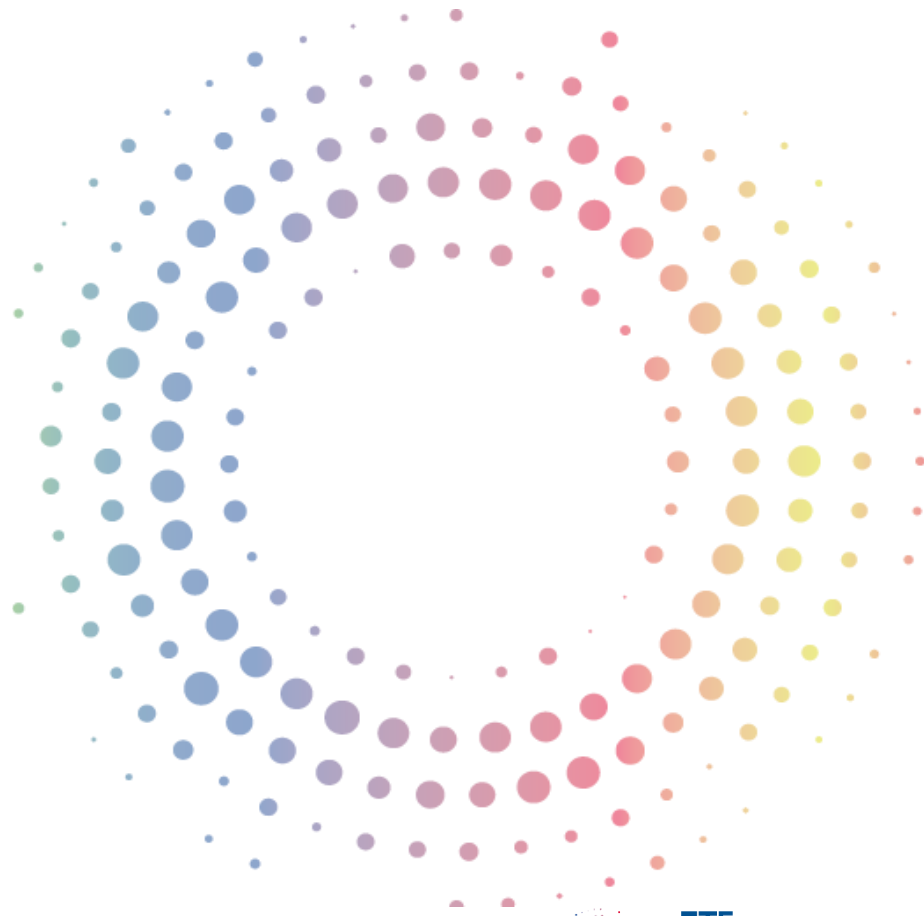


ENE ONLINE EVENT ON “AUTONOMY OF CENTRES OF VOCATIONAL EXCELLENCE IN FORGING PUBLIC-PRIVATE PARTNERSHIPS”

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**

Muet/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)

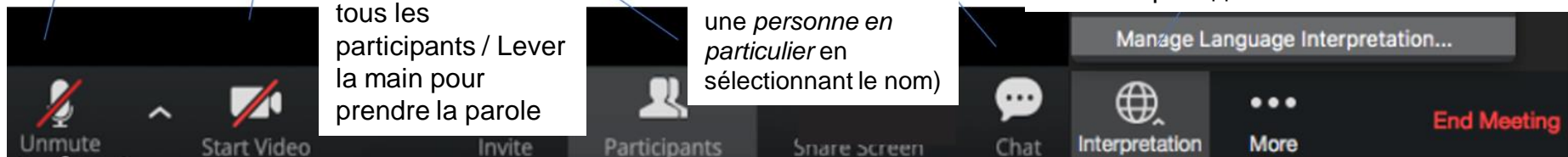
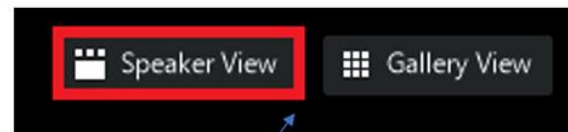
Choose to view *all participants* or
speaker only - **Выберите
возможность видеть всех
участников или только
докладчика**

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



AGENDA

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

MENTIMETER

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



ENE 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 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.*

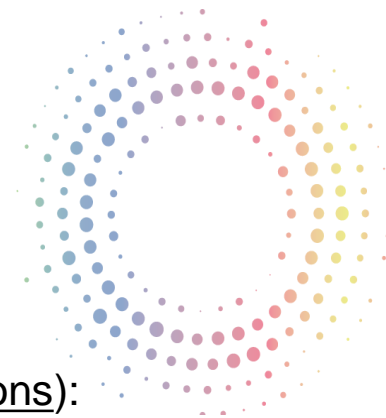
The sample of country cases for conducting analysis was:

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.)

