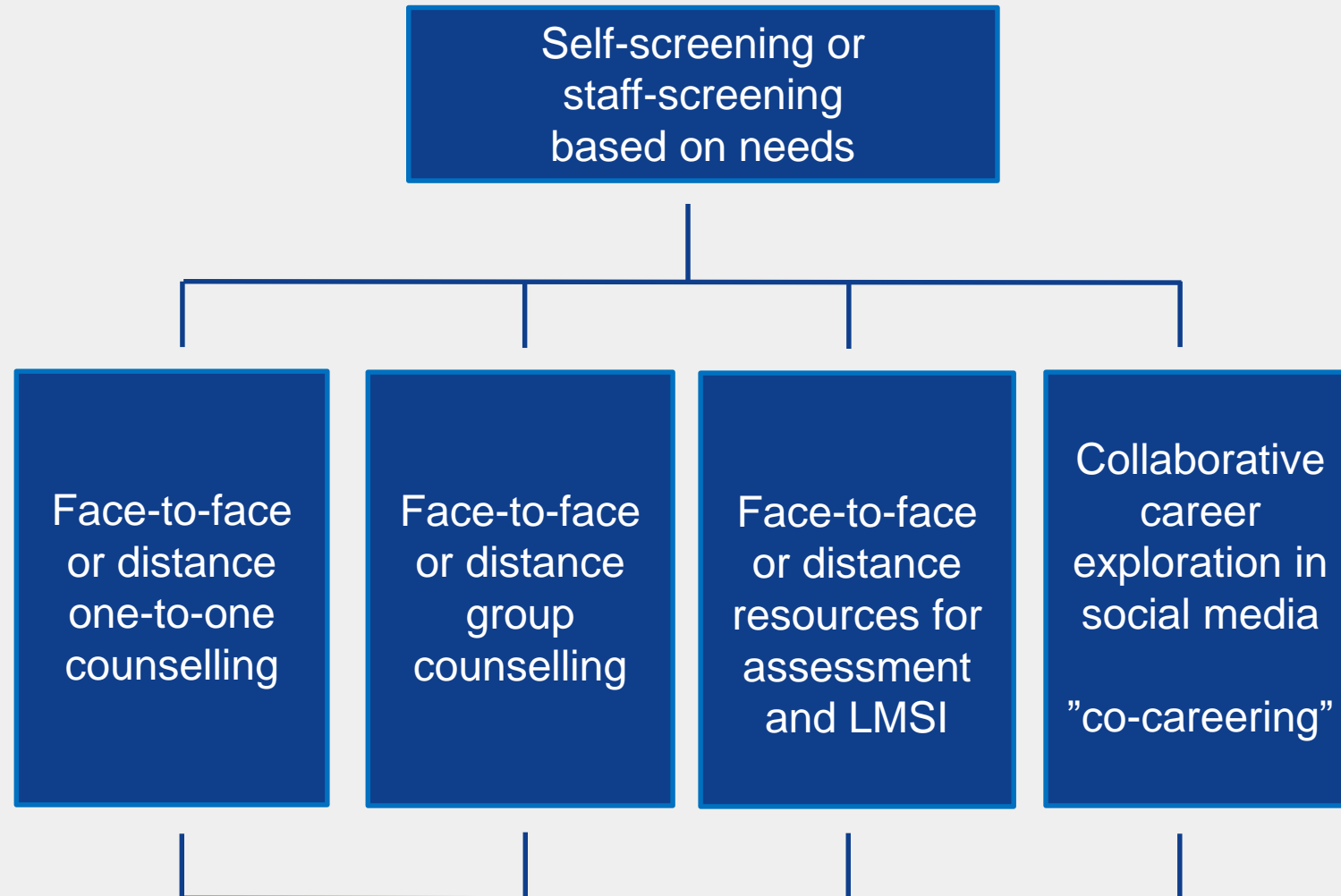
Expanding and evolving role of ICT in career services

(Kettunen 2017)



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).



