# LEARNING AT YOUR OWN PACE

**1. Title**

- TyövisLab
- Finland
- Helsinki Finnish Adult Education Centre

**2. DDSS Gap Addressed**

Lack of learner-centred pedagogy – L9

**3. Description of the Reskilling Lab**

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?**

TyövisLab is a relevant example of the DDSS solution for “Lack of learner-centred pedagogy (L9)” because it applied a flexible and learner-centred approach tailored to the needs of TUVA students. Participants received personalised guidance and were able to progress at their own pace, allowing them to influence their learning process according to their individual needs and goals. The programme was also designed around the existing TUVA schedule, taking into account other studies, work-based learning periods, and daily routines. This made participation more accessible and easier to combine with other commitments.

The Lab reflects the DDSS learner-centred pedagogy approach by providing flexible learning, individual support, and opportunities for learners to take an active role in their learning. Feedback indicated that participants’ self-efficacy and confidence in their own abilities increased during the programme

**5. Transferability**

The model can be transferred to other educational settings working with adult and vulnerable learners. Personalised guidance, flexible pacing, and alignment with learners’ existing study schedules can be applied in a wide range of programmes and subject areas.

Key success factors included learner autonomy, individual support, and close cooperation between education providers. The approach demonstrates how learner-centred pedagogy can improve engagement, confidence, and participation in learning.

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