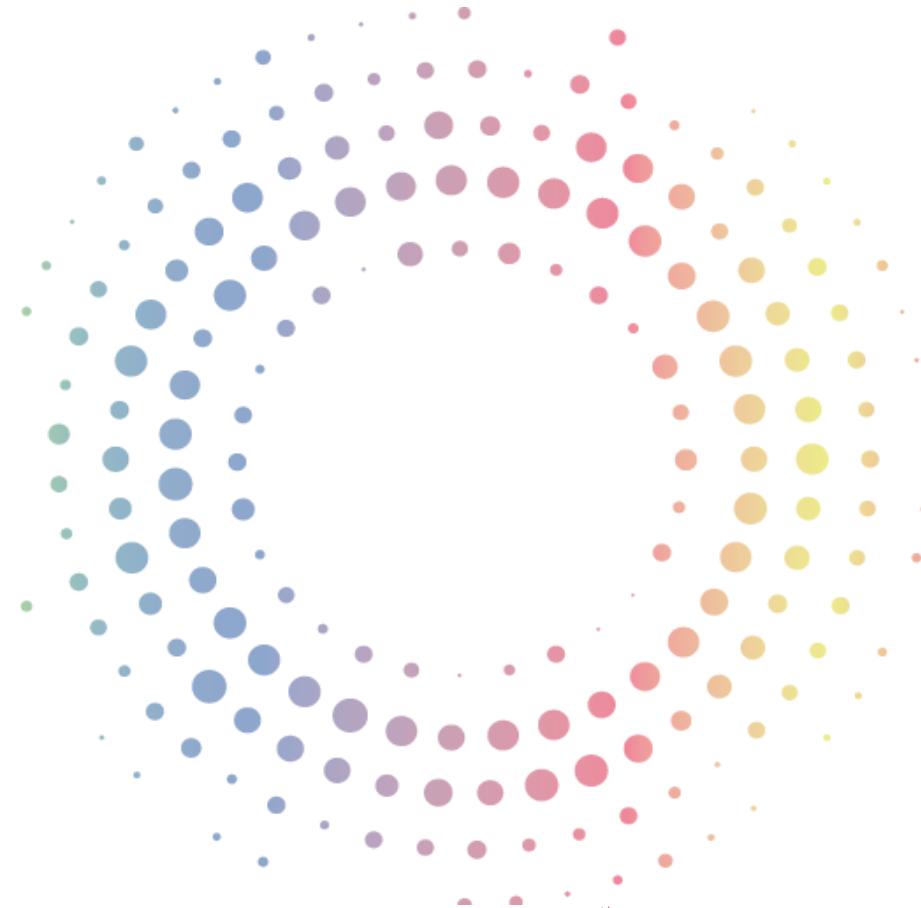


ENE ONLINE EVENT ON  
“AUTONOMY OF CENTRES  
OF VOCATIONAL  
EXCELLENCE IN FORGING  
PUBLIC-PRIVATE  
PARTNERSHIPS”



25 JANUARY 2022

9.30 - 12.00 CET

# zoom toolbar

Show/stop your video -

Показать /  
остановить ваше  
видео

Arrêter/montrer la vidéo

Mute/unmute your

microphone -

Отключить /

включить

микрофон

Mute/Acti  
ver le  
micro

See list of all  
participants / Raise  
your hand to speak -  
**Посмотреть список  
участников /  
Поднять “руку”,  
чтобы взять слово**

Afficher la liste de  
tous les  
participants / Lever  
la main pour  
prendre la parole

Use chat for questions/  
comments (write either to  
*everyone* or to *individual  
participant* by selecting  
the name) -

Используйте чат для  
вопросов/комментари  
ев (пишите в общий  
чат или отдельному  
участнику, выбрав  
имя)

Utiliser le chat pour  
poser des  
questions/faire des  
commentaires (écrite  
à *tout le monde* ou à  
une personne en  
*particulier* en  
sélectionnant le nom)



Unmute



Start Video

Invite



Participants

Share Screen



Chat



Interpretation



More

End Meeting



Choose to view *all participants* or  
*speaker only* - Выберите  
возможность видеть всех  
участников или только  
докладчика

Sélectionner pour afficher *tous les participants*  
ou *l'intervenant* uniquement

This meeting will be in English only. No  
need to use the interpretation channel.

Cette réunion se déroulera en anglais  
uniquement. Vous n'aurez pas besoin  
d'utiliser le canal d'interprétation

Встреча будет только на английском  
языке. Вам не нужно будет использовать  
канал перевода

Manage Language Interpretation...

# AGENDA

Time	Activity
09:30 – 09:40	<b><i>Opening and welcome</i></b>
09:40 – 09:55	<b><i>Overview of Autonomy and PPP: what has been accomplished in 2021 and next steps</i></b>
09:55 – 10:30	<b><i>Study visit in Finland: lessons learnt (Georgia)</i></b>
10:30 – 10:45	<b><i>Coffee break</i></b>
10:45 – 11:30	<b><i>Study visit in Finland: lessons learnt (Finnish model)</i></b> <b><i>Q&amp;A</i></b>
11:30 – 11:45	<b><i>In depth study on VET Autonomy and PPP</i></b>
11:45 – 12:00	<b><i>Conclusions</i></b>

# MENTIMETER

Please follow the **link in the chat** & answer our questions



# ONE UNIQUE WORLDWIDE PARTNERSHIP ON VET EXCELLENCE: 243 CoVEs - 39 countries worldwide-(16 ETF PCs; 9 EU MSs; 14 African countries -out of ETF PCs-)

**Africa – (29 CoVEs-):**  
(2) Angola; (3) Burkina Faso;  
(2) Democratic Republic of Congo; (4) Guinea Bissau;  
(2) Ivory Coast; (2) Kenya;  
(1) Malawi; (2) Mozambique  
(1) Namibia; (1) Niger; (4)  
Senegal; (1) South Africa;  
(3) Uganda; (1) Zimbabwe.