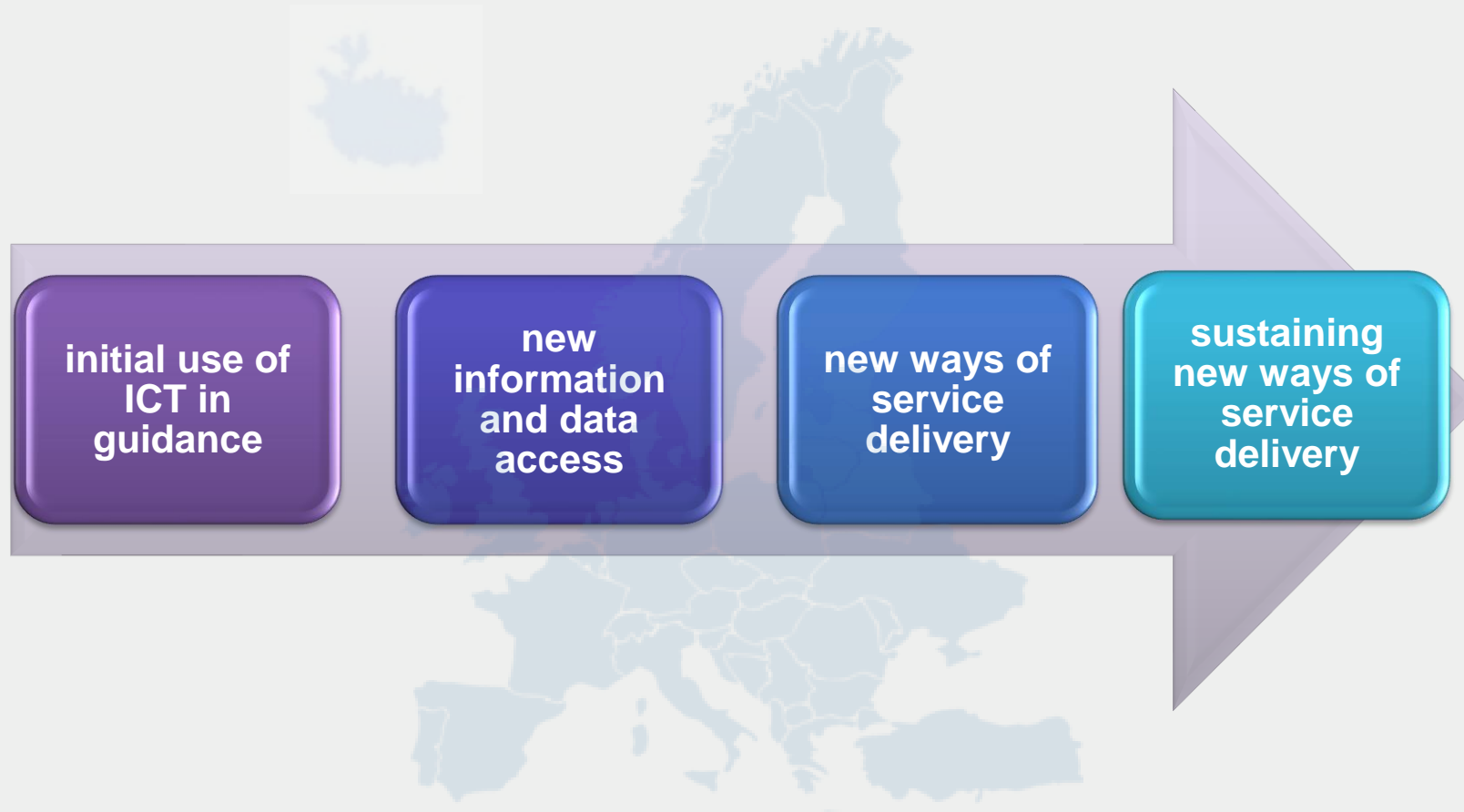


Evolving role of guidance professionals





Perceived developments in the use of ICT in Lifelong Guidance



Kettunen, J., & Vuorinen, R. (2017)