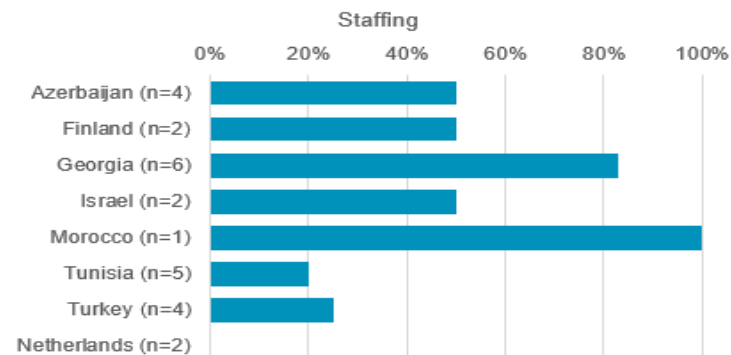
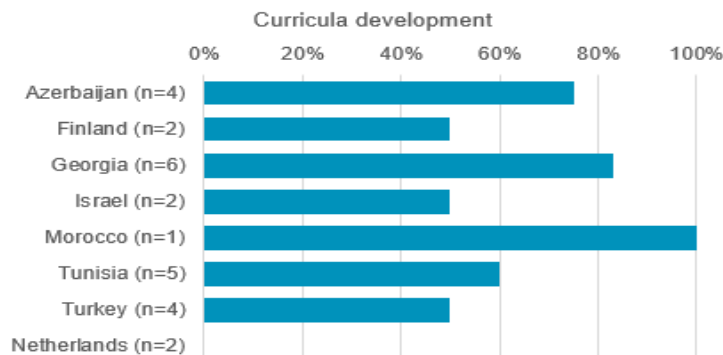
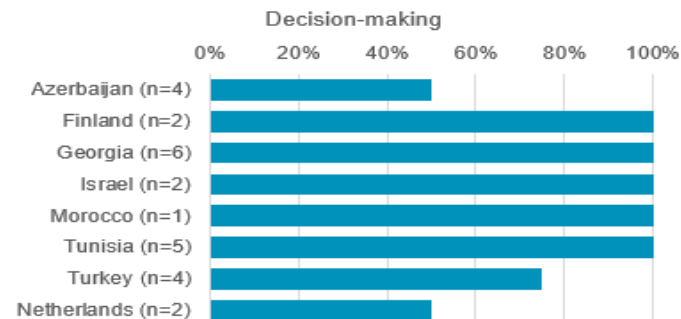
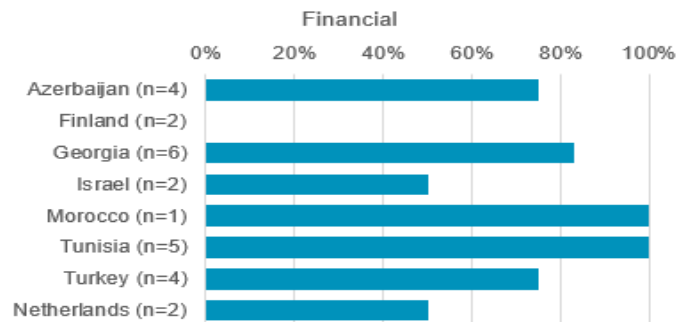
•RESOURCES LAYER (e.g. HR management, Financing, learning environment, Quality control, social partners inputs etc.)

•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?

