



Jyväskylän aikuisopisto
Jyväskylä Institute of Adult Education



The Noste Programme 2003 – 2007

Funding: Ministry of Education,
State Provincial Office of Western Finland

The Noste Project of Central Finland / Jyväskylä Institute
of Adult Education

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The Noste Programme

Noste is a national programme implemented in order to raise the educational level of the adult population, scheduled for the period from 2003 to 2009.

Noste aims at promoting employment retention and career progression, as well as upgrading the competencies of people with no vocational qualifications.

The programme is an effort to enhance employment and to ease the labour shortage caused by the retirement of the baby boomers.



Target group

- Employees and entrepreneurs involved in working life, aged between 30 and 59, with no post-compulsory qualifications
- People with uncompleted previous vocational qualifications
- People aged between 25 and 59 who have not finished comprehensive school or upper secondary school
- The entire target group of Noste covers about 350,000 people in Finland.



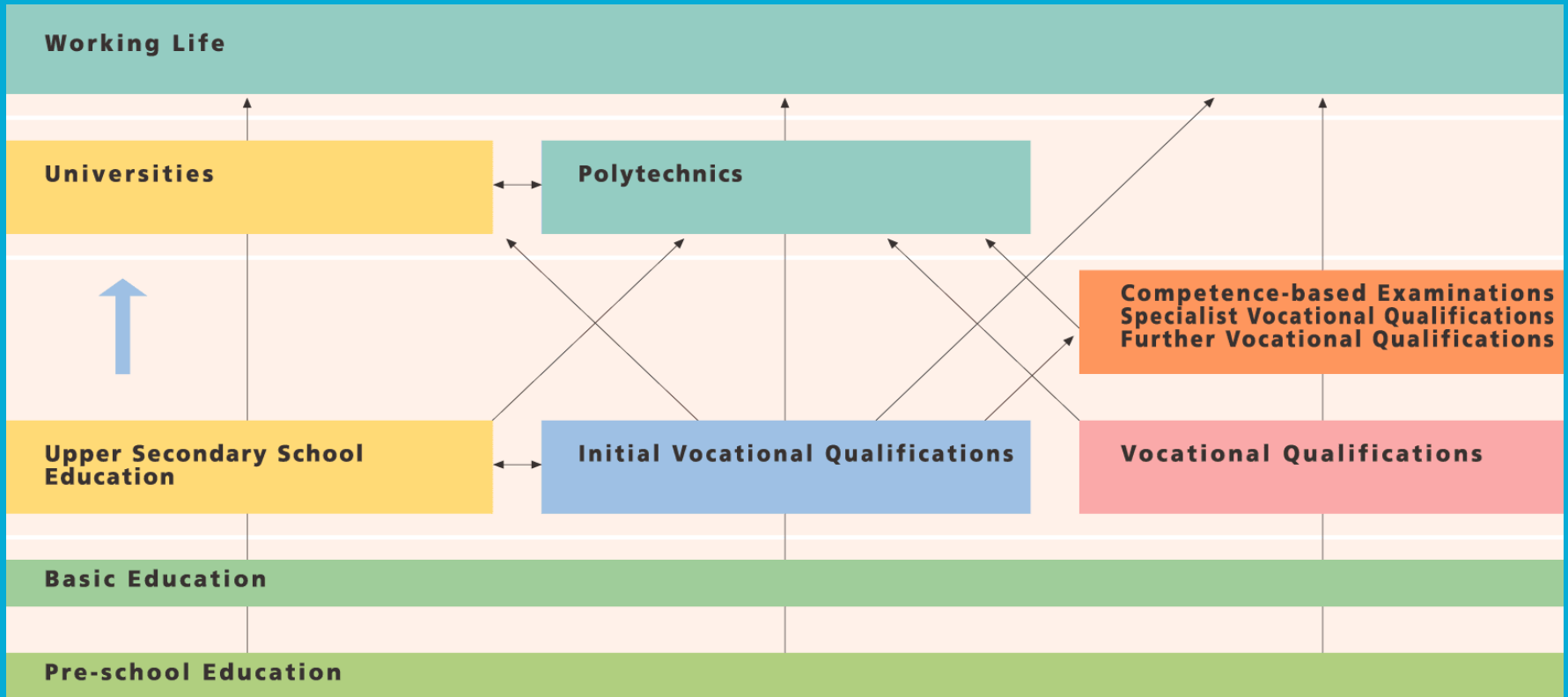
Education and training provided by Noste

- One can complete vocational qualifications, further and specialist vocational qualifications, or parts of them, and improve information technology skills through the programme
- Practically oriented on-the-job learning
- Can include theoretical studies implemented in various forms
- Previously gained competencies are recognized and accredited
- Opportunities for individual counselling and support
- Apprenticeship training is also possible

Study in the Noste Programme is free of charge both for the employee and the employer.



