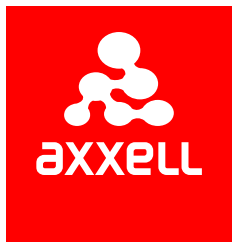


# Keys to the Future

Key Competences in VET  
and Working Life  
– a Finnish Model

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Tomas Björkroth, Head of Unit, Prorector  
Axxell VET education





**61**

Vocational qualifications

- 32 Upper secondary vocational qualifications
- 21 Further vocational qualifications
- 8 Specialist vocational qualifications



**5863**

Students

<b>818</b>	<b>2571</b>	<b>2474</b>
Youth	Adult	Migrants

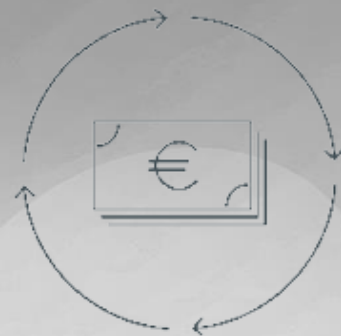
Of which **342** are apprenticeship training



**1001**

Completed qualifications

- 702 Vocational qualifications
- 299 Qualification units



**25,6**

Million euros in turnover



**53**

International exchanges

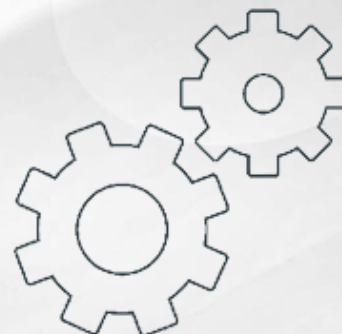
- 37 Student Exchanges
- 16 Staff Exchanges



