

Migration and TVET

Skills Centre for Migrants

Submitted by **Omnia, Finland**



Omnia's Skills Centre for Migrants was developed by a multi-professional team representing various TVET stakeholders including relevant government authorities, employment offices, and Espoo's local municipality to address a gap in services for unemployed migrants. Omnia's approach is to empower people and build the programme content on people's competencies. Each learner has a personalized plan and a designated Career Counsellor who follows their progress. Other professionals working directly with learners include teachers, social workers, nurses, and work life coaches. From the very beginning a focus is made on building a common understanding of why and how the Skills Centre supports the learning process and integration of migrants.

- Start date: 01/2019
- Type of implementing institution: Joint Authority of TVET (public)
- Target group: Any migrant over the age of 17 who is unemployed, literate, and with a residence permit to live in Espoo

Omnia, Finland

Omnia is a large and modern provider of education that offers a wide range of services with a focus on supporting lifelong learning. The institution is promoting inclusion, in-demand skills, the well-being of the residents, and the vitality of municipalities, communities and enterprises of the Espoo region in Finland.

Description of activities

Omnia's 'Skills Centre for Migrants' represents an innovative approach to migrant integration and to creating a sustainable workforce supply led by a traditional TVET institution. The Centre functions as a one-stop shop for migrants seeking employment or vocational education.

The programme builds on two paths. One is directly to employment and the other one via education to employment. Each learner receives a personalized plan based on their needs, and various support services are included, for example social work, health services, and career counselling. A designated Career Counsellor supports this entire process.

Added value

What current challenges does your initiative address?

The learners come from diverse educational and cultural backgrounds, with different work experiences and language skills. Because of this, one approach is not suitable for all. During the process of migrants going through the employment office to the Skills Centre it was observed that the diverse range of learners presented challenges, and cultural adaptation and creating a new identity were also part of the equation. These developments are within the context of wider ongoing innovation processes at Omnia, for example learning how to use Artificial Intelligence in teaching and coaching.

Why is this initiative a success?

Omnia's Skills Centre for Migrants has facilitated cooperation between a range of different public institutions and local authorities. Eliminating or minimising bureaucratic and institutional hurdles is what makes this approach so effective. The Skills

Centre invests much effort in improving multi-professional collaboration. Previous experience shows that a person gets easily lost in a system or loses motivation to work towards the set goals. As a result, every person has a designated Career Counsellor who follows their progress. Omnia's Skills Centre has opened new avenues to migrants' education and employment. Some are able to take fast track and some need more time and support. The end result is that a more personalized and empowering approach has been created to support migrant integration.

What is the added value of this example?

People have been more effectively engaged in the process of moving from unemployment to education, and to active citizenship. The collaboration of all stakeholders has seen a marked increase in closer engagement with the Ministry of Economic Affairs and Employment, and enterprises in our region became interested in utilizing our services.

Impact on curricula

What implications does this example have for current or future curricula?

National TVET reforms in Finland have meant that every student is offered a personalized study plan, which is an important part of their learning success. Additionally, the introduction of a linguistically sensitive approach contributes to successful learning and integration process for migrants.

How does this example impact TVET systems?

The impact here is really system wide, from the local to national level. Personalized study plans can lead to shorter study paths, allowing migrants to quickly enter into training and employment, out from unemployment. This allows for personal competences to be recognized and mobilized to support learner empowerment. Migrants proceed from passive to active citizenship and are able to integrate more effectively into society and the workforce.

How does this example respond to industry and social demands?

Omnia's Skills Centre for Migrants connects directly with local and regional industry to understand their needs and what skills are in high demand. This has demonstrated a lack of qualified workforce in many regions. As a result, the Skills Centre is able to cooperate with regional employers to respond to labour demands in partnership with government and TVET training providers.

Transferability

Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

This example shows that it is possible to organize a multi-professional team representing varied stakeholders in order to address local and regional educational, workforce, and social integration concerns. A shared understanding of the challenges, and of a vision and goals for addressing them, is important.

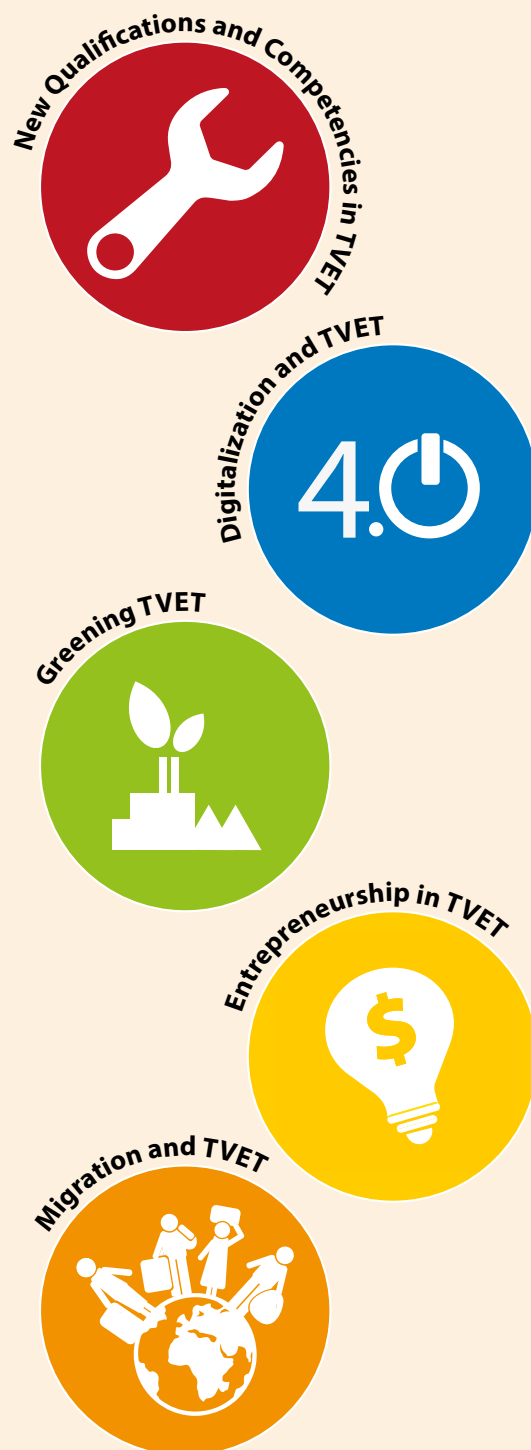
What challenges do you see if transferred to another context?

Not every country is able to offer individualized learning plans for every student, or has a history of effective and comprehensive stakeholder engagement and collaboration that is needed to coordinate such a response as with the Skills Centre for Migrants. A shared vision of the need for the integration of migrants via education and empowerment is necessary in order to increase the chances for success of an initiative such as the Skills Centre.

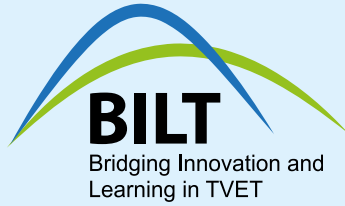
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Part of the BILT project involves collecting Innovation and Learning Practices* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

For more information, please visit www.unevoc.unesco.org/bilt or contact us at unevoc.bilt@unesco.org

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