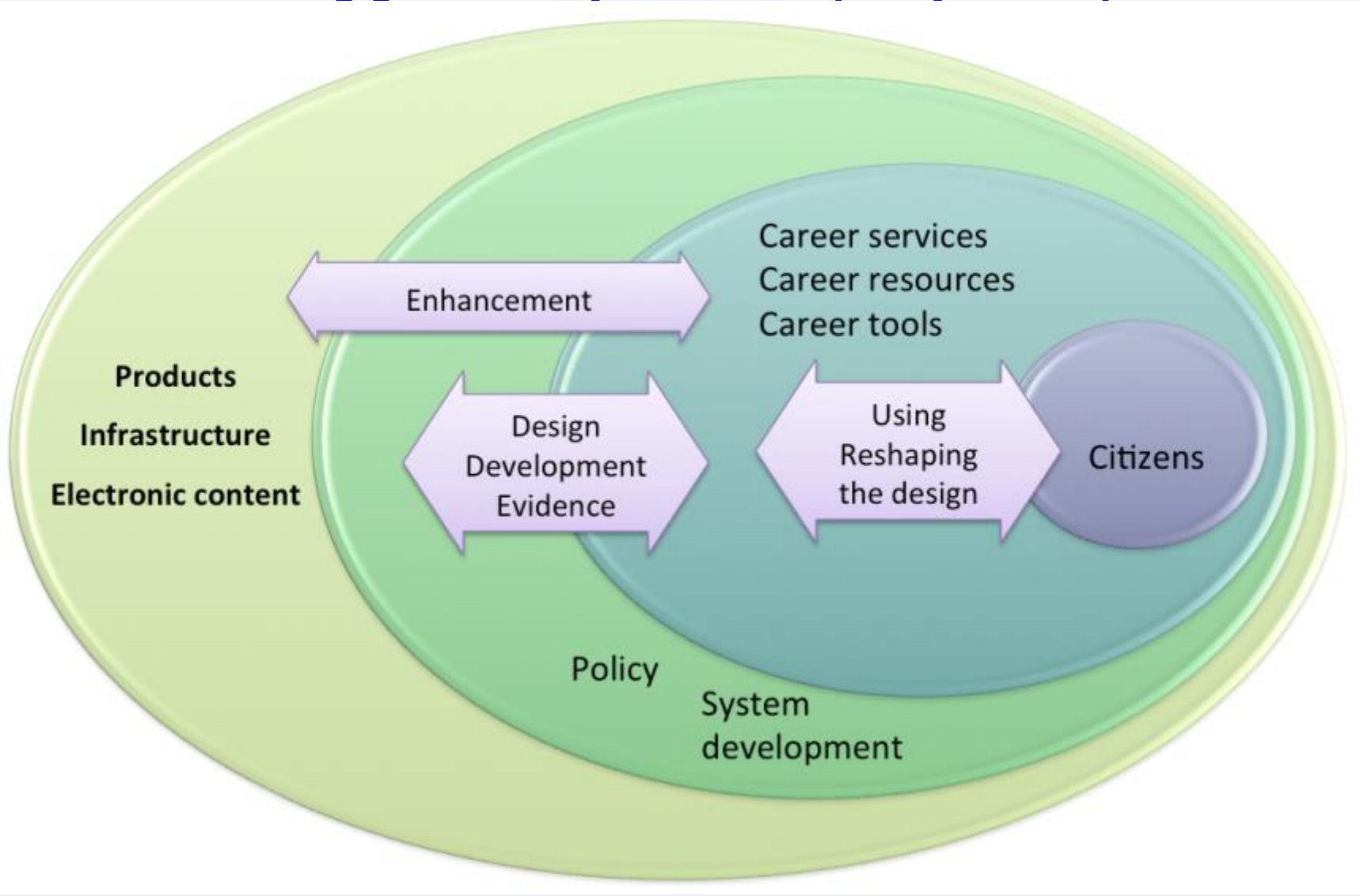
Perceived challenges in implementation of ICT in career services