**203**

Places in student dormitories

- 21 Karjaa
- 18 Tammisaari
- 104 Brusaby
- 59 Parainen



**39**

Projects

- 29 National
- 10 International



**275**

Employees

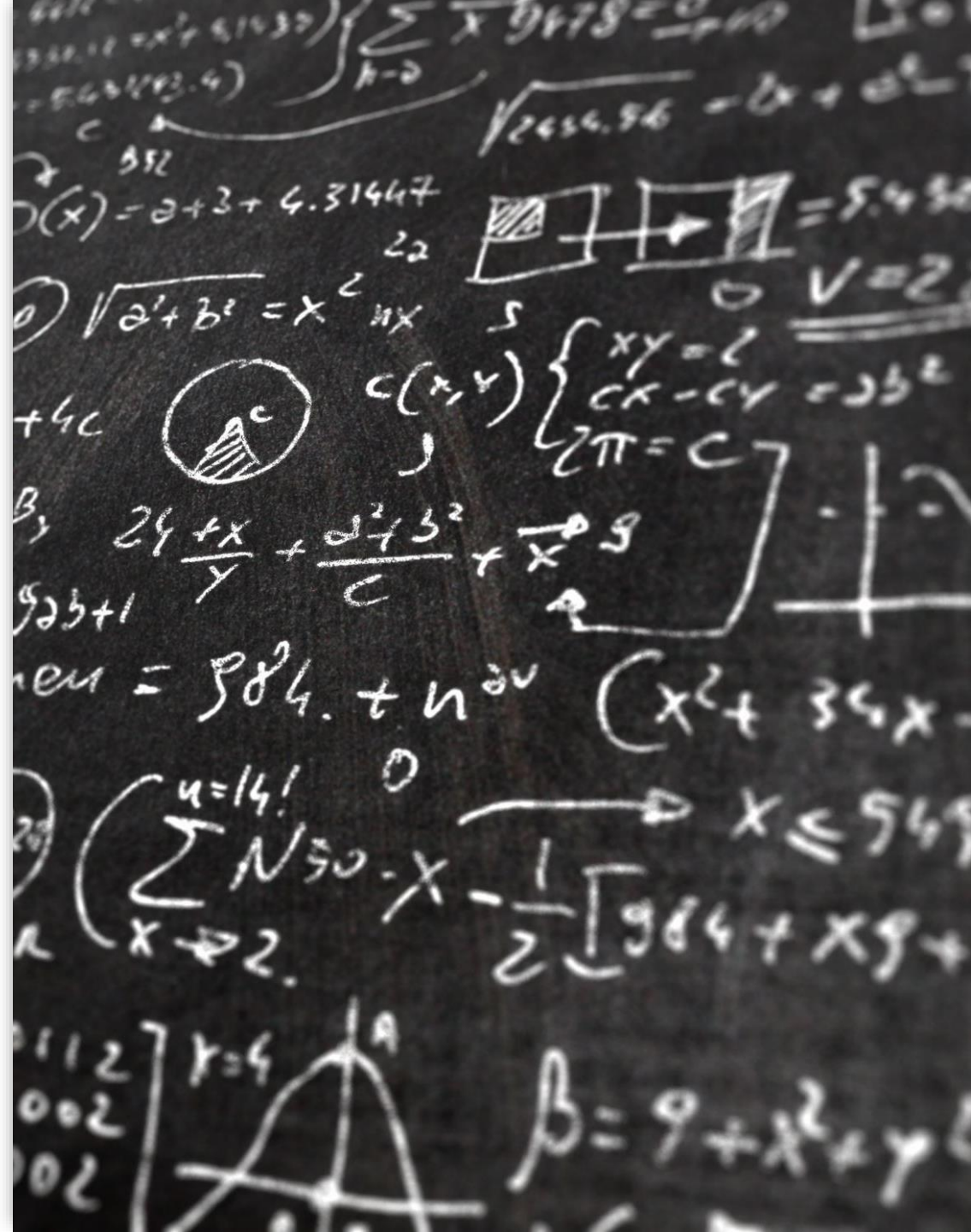
# Key Competences for Lifelong Learning

“It’s what everyone in the whole world needs in order to live a good life, at home and at work.”