**EU MSs (69 CoVEs-):**  
**Spain (54); Greece (1);**  
**Netherlands (4); Finland (2); Italy (3); Slovenia (2); Latvia (1); Germany (1), Sweden(1)**

## ETF PCs (145 CoVEs-):

**Turkey (55), Israel (6);**  
**Armenia (4); Azerbaijan (6); Belarus (5); Russia (3); Morocco (1);**  
**Georgia (5); Kazakhstan (5); Moldova (4); North Macedonia (3); Tunisia (8); Serbia (6); Albania (1); Ukraine (29).**  
**Egypt (4)**



ENE network has launched thematic sub-initiatives, which are based on different dimensions of excellence and offering opportunities for peer learning and in-depth partnerships.

Focus on **eight themes**:

- Lifelong learning in vocational education and training – from initial to continuing training and adult education
- Education-business cooperation
- Pedagogy and professional development
- Smart specialisation – Mobilising Innovation, ecosystems and SMEs
- Industry 4.0 and digitalisation
- Autonomy and Institutional Development (financing, leadership, governance)
- Going green – supporting sustainable goals
- Social inclusion

ENE page on the ETF website

[Vocational excellence | ETF \(europa.eu\)](#)

Open Space:

[Setting Up the new ETF Network for Excellence \(ENE\) | Open Space \(europa.eu\)](#)

# PARTNERSHIP ON AUTONOMY & PPPs

## Why Autonomy?

- Autonomy plays an important role in enabling the development and success of CoVEs in all countries.
- A high level of flexibility in forging win-win relationships gives CoVEs the ability to choose the forms of co-operation most suitable for partnership in each sector and region.
- In order for vocational training centres to reach a level of excellence, they require sufficient autonomy and relevant data on local industry needs to choose the training programmes with potential to support economic growth.

**Objective:** The general objective is analysing what and how CoVEs autonomy is operationalized and can be linked to PPP experiences in a selected number of CoVES cases in ETF partner countries (PCs) and EU Member States (MSs).

# PHASE 1: 2020 – July 2021



## Results:

- A baseline study on selected CoVEs. *To explore main features and institutional settings of selected group of CoVES and to provide a comparative assessment based on outcomes from such CoVEs practices addressing, in concrete, benefits and added value of autonomy for VET system efficiency*
- A policy briefing on autonomy of CoVEs and the link with PPPs. *To identifying and propose policy recommendations and further strategies for policy learning to support CoVES contributing on policy development, in concrete, focusing on policy options for ETF PCs.*

The sample of country cases for conducting analysis was:

6 CoVEs in ETF PCs: **Azerbaijan, Georgia, Israel, Morocco, Tunisia and Turkey**

2 CoVEs from EU MSs: **Finland and the Netherlands**

The baseline study is based on desk-research, e-survey and on-line interviews.

# BASELINE STUDY

Target groups: PRAC & POLMK

Analytical categories of questionnaire:

3 conceptual blocks & 2 main question sections):

**•GENERAL LAYER**

(e.g General management, legislation to PPP etc.)

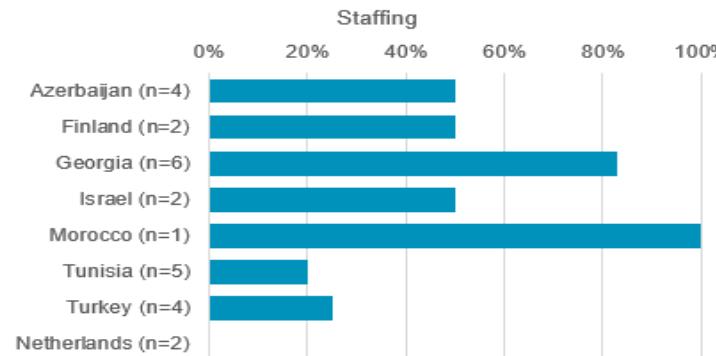
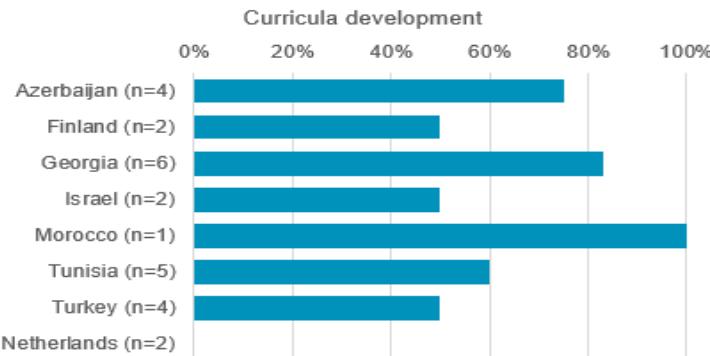
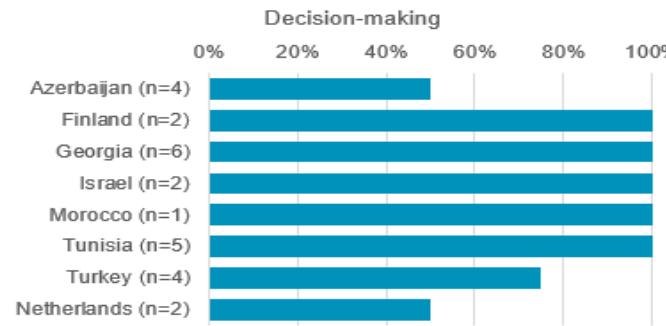
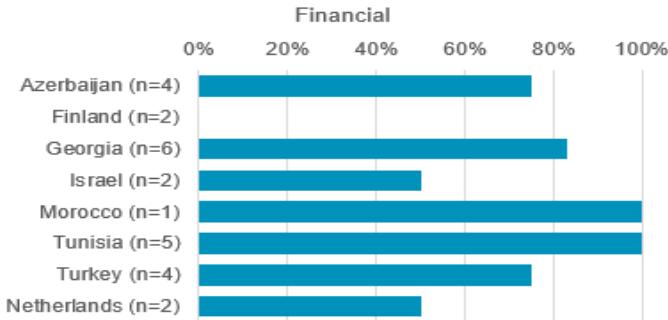
**•RESOURCES LAYER** (e.g. HR management, Financing, learning environment, Quality control, social partners inputs etc.)