Finnish Education System





Forms of outreach activity in Noste

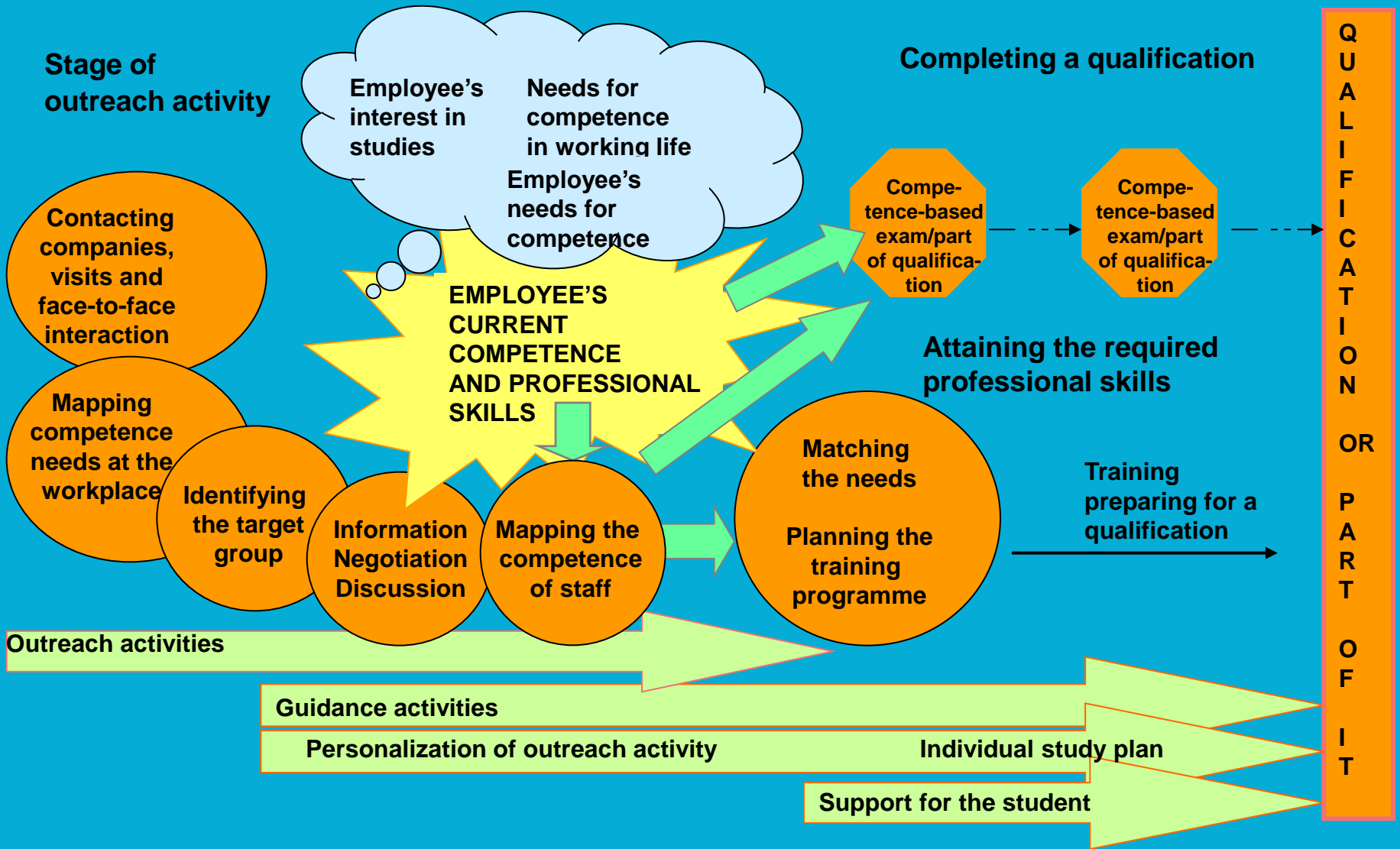
- Getting out into the workplace, associations and organizations: - face-to-face discussions with employers and employees
- Informative meetings: information sessions for those interested in adult education, for employees as well as employers
- Newspaper advertisements, newsletters, web pages, brochures, posters
- Personal networks
- Competence pilot activity



Support for the student

- Individual study guidance
- The personalization of education and studies
- The mapping of reading and writing difficulties and other learning difficulties
- Other studies improving study skills, e.g. the study of supportive subjects

INTEGRATING OUTREACH ACTIVITIES WITH THE COMPETENCE-BASED EXAMINATION PROCESS







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The project 'Educational Models for the Working Population' 1 September 2003 – 31 December 2006

Case: Rural tourism Entrepreneurs

Funding: European Social Fund (ESF),
State Provincial Office of Western Finland

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The starting point of the implementer of the training: to create a working-life oriented educational model