- Axxell student 2022 -

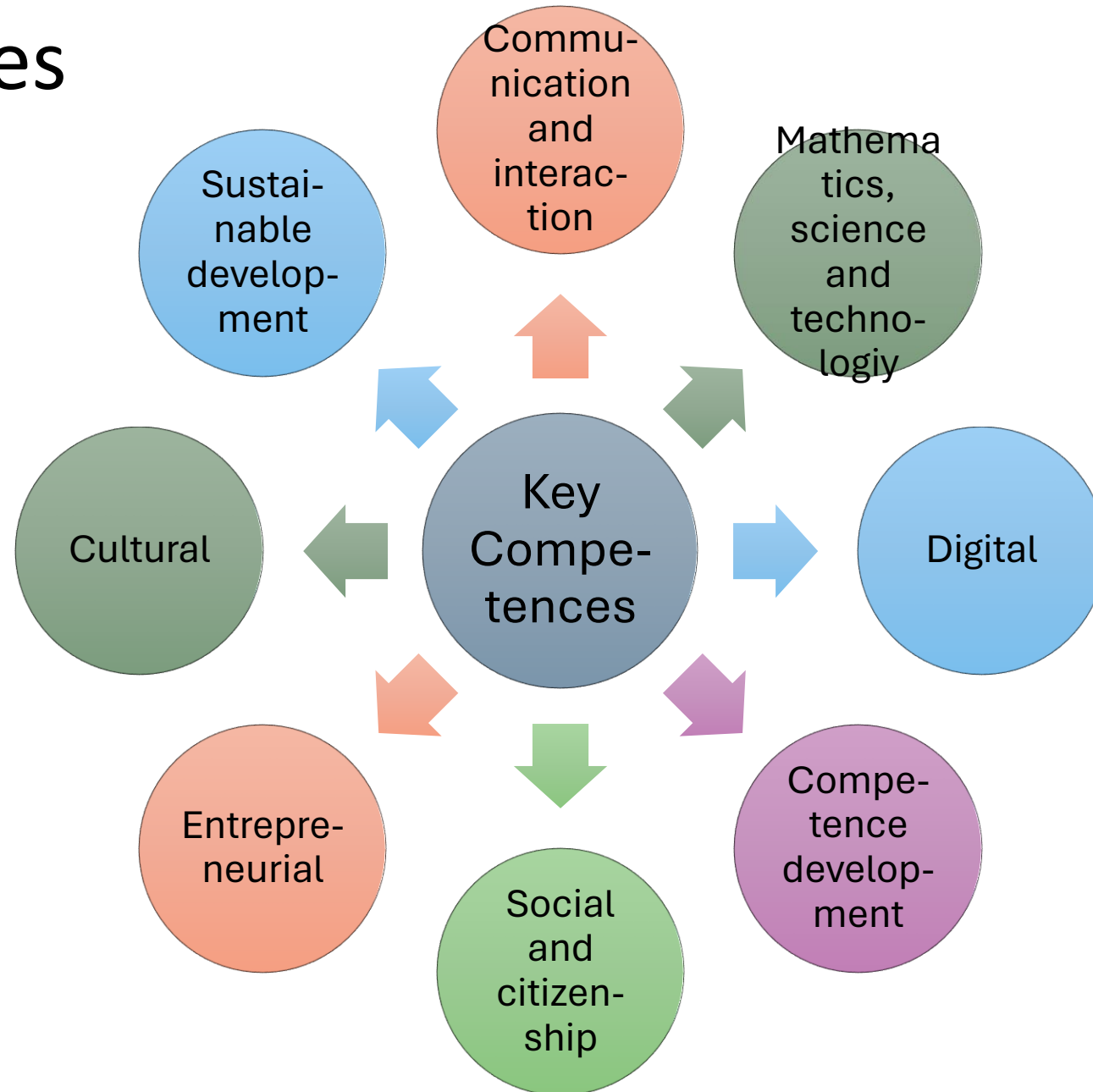
Combinations of **knowledge, skills** and **attitudes** important for active citizenship, further learning and working life