**•PEDAGOGYC LAYER** (e.g. curricula decision and contents; local development and innovation; Entrepreneurships and soft skills role etc.)

**•OVERVIEW OF CoVE AUTONOMY**  
**•AUTONOMY SUPPORTING PPP in VET skills development**

# What specific aspects of autonomy are most important in PPPs?

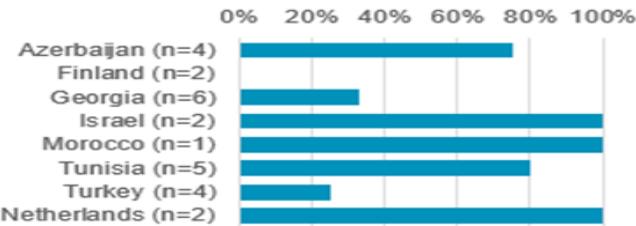
Number of respondents: 26 (practitioners and policy-makers)



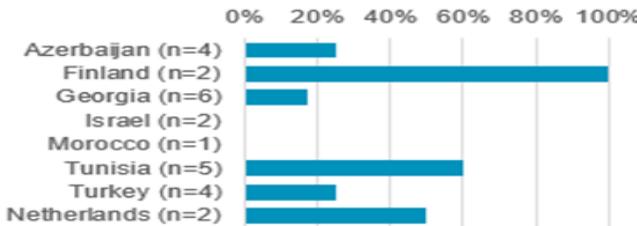
# What is the 'driving force' behind centres of excellences (CoVEs) in your country?

Number of respondents: 26 (practitioners and policy-makers)

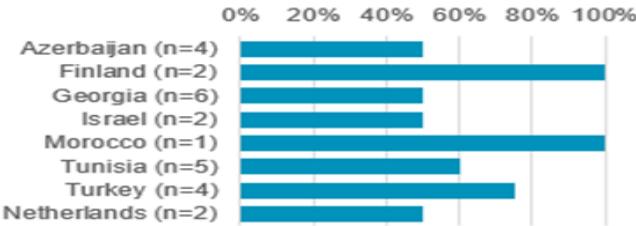
## Extra funding and resources from the Government



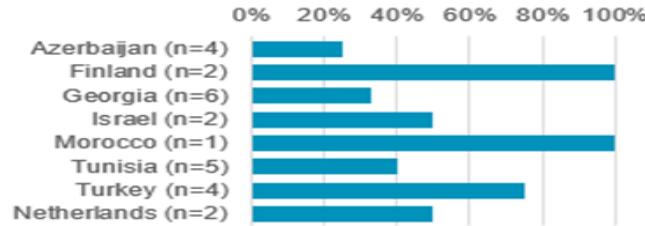
## Need arising from the region



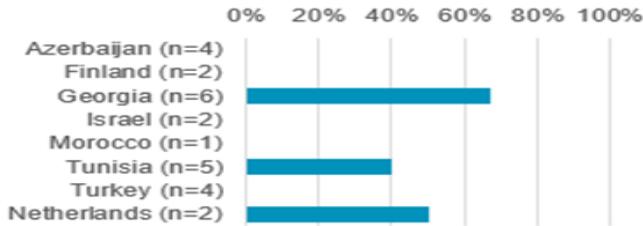
## Need arising from industry/SMEs/sector networks



## Centre's initiative to improve quality, specialisation etc.



## International donors



# PHASE 2: Aug 2021- 2022



## Results:

- In-depth study on selected CoVEs. *To Describe working processes and key practices for advancing autonomy and PPPs in CoVEs.*

The sample of country cases for conducting analysis is:

6 CoVEs in ETF PCs: ***Azerbaijan, Georgia, Israel, Morocco, Tunisia and Turkey + Ukraine, Kazakhstan***

2 CoVEs from EU MSs: ***Finland and the Netherlands***

# ACTIVITIES 2021-2022

- Sept 14, 2021      Technical workshop on Autonomy and PPP
- 17-19 Nov, 2021      Study visit to Finland
- Jan 25, 2022      ENE Virtual meeting for exchange of practices
- May/June, 2022      Study visit to the Netherlands
- Technical workshop on Autonomy and PPP
- By Dec 2022      4 Online learning sessions
- 2022      Annual event



## Gvantsa Toroshelidze

Analysis Division  
Vocational Education Development Department

Ministry of Education and Science of Georgia



## Tamar Zakarashvili

Director

Construction College “Construc2”

# Introduction to Georgian VET system :



- New management model of vocational education – Skills Agency;
- Network of vocational education providers;
- New Authorization Standards;
- Training/Retraining system;
- Integrating General Education into Vocational Education;
- Vocational education for all;
- Recognition of Non –formal and formal Education;
- Internationalization of vocational education;
- New model of student enrollment;

➤ Employment rate of VET graduates characterizes with growing tendency. It is 62% for those who graduated in 2018. Employment rate was 60% in 2017 and 56% in 2016

## New VET Strategy (2022-2027) refers following issues of the decentralization process:



- Improving the management of the institution following the delegated responsibilities/functions;
- Develop a partnership-based model;
- Effective management of human, material-technical and financial resources;
- Improving the quality of the teaching-learning process;
- Preparation and updating of relevant educational programs, modules and training resources for this purpose;
- Promoting continuous professional development and career advancement of vocational education teachers;
- Development of entrepreneurial culture;
- Establish successful educational-business partnerships to improve the demand-supply balance at the local level

## Involvement of the private sector:



- Development and management of vocational education policy;
- Qualification formation process;
- WBL - WORK-BASED LEARNING and/or Practical Training;
- Development of vocational education institutions through public-private partnership;
- Implementation of adult vocational training programs;

## Finland study visit – Outcomes:



- Financial autonomy of institutions and funding based on outcomes;
- Operational autonomy of institutions;
- Qualified teachers and trainers for ensuring quality of vocational education;
- International cooperation and skills competition;

# Construction College "Construct2"



Construct2 focuses on the development of the construction field in the country and the training of highly qualified specialists.

