COORDINATED SERVICE DELIVERY

1. Title

- TyövisLab
- Finland
- Helsinki Finnish Adult Education Centre

2. DDSS Gap Addressed

Fragmented service delivery - L2

3. Description of the Reskilling Lab (100–200 words)

TyövisLab involved students from TUVA (a programme that does not lead to a formal qualification but prepares learners for further studies and working life) who faced challenges related to Finnish language proficiency, digital skills, and transitions to further education and employment. Most participants were women.

TyövisLab provided a six-week non-formal learning programme focused on basic digital skills, green skills, wellbeing, and guidance for future pathways. Qualified educators acted as mentors and supported learners in identifying their next steps towards upper secondary education, vocational studies, or employment.

TyövisLab was implemented by the Helsinki Adult Education Centre in cooperation with Helsinki Vocational College. Through the programme, participants strengthened essential skills, gained confidence in continuous learning, and became familiar with local learning opportunities, services, and community activities. The Lab supported social inclusion, integration, and readiness for further education and working life while reducing the risk of disengagement after TUVA.

4. Why is this a Good Practice?

The Lab reflects the DDSS single-entry access point approach by connecting TUVA, non-formal adult education, Skills Badges, and local support services within one coordinated pathway. The model was jointly coordinated by the TUVA programme and the Helsinki Adult Education Centre's digital skills team, with guidance provided collaboratively across both institutions. This strengthened coordination between services and supported learners' progression towards further education, employment, and integration.

5. Transferability

The TyövisLab approach can be replicated wherever learners need support from multiple organisations. The model demonstrates how local actors such as vocational education providers and adult education centres can create a coordinated pathway instead of offering separate services.

The partnership can also be expanded to include employment services, integration services, social services, rehabilitation providers, or NGOs. Key success factors were strong inter-organisational cooperation, a clear learner-centred pathway, mentoring, and the combination of formal and non-formal learning opportunities. These elements can be adapted to different local contexts and target groups while reducing service fragmentation and improving learner support.

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