- Key Competences working group -



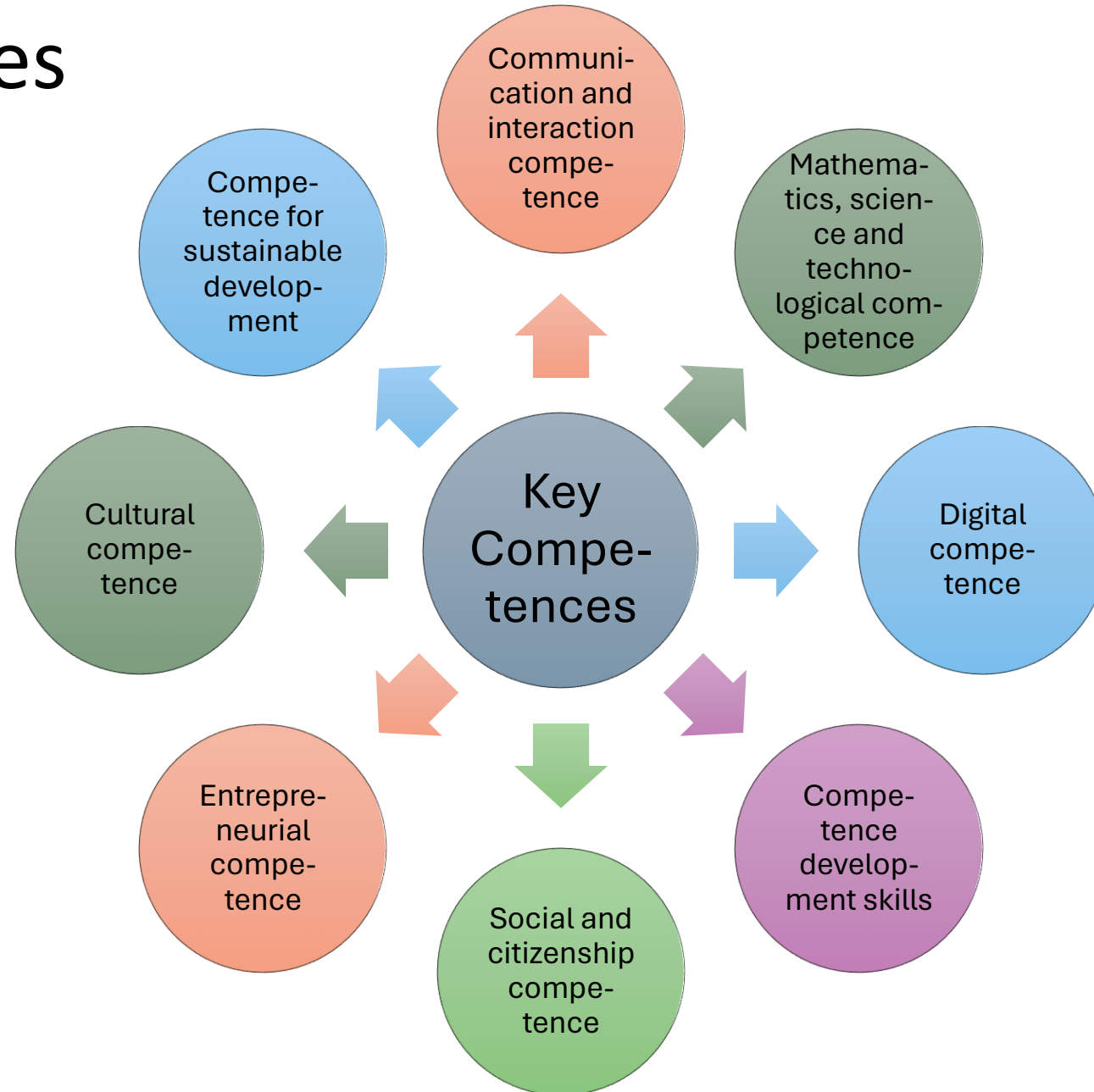
# Key Competences in a VET context

(Finnish National Agency for Education)



# Key Competences in a VET context

(Finnish National Agency for Education)



# Why We Need Key Competences

- Personal fulfilment and development
- Employability and social inclusion
- Sustainable lifestyles and healthy life management



# How We Acquire Key Competences

- Developing throughout life through formal, non-formal and informal learning
- By applying them in many different contexts and in a variety of combinations
- Through critical thinking, problem solving, communication and negotiation, using our analytical and intercultural skills and creativity