## The main missions:

- to provide high-quality vocational education;
- to train qualified personnel following the requirements of the labor market;
- to increase access to vocational education in the regions.

## Construct2 carries out :

- 11 short-term certified programs in the fields of construction;
- 4 state programs.



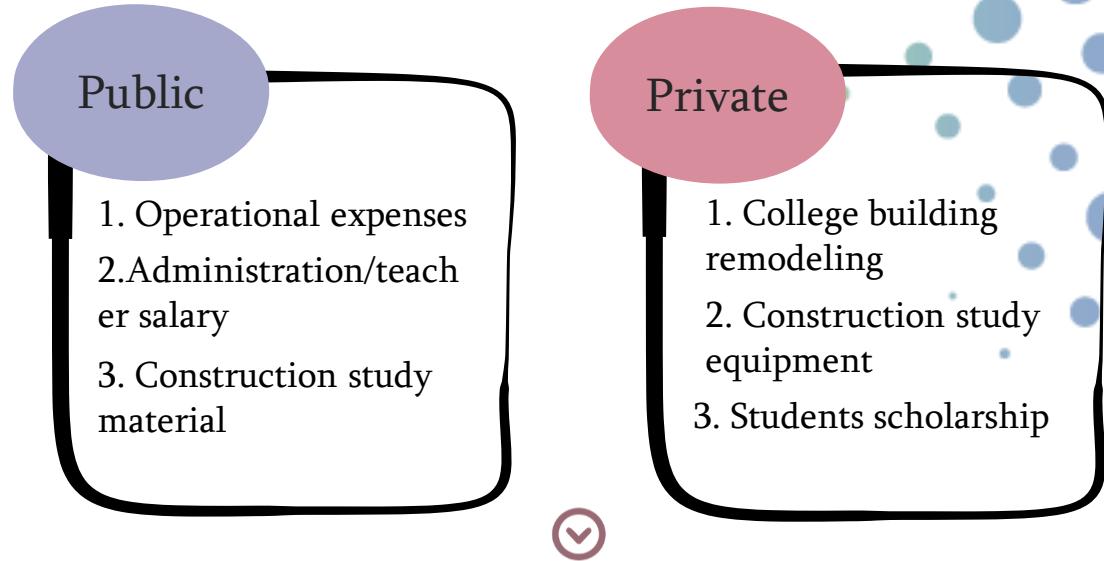
MINISTRY OF  
EDUCATION  
AND SCIENCE  
OF GEORGIA





## Our operating model and partnership with private sector :

Through collaboration with private sector our goal is to deliver market demanded knowledge/skills and competences to potential workforce in short time period and to train up to 800 certified students over the year.



Most importantly employment of graduates is guaranteed by BK Construction

## Our partnerships in practice :

Main partner



Regional partners



National partners



**REGIS**



**knauf**

## Finland study visit – Outcomes:



- Level of independence of Vocational institutions;
- Trust based system (No quality assurance on the central level, outcome visible in the report);
- Funding system;
- Low rate of drop out;
- High level of business sector involvement;



OMNIA

# AUTONOMY OF CENTRES OF VOCATIONAL EXCELLENCE IN FORGING PUBLIC-PRIVATE PARTNERSHIP

## ETF - 25 JANUARY 2022



**OMNIA**

# **OMNIA EDUCATION GROUP**

## **A UNEVOC CENTER OF EXCELLENCE**

Omnia, Joint Authority of Education in the Espoo region  
Membership municipalities Espoo, Kauniainen ja Kirkkonummi

- Omnia Education Ltd.
- Joint Authority of Education in the Espoo region : 100 % ownership

### **Omnia Education Partnerships Oy (OEP)**

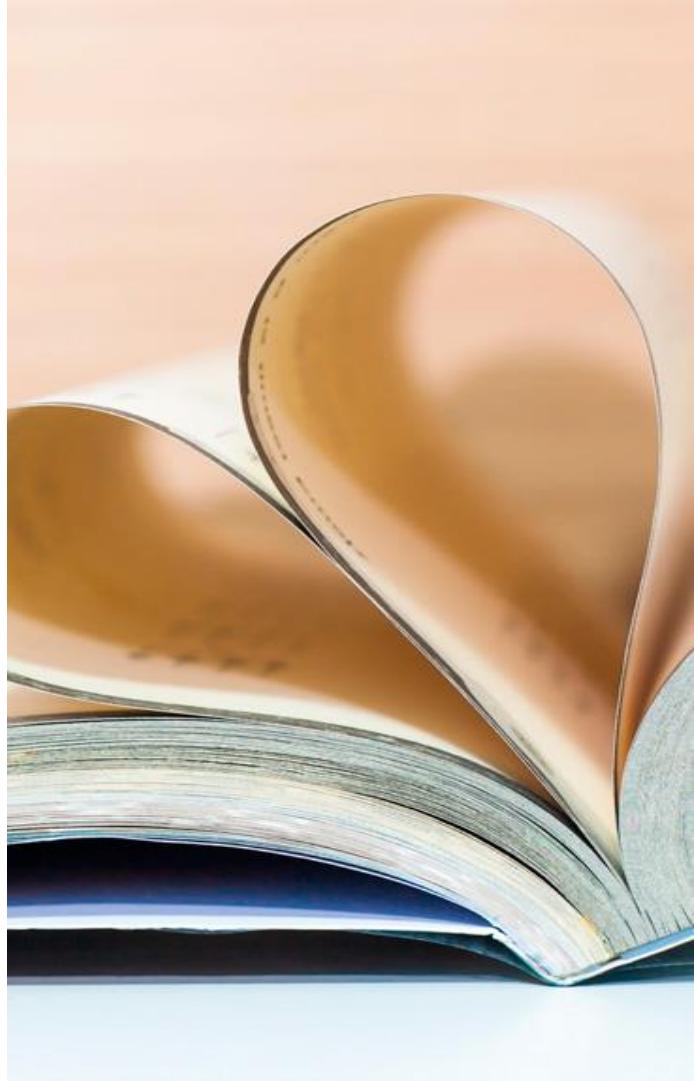
Partners: Omnia, Joint Authority of Education in the Espoo region, Finn Church Aid, Savo Consortium of Education and Finnish Institute for Enterprise Management