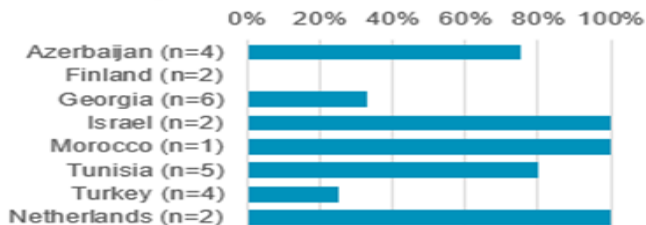
Number of respondents: 26 (practitioners and policy-makers)



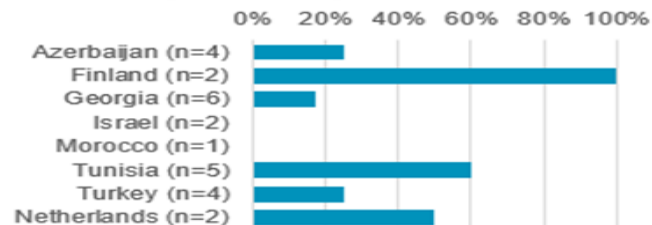
What is the 'driving force' behind centres of excellences (CoVEs) in your country?

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

Extra funding and resources from the Government



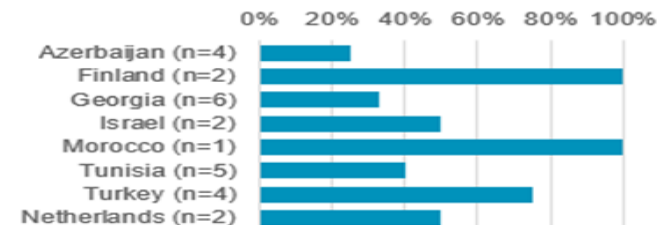
Need arising from the region



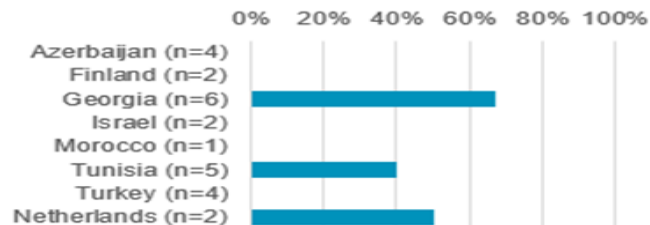
Need arising from industry/SMEs/sector networks



Centre's initiative to improve quality, specialisation etc.



International donors



PHASE 2: Aug 2021- 2022

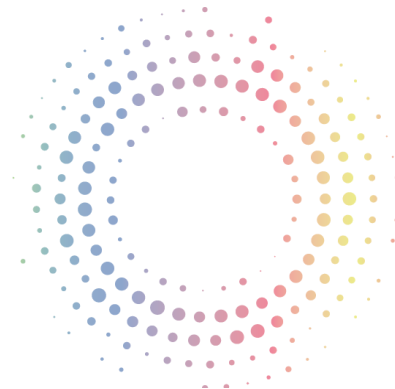
Results:

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

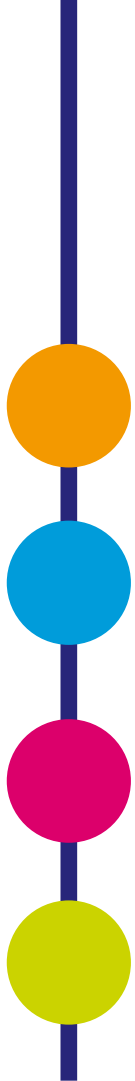
The sample of country cases for conducting analysis is:

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.