# Key Competences in an **Axxell** context

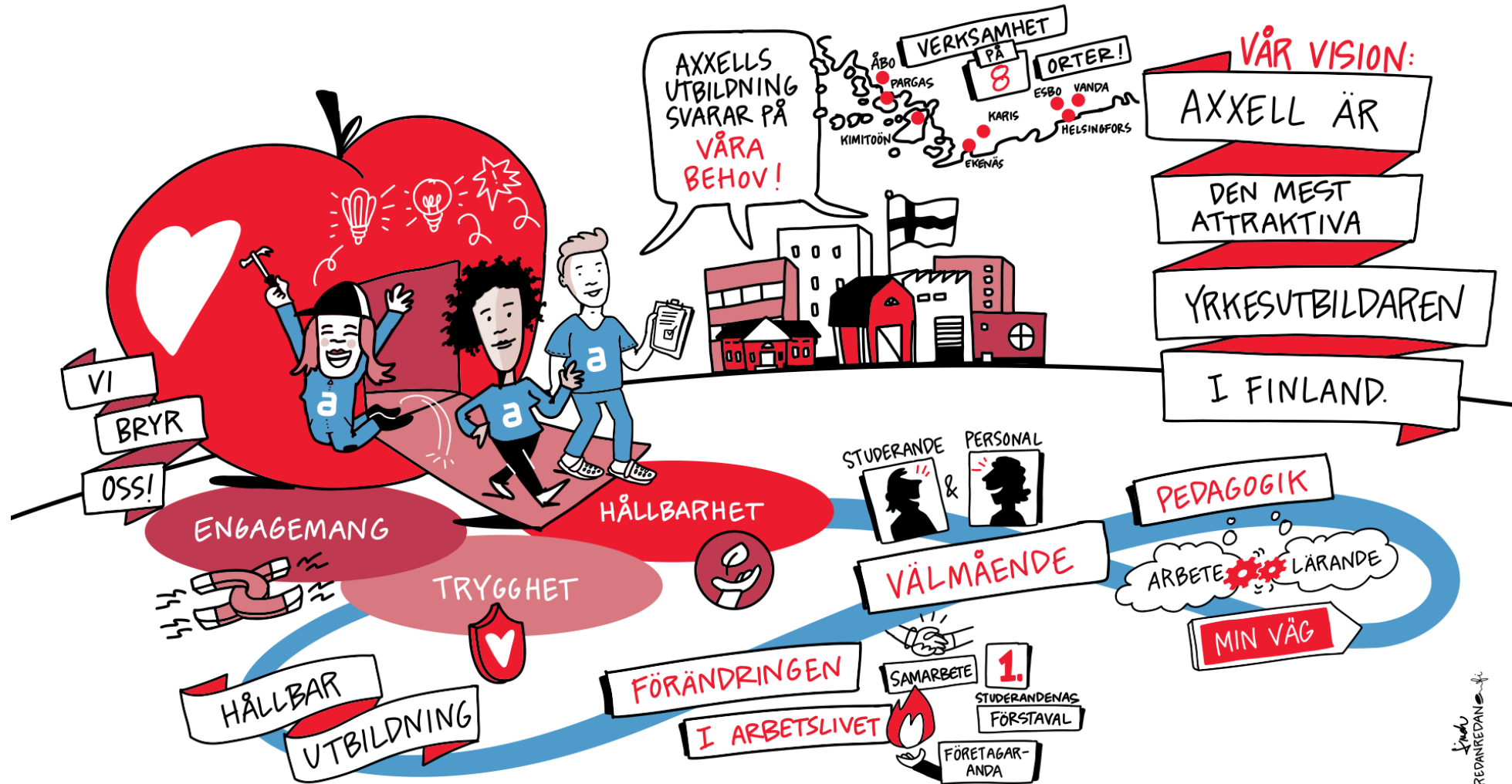
- Giving students tools for
  - individual development
  - acquiring competences for the job market
  - becoming active participants in society
- Implemented in teachers' education
- Identified in curriculums