# OMNIA



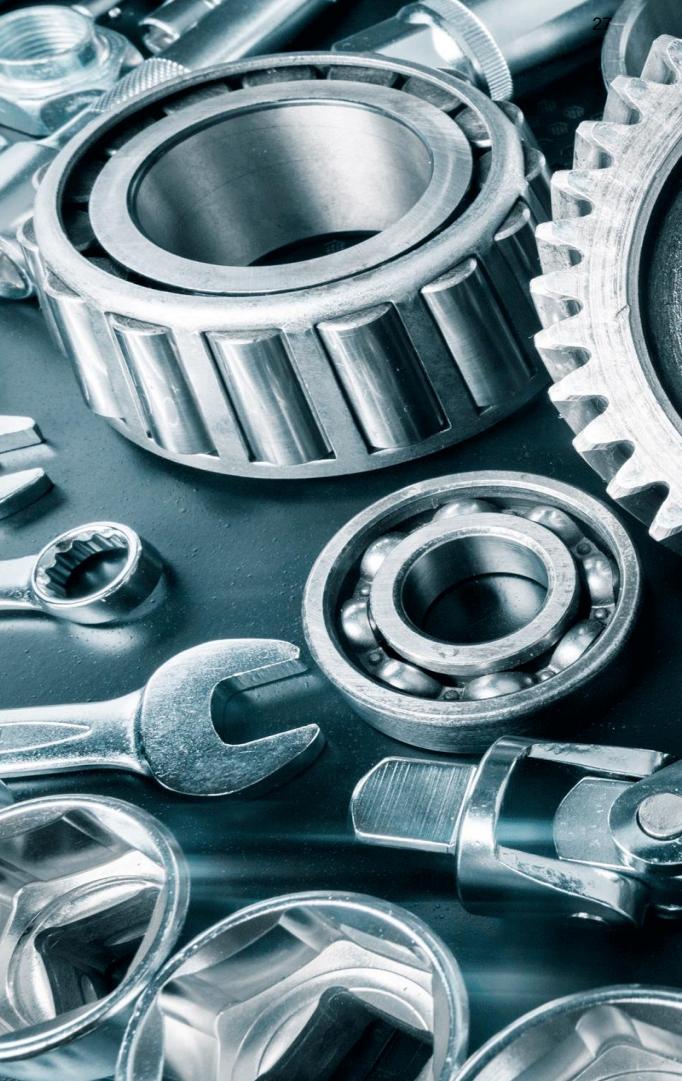
# **IN OMNIA THERE ARE**

- **8300 students studying for Diplomas**
- **1900 students in general upper secondary education**
- **23000 students in liberal adult education**
- **230 students in youth workshops**
- **360 students in preparatory education for vocational education**
- **900 staff members (full time)**
- **Business partners appr. 3000**
- **Budget 76,2 M€**



# TRAINING SECTORS

- **Culture (artisans e.g. metalwork and carpentry, clothing, media-assistant)**
- **Tourism, catering and domestic services (e.g. travel guide, waiter/waitress, cook, receptionist, housekeeper, home economics)**
- **Social and health care (e.g. practical nurse, hairdresser, beauty therapist, beauty consultant)**
- **IT, technology, construction and communications (e.g. electrician, technician, boat builder, car repair and mechanics)**
- **Business and administration (secretary, sales and customer service, finance and accounting)**
- **Professional diplomas in eg. management and leadership, product and service design, programming, tourism and hospitality services, education and guidance, and entrepreneurship.**



## VOCATIONAL EDUCATION AND TRAINING (VET)

**Working life**  
**Integration into the labour market**

Employment in the real working life

Vocational skills and qualifications

Competence based evaluation

On-the-job learning

Authentic projects with companies

Networking

Work based learning

Entrepreneurial learning environments

Recognition of prior learning

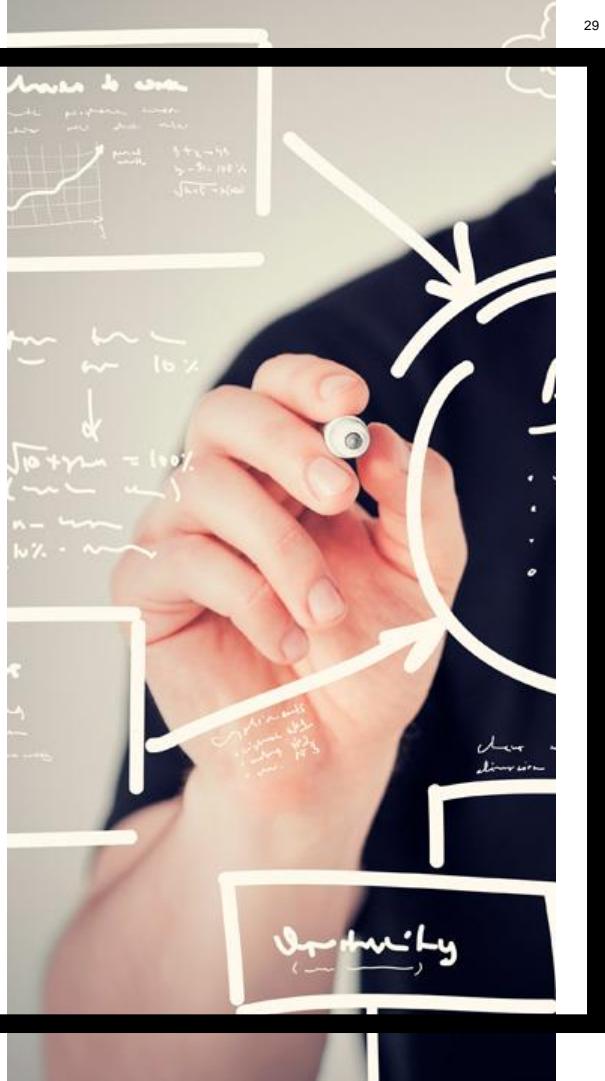
Personalised study paths

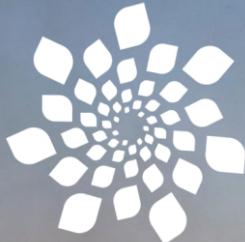


OMNIA

## TEACHERS ROLES IN OMNIA:

1. Pedagogical teachers (curricula and training plans)
2. Practical teachers (lab practice)
3. Mentors and tutors (student support and guidance)
4. Work-based learning coordinators  
(arrangements and communication with the employers)
5. Competence assessors (follows students' performance  
in work tasks and trains the employers for assessment)





