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

25 JANUARY 2022
9.30 - 12.00 CET
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.
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<td><em>Coffee break</em></td>
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<td>10:45 – 11:30</td>
<td><em>Study visit in Finland: lessons learnt (Finnish model)</em></td>
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<td><em>Q&amp;A</em></td>
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MENTIMETER

Please follow the link in the chat & answer our questions
ENE UNIQUE WORLWIDE 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
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).
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 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.
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**
  - Azerbaijan (n=4)
  - Finland (n=2)
  - Georgia (n=6)
  - Israel (n=2)
  - Morocco (n=1)
  - Tunisia (n=5)
  - Turkey (n=4)
  - Netherlands (n=2)

- **Need arising from the region**
  - Azerbaijan (n=4)
  - Finland (n=2)
  - Georgia (n=6)
  - Israel (n=2)
  - Morocco (n=1)
  - Tunisia (n=5)
  - Turkey (n=4)
  - Netherlands (n=2)

- **Need arising from industry/SMEs/sector networks**
  - Azerbaijan (n=4)
  - Finland (n=2)
  - Georgia (n=6)
  - Israel (n=2)
  - Morocco (n=1)
  - Tunisia (n=5)
  - Turkey (n=4)
  - Netherlands (n=2)

- **Centre’s initiative to improve quality, specialisation etc.**
  - Azerbaijan (n=4)
  - Finland (n=2)
  - Georgia (n=6)
  - Israel (n=2)
  - Morocco (n=1)
  - Tunisia (n=5)
  - Turkey (n=4)
  - Netherlands (n=2)

- **International donors**
  - Azerbaijan (n=4)
  - Finland (n=2)
  - Georgia (n=6)
  - Israel (n=2)
  - Morocco (n=1)
  - Tunisia (n=5)
  - Turkey (n=4)
  - Netherlands (n=2)
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
By Dec 2022  Technical workshop on Autonomy and PPP
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.
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.

Our operating model and partnership with private sector:

- **Public**
  1. Operational expenses
  2. Administration/teacher salary
  3. Construction study material

- **Private**
  1. College building remodeling
  2. Construction study equipment
  3. Students scholarship

Most importantly employment of graduates is guaranteed by BK Construction.
Our partnerships in practice:

Main partner:

Regional partners:

National partners:
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;
AUTONOMY OF CENTRES OF VOCATIONAL EXCELLENCE IN FORGING PUBLIC-PRIVATE PARTNERSHIP

ETF - 25 JANUARY 2022
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
Promoting inclusion, skills and well-being of citizens and boosting the vitality of municipalities, communities and enterprises of the region.
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 e.g. management and leadership, product and service design, programming, tourism and hospitality services, education and guidance, and entrepreneurship.
VOCATIONAL EDUCATION AND TRAINING (VET)

Employment in the real working life

Working life

Integration into the labour market

Vocational skills and qualifications

Competence based evaluation

Authentic projects with companies

Work based learning

Entrepreneurial learning environments

On-the-job learning

Networking

Recognition of prior learning

Personalised study paths
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)
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 tem
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
Espoo 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
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/3F1CxBx
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:

COLLECTING DATA 1.1: SURVEY QUESTIONNAIRE FOR COVES

COLLECTING DATA 1.2: INTERVIEWS FOR COVES AND POLICY MAKERS

THEMATIC ANALYSIS

DRAWING CONCLUSIONS

DATA COLLECTION

ANALYSIS & CONCLUSIONS
COLLECTING DATA 1.1: SURVEY QUESTIONNAIRE FOR COVES

COLLECTING DATA 1.2: INTERVIEWS FOR COVES AND POLICY MAKERS

THEMATIC ANALYSIS

DRAWING CONCLUSIONS

- Mapping out the areas of excellence in each CoVE
- Selecting the CoVEs for the interviews.
COLLECTING DATA 1.1: SURVEY QUESTIONNAIRE FOR COVES

- Mapping out the areas of excellence in each CoVE.
- Selecting the CoVEs for the interviews.

COLLECTING DATA 1.2: INTERVIEWS FOR COVES AND POLICY MAKERS

- Running interviews for a number of CoVE representatives and policy makers in 4 countries.

THEMATIC ANALYSIS

DRAWING CONCLUSIONS
COLLECTING DATA 1.1: SURVEY QUESTIONNAIRES FOR COVES

- Mapping out the areas of excellence in each CoVE.
- Selecting the CoVEs for the interviews.

COLLECTING DATA 1.2: INTERVIEWS FOR COVES AND POLICY MAKERS

- Running interviews for a number of CoVE representatives and policy makers in 4 countries.

THEMATIC ANALYSIS

- Identifying, analyzing and interpreting patterns of meaning within qualitative data.
- Witnessing, categorizing and documenting the themes “emerging” from the data.
- Documenting CoVE cases based on the emerging themes.

DRAWING CONCLUSIONS

DATA COLLECTION

ANALYSIS & CONCLUSIONS

ENE online event, 25 January 2022
COLLECTING DATA 1.1: SURVEY QUESTIONNAIRES FOR COVES
- Mapping out the areas of excellence in each CoVE
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THEMATIC ANALYSIS
- Identifying, analyzing and interpreting patterns of meaning within qualitative data.
- Witnessing, categorizing and documenting the themes “emerging” from the data.
- Documenting CoVE cases based on the emerging themes.

DRAWING CONCLUSIONS
- 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.

DATA COLLECTION
ANALYSIS & CONCLUSIONS

ENE online event, 25 January 2022
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/3FlCxBx

About OEP: www.oep.fi

CONTACT:

Laura Valojärvi
Lead Designer on Media and Learning,
Omnia Education Partnerships
+358 45 630 6111, laura.valojarvi@oep.fi