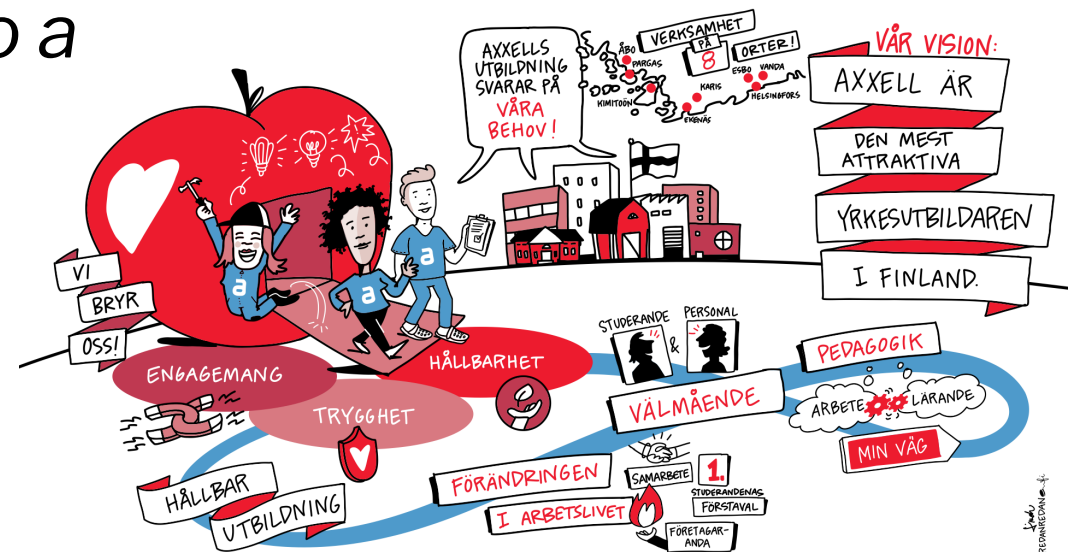
# The Beginning

## #SustainableEducation 2021-25



# The Beginning - #SustainableEducation

- Q: *What are the most important future skills and competences our students need in their working life to come?*
- A: *The skill to change and adapt to a changing future*



# Way of Working

- Axxell key competence team and small teams for every key competence,
- Theme month for every key competence
- Implementation through pedagogical lessons (weekly basis)



# When do we reach "Good Enough"?

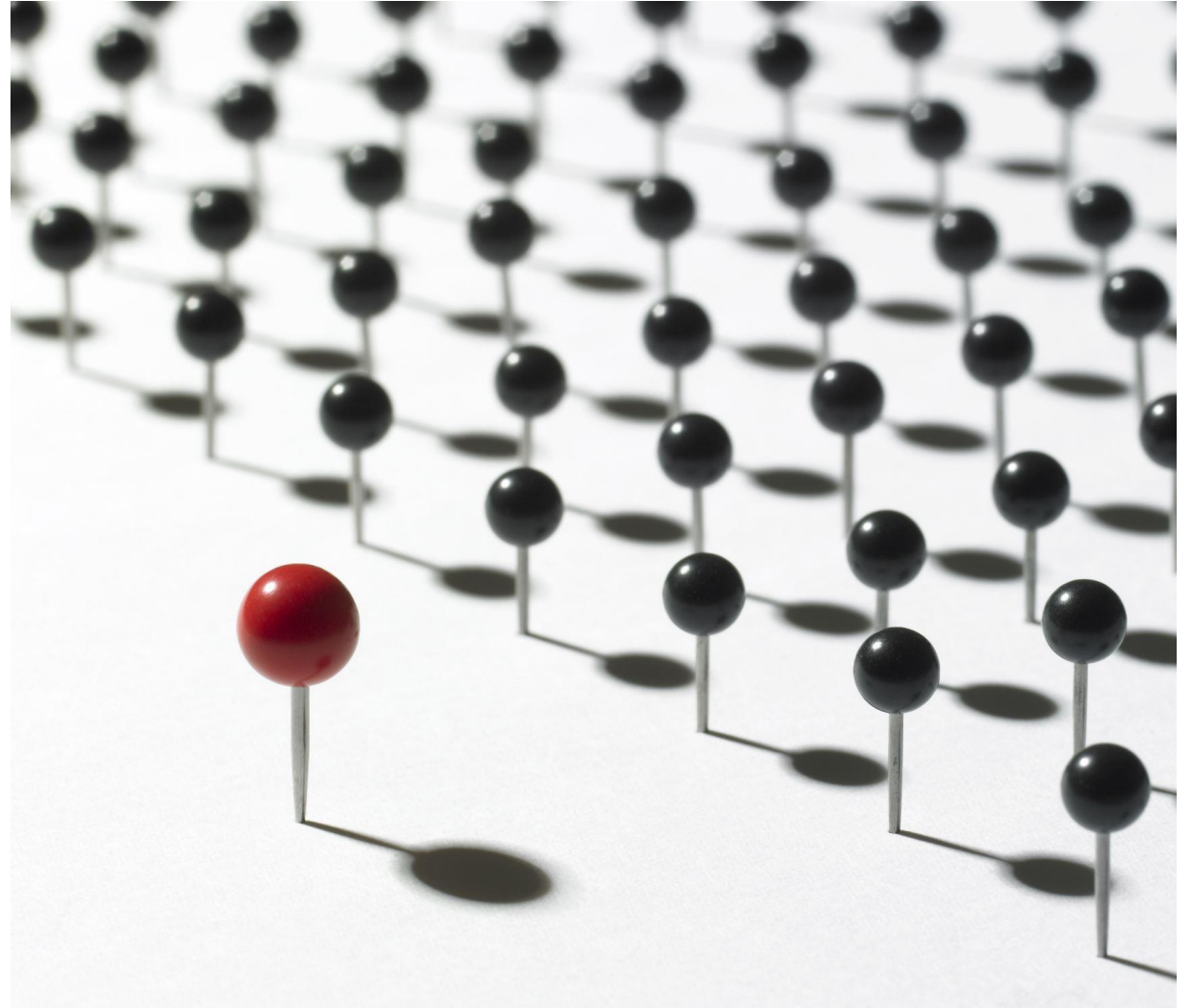
- What is the minimum requirement to say "I manage this"?
- We are all good, but in different ways. Try asking "What skills do I already have?"
- "The Good Guy"