Learning City  
**ESPOO**

# Collaboration is power



We develop our activities together with  
residents, partners, companies and communities  
both locally and internationally.  
We have the will to do things in a new way.

# OMNIA'S MAIN PARTNERSHIPS



## HIGHER EDUCATION

- Co-operation between vocational and higher education providers
- Mixed higher education – TVET student teams to innovate solutions

## OWNER CITIES

- Cooperation with local entrepreneurs' associations and chambers of commerce
- Member of Business Espoo
- Strong contribution to the sustainable development goals of the City of Espoo

## LOCAL ENTERPRISES

- Co-operation programs with enterprises
- Co-learning for employees, students and teachers
- Dedicated PR and sales team



# **Solution: Business Espoo**



## **Together for the Customer**

“Business Espoo supports the vitality of businesses by offering the best, continuously developing services in one place”



# Business Espoo member organizations

City of Espoo

Espresso Marketing Oy

Federation of Espoo Entrepreneurs

Helsinki Region Chamber of Commerce

Omnia

Uusimaa Employment Services

EnterpriseEspoo

# CENTRES OF VOCATIONAL EXCELLENCE: THE FOLLOW-UP STUDY

**ENE online event on autonomy of Centres of Vocational Excellence  
in forging public-partnerships, 25 January 2022**

## **CONTACT:**

Laura Valojärvi  
Lead Designer on Media and Learning,  
Omnia Education Partnerships



# CENTRES OF VOCATIONAL EXCELLENCE

Autonomy in forging public-private partnerships  
in vocational education and skills development

Baseline Study



## BASELINE STUDY, PUBLISHED IN 2021

### OBJECTIVES:

To analyse whether and to what extent CoVEs have autonomy and how it can be linked to public-private partnership experiences in a selected number of CoVE cases in ETF partner countries.

### OVERALL CONCLUSION:

CoVEs benefit in several ways from having sufficient autonomy in collaborating with private partners effectively.

### THE STUDY:

<https://bit.ly/3FICxBx>



GOOD PRACTICE

WHOM?  
WHAT?  
HOW?

ENABLERS  
HINDERERS

# CENTRES OF VOCATIONAL EXCELLENCE: PROCESSES AND PRACTICES

Working processes and key practices of CoVEs for advancing autonomy and public-private partnerships