- Principle: an average of 80% of the training is implemented at the workplace and 20% through contact days
- The contents of the contact days were designed to meet the requirements of the degrees of tourism and hospitality, as well as the requirements regarding business know-how and quality competence.
- Examples of the contents: "Service with Heart", "A Successful Tourism Product" or "Euros Home!"
→ based on the needs of working life

START:

JANUARY CONTROL POINTS (3 days)
'Maps, coordinates and teams'
Familiarization with contents and work methods

FEBRUARY CONTROL POINT (2 days):

4. Rural tourism as an industry:
-Business activities and customers
-Entrepreneurship within the sector
-Planning and developing business activities (guidelines for project work)

5. Business idea as a foundation for activities
-Business idea as a concept
-Implementing a business idea and standing out from competitors
- Developing a business idea

MARCH CONTROL POINT (2 days):

6. and 7. Service with Heart
-Customer service training
-Quality thinking (days 1-2/3)

APRIL CONTROL POINT (2 days):

8. Company documents
-Quotations and contracts

9. A Successful Tourism Product:
-What are the products needed for?

SEPTEMBER CONTROL POINT (2 days):

15. Marketing communication
- Product brochure
- Electronic marketing communication

14. Financial statements
-Analysis of the financial statements of one's own company

AUGUST CONTROL POINT (2 days):

13. Euros Home!
Profitable and customer-oriented pricing of tourism products

12. Monitoring the profitability of business activities
Assessment of profitability based on business indicators after the summer season

MAY CONTROL POINT (2 days):

11. Customer relationship management
•Booking system
•Customer register
•Customer feedback system

10. Service with Heart (day 3)

OCTOBER CONTROL POINT (2 days):

16. Creating a budget
-The company's annual budget

-17. Tourism marketing:
- Cooperation in tourism and hospitality
- Distribution channels
- Marketing plan

In addition, based on their branch and interests, the participants can choose the following modules, for example:

- Quality in bed and breakfast services (1 day)
- Feel Safe programme services: safety training (3 days)
- Preparing natural food from season's ingredients (1-2 days)
- Power point and digital image processing (1-2 days)
- Language studies: jargon of the field, special phrases



The starting points of students:

- Small-scale entrepreneurs of rural tourism (aged over 40 years)
 - 5 students were starting entrepreneurs
 - 7 students had already been running their own business for years
- No vocational qualifications – prior studies even decades ago
- A need to increase one's own competence in the tourism sector and to develop business activities with the help of the qualifying training
- Students from all over Central Finland (companies at a distance of 4-140 km)



What made the working-life oriented model possible?

- Educational models suitable for personalization
 - GUIDANCE is an important part of the training.
- The training, including assignments, competence-based exams and guidance, has been implemented as part of the development of the entrepreneur's business.
- The contact days and part of guidance have been mainly implemented in the students' own enterprises.



Observations on guidance

- Interaction situation:
 - Clear goals and an explicit plan
- Flexibility in different life situations and stages of study
- A feeling of caring:
 - affects the atmosphere and motivation
- Teaching and guidance as part of one's development in working life, with the help of tasks related to competence based exams – development of expertise

GUIDANCE POINTS ON THE QUALIFICATION PATH



**GUIDANCE PROCESS
IN THE TOURISM PILOT
2004-2006**

ORIENTATION
-pre-assignment:
own entrepreneurial
history,
competence
and needs

GROUP GUIDANCE
. virtual / school
WORKING LIFE:
• contact days
• benchmarking
• joint meetings
• interest groups
(sales and marketing
organizations)

**GUIDANCE,
COMPETENCE BASED EXAMS**
. individual plan for
completing competence
qualifications
. assignments as part of
. competence based exams and
entrepreneurial
development,
creating a
business plan

**CHALLENGES FOR
GUIDANCE:**

+ training and guidance
brought to enterprises
+ competence based exams and
evaluation discussions
as tools for company development

+/- change in the attitude
of teachers

-life situations can change
-IT skills
-de-learning:
old practices
and attitudes

**ORIENTATION DAY
GROUP GUIDANCE**
-at the school
-opening of the operating model
-basics of the qualification,
proficiency requirements
GROUP FORMATION

**INDIVIDUAL
GUIDANCE,**
virtual / school / enterprise
**MAPPING OF
COMPETENCE**
INFORMATION TECHNOLOGY
(tools, skills)
LANGUAGE SKILLS
MATHEMATICS

**INDIVIDUAL
GUIDANCE,
MAPPING OF
COMPETENCE,
PROFESSIONAL SKILLS
(TOURISM INDUSTRY)**
. virtual / enterprise

individual plan for
completing competence
qualifications,
individual study plan

**Intermediate assignments lead from one point to
the other, including different forms of guidance:**

-virtual, e-mail and phone guidance

-individual and group guidance in
enterprises and at the school

- study letters