# Communication and interaction competence

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- introduce oneself and state one's purpose
- formulate written messages and respond
- greeting people appropriately
- being a good listener
- engaging in small talk
- being aware of nonverbal communication
- understanding the impact of online presence



# Citizenship Competence

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- understanding voting and elections
- awareness of the possibilities to influence society
- understanding how to report bullying at school or at the workplace
- being able to collaborate with others
- respecting others and showing tolerance for differences



# Mathematics, science and technological competence

- Understanding whether an answer to a calculation is likely
- Being able to:
  - ... create a personal budget: income, expenses, and savings
  - ... calculate the cost of personal consumption
  - ... calculate the costs of unpaid and increasing credits and loans
  - ... sum up the total cost for various purchases
  - ... perform basic percentage calculations
  - ... handle units and unit conversions





# Sustainability

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- Sustainable Development – mandatory
- #HållbarUtbildning – strategic goal
  - Climate neutrality 2035
  - From "footprint" to "handprint"
- Axxell Green Day – yearly theme day
- Education materials
- Sustainability (qualification unit, 15 credits)





# Teachers' Point of View

**Augusti:** Kompetens i välbefinnande  
*Arbetarskydd, pausgymppa, ergonomi, orka studera (vid sidan av jobbet)*

**September:** Kompetens att utveckla kunnandet  
*Uppgift om självledarskap, Ted Talk om positiva och negativa tankar*

**Oktober:** Kompetens i hållbar utveckling  
*Utvärdera verksamheten kritiskt och presentera förslag och lösningar för en hållbar framtid, materiallära*

**November:** Kulturell kompetens  
*Beställningsarbete: Luciasmycke Vanda*

**December:** Entreprenörskompetens  
*Julmarknad*

**Januari:** Matematisk kompetens och kompetens inom naturvetenskap och teknik  
*Yrkesmatematik + materiallära*

**February:** Kompetens i kommunikation och interaktion  
*YP Produktifiering o marknadsföring*

**Mars:** Kulturell kompetens  
*Smycken som kulturbärare och som kommunikation*

**April:** Digital kompetens  
*Yrkesprovet*

**Maj:** Kompetens att utveckla kunnandet

**Juni:** Kulturell kompetens  
*Slutarbeten*

# Wellbeing

(Axxell key competence for lifelong learning)

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- Being physically active, recovering, and eating healthily
- Being aware of health risks associated with unhealthy habits
- Contributing to a pleasant, secure, and safe environment at school
- Recognizing important things that contribute to wellbeing
- Knowing how to access welfare services
- Understanding one's strengths and areas for development
- Being able to interact with others in various situations and follow common rules of courtesy



# Thank You for Listening!

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# EDUCATION SYSTEM IN FINLAND