**FOLLOW-UP STUDY,  
TO BE PUBLISHED IN 2022**

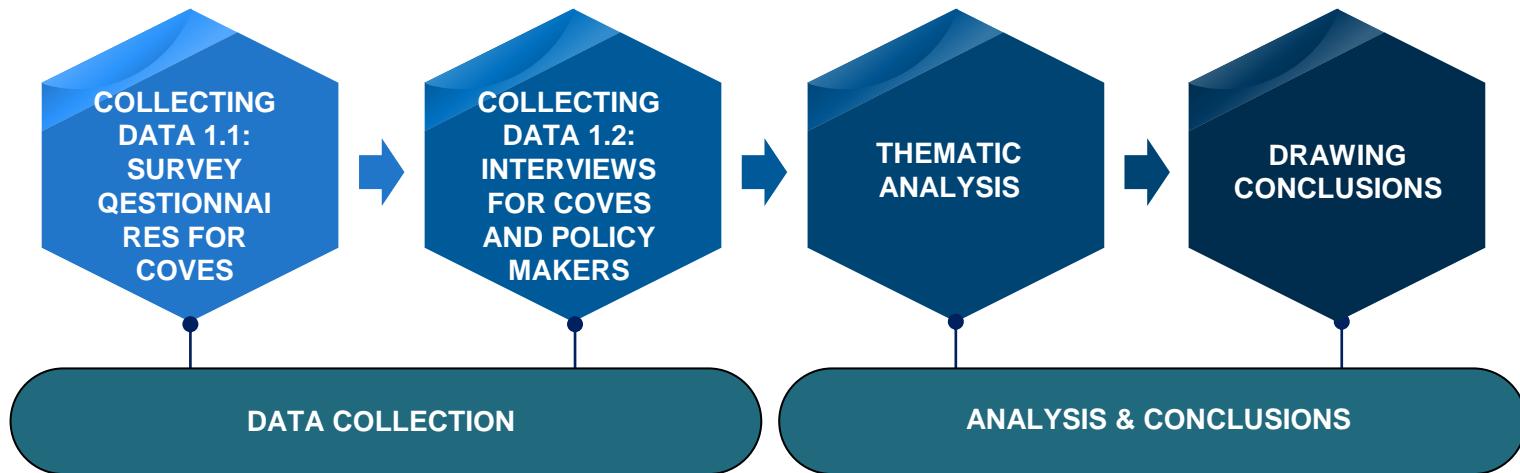
## **OBJECTIVES:**

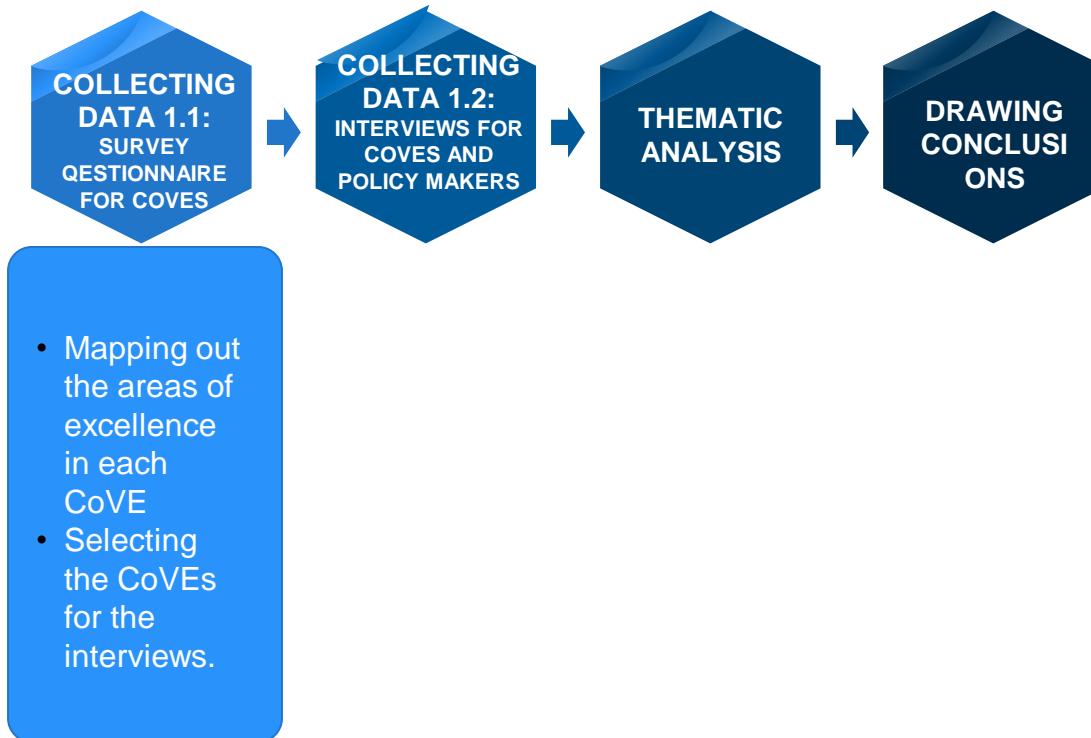
- Building CoVE cases informed by good practices and relevant working processes.
- Arriving at an in-depth description of the working processes and key practices for advancing autonomy and PPPs in CoVEs.