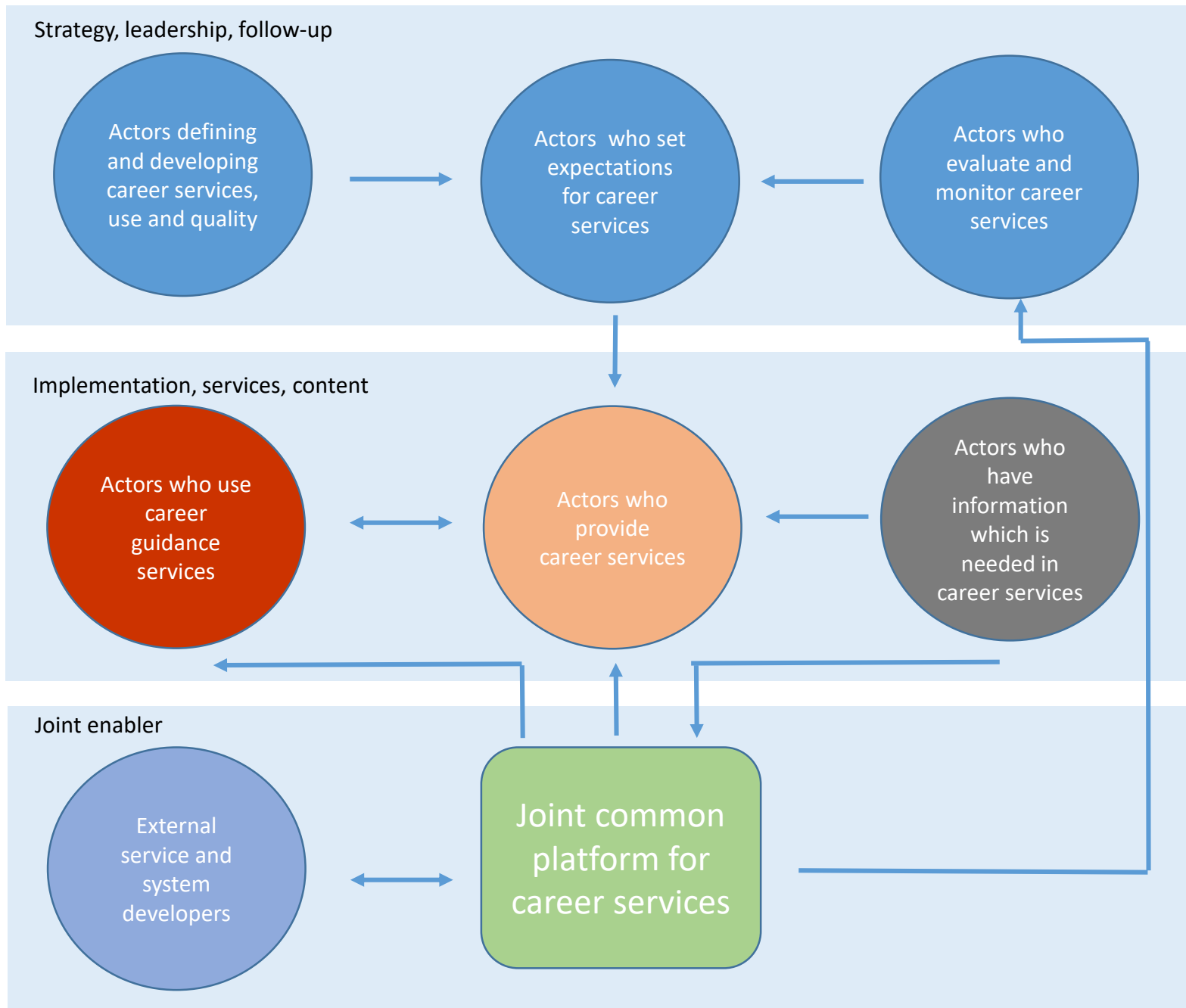


Kettunen, J., & Sampson, J. (2018): *Challenges in implementing ICT in career services: perspectives from career development experts*



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





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*

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.

INITIAL FINDINGS AND CONCLUSIONS

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.

INITIAL FINDINGS AND CONCLUSIONS

3. Interviews show that **the stakeholders** have been widely included in the design and implementation of the CompLeap project.

INITIAL FINDINGS AND CONCLUSIONS

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?

INITIAL FINDINGS AND CONCLUSIONS

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

INITIAL FINDINGS AND CONCLUSIONS

6. ComLeap 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

INITIAL FINDINGS AND CONCLUSIONS

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

Share your thoughts about the seminar:

Go to www.menti.com and use code 88 11 03

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THANK YOU!

www.compleap.eu

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