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



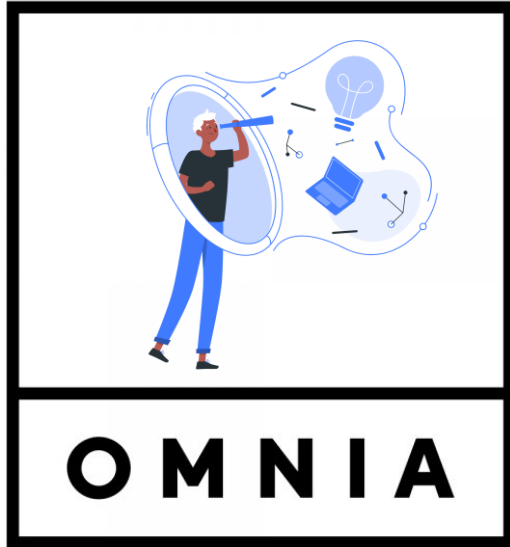
Regional partners



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

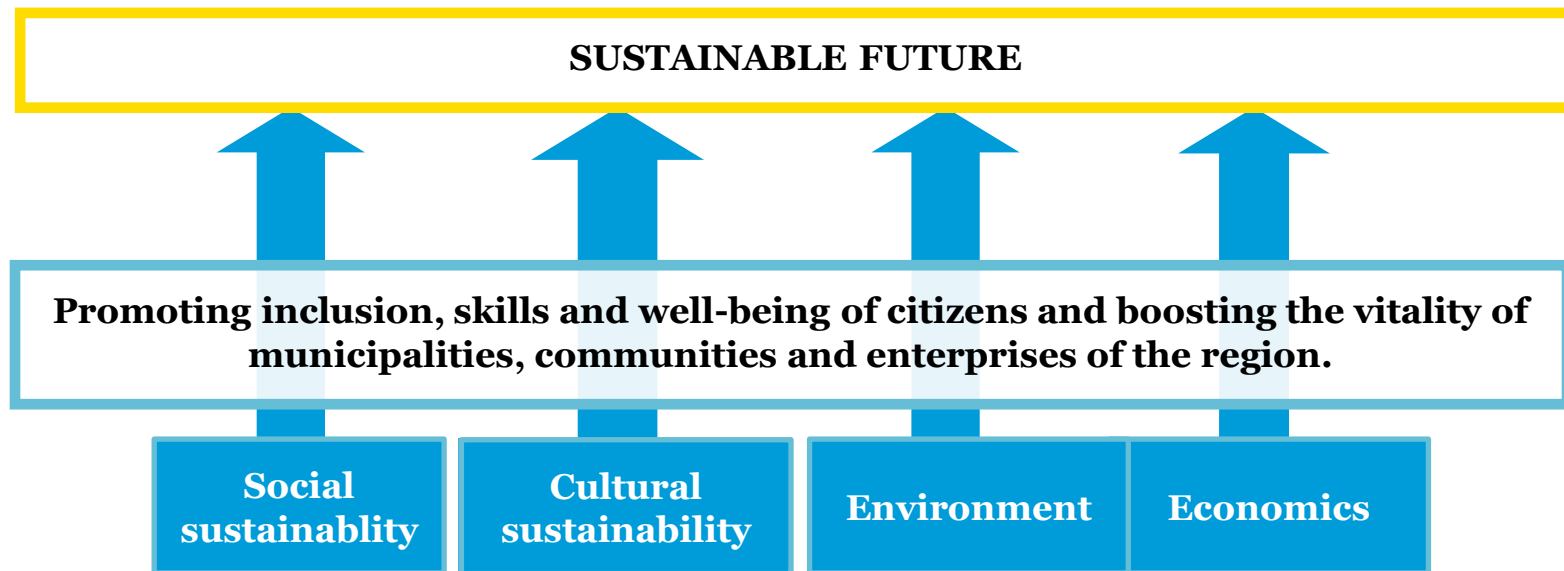
Omnia, Joint Authority of Education in the Espoo region
Membership municipalities Espoo, Kauniainen ja Kirkkonummi