## **STRATEGIES TO REACH THE GOALS:**

- Survey questionnaires
- Interviews
- Thematic analysis

# FRAMEWORK OF THE STUDY:



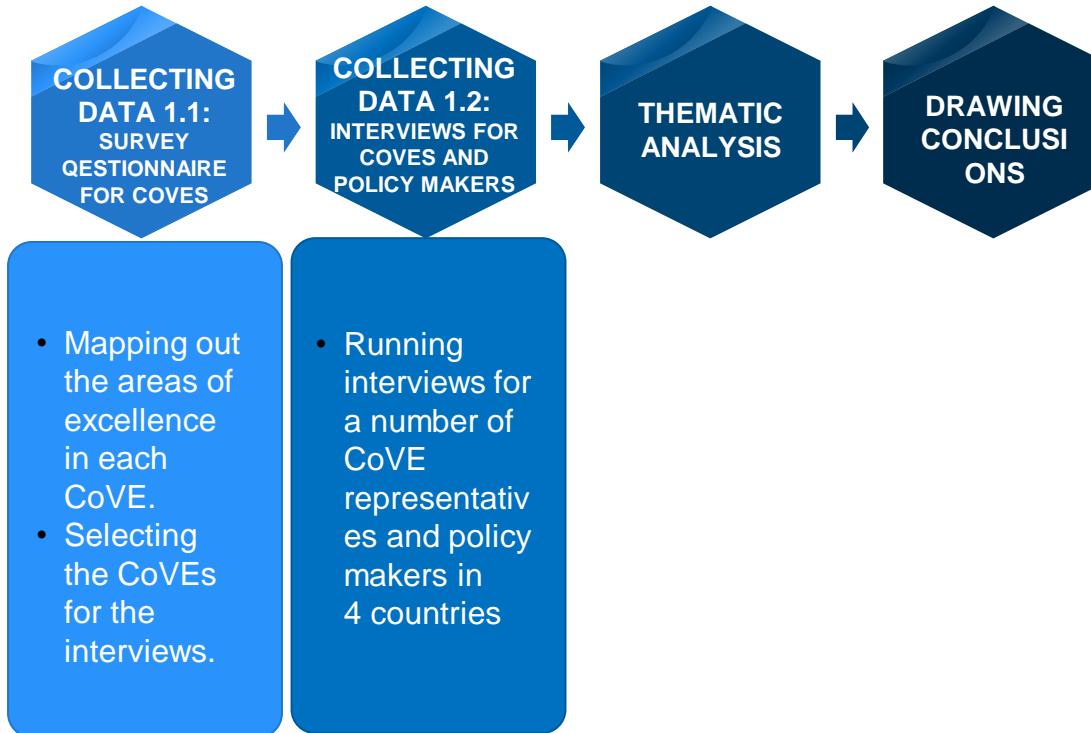


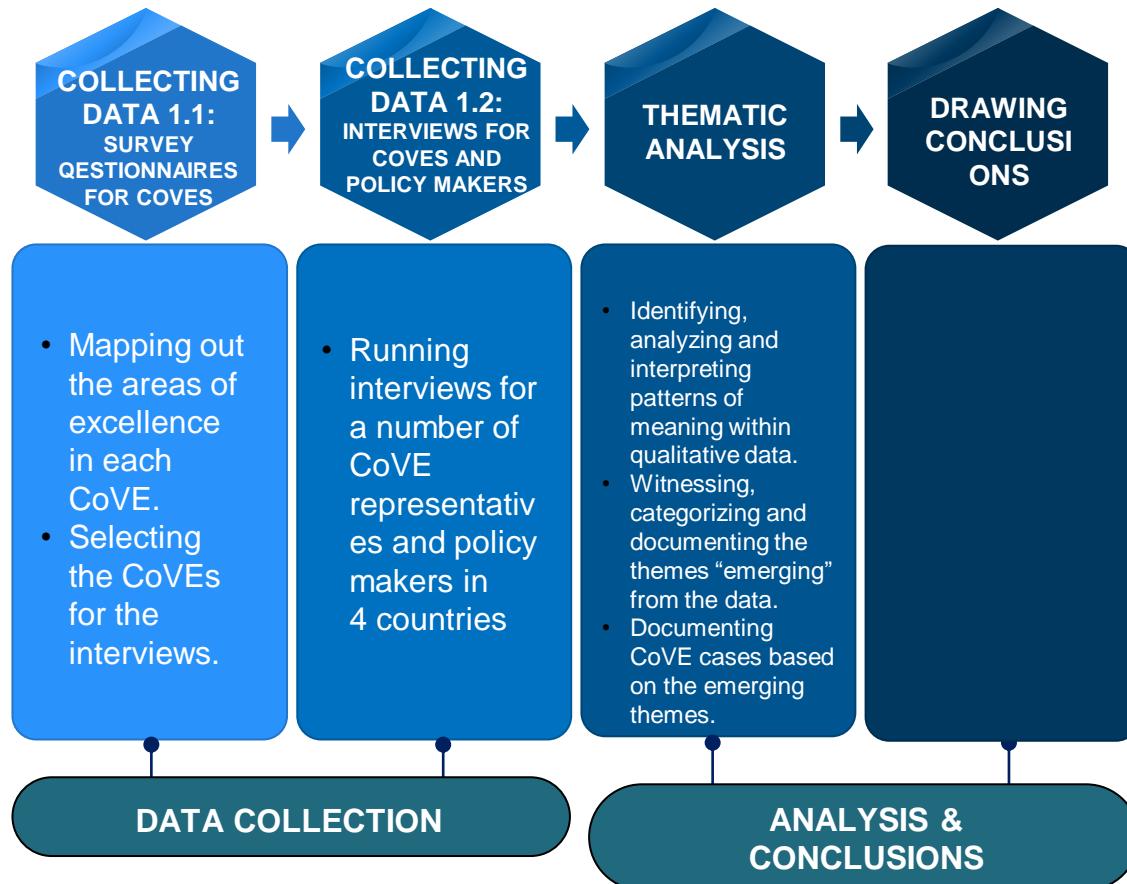


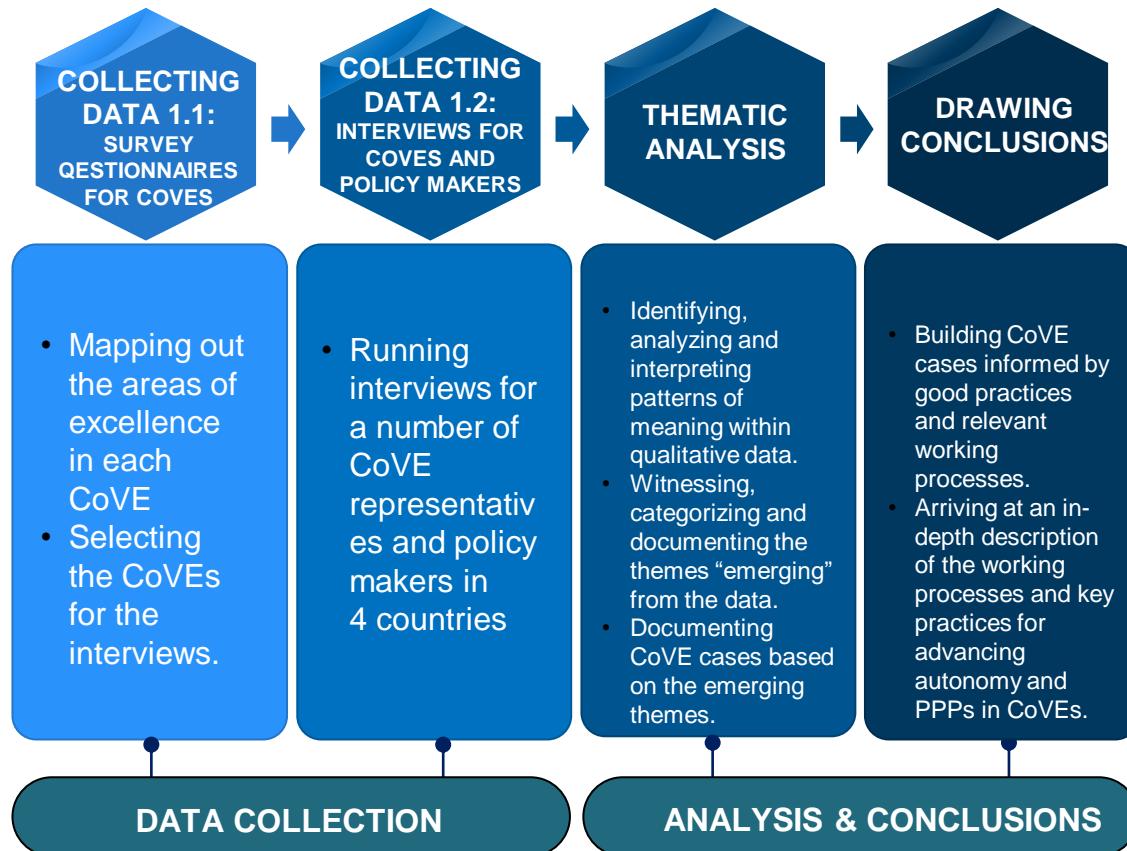
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European Training Foundation









GOOD PRACTICE

WHOM?  
WHAT?  
HOW?

ENABLERS  
HINDERERS

# LEARN MORE:

## Baseline study:

Centres of Vocational Excellence: Autonomy in forging  
public-private partnerships in vocational education and skills development:  
<https://bit.ly/3FICxBx>

**About OEP:** [www.oep.fi](http://www.oep.fi)

# CONTACT:

## Laura Valojärvi

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Omnia Education Partnerships  
+358 45 630 6111, [laura.valojarvi@oep.fi](mailto:laura.valojarvi@oep.fi)