- 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

OMNIA



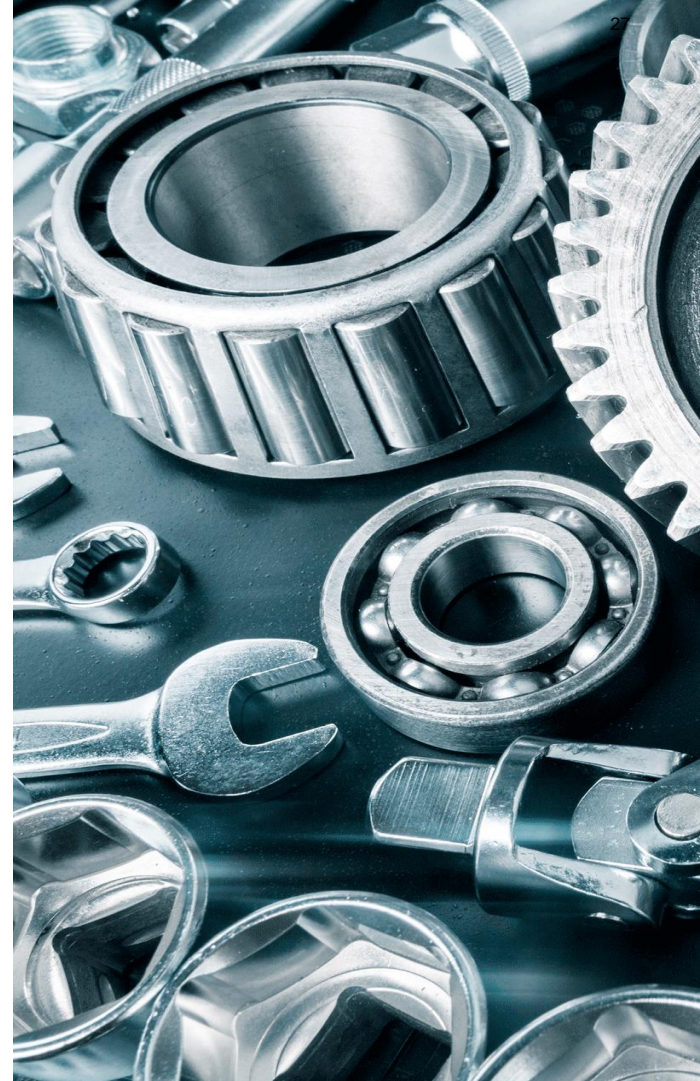
IN OMNIA THERE ARE

- **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€**

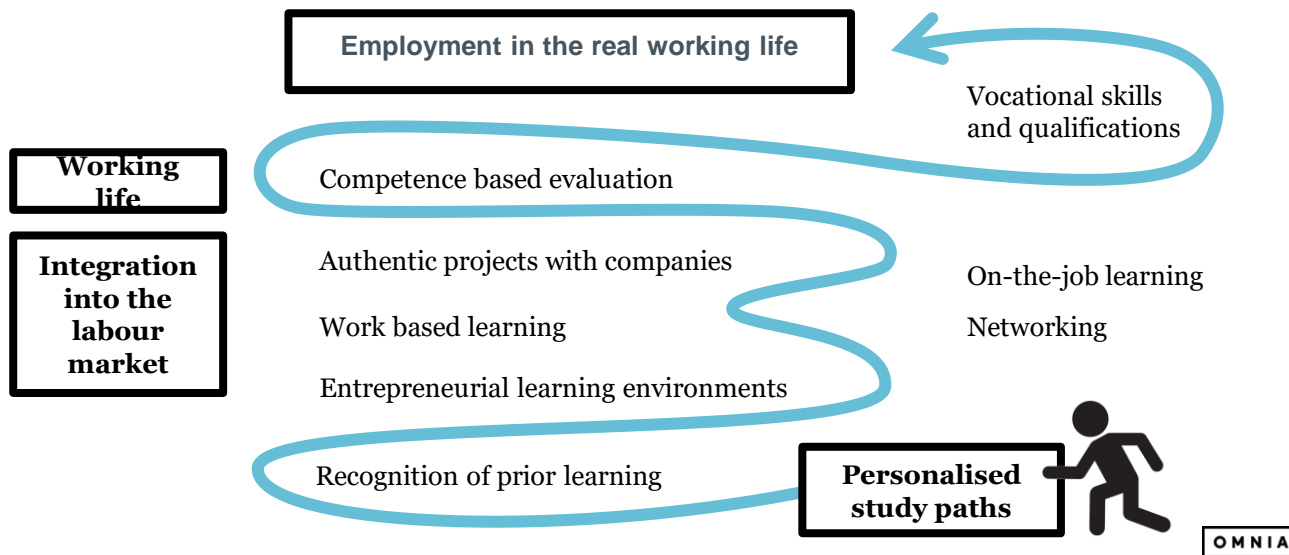


TRAINING SECTORS

- 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.



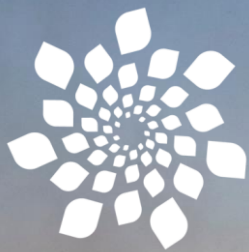
VOCATIONAL EDUCATION AND TRAINING (VET)



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

A large bonfire is burning brightly in the center of the image, casting a warm glow. A crowd of people is gathered around the fire, some standing and some sitting. In the background, a lake stretches out to a forested shore under a sunset sky with colorful clouds. A small boat is visible on the water to the left, and a larger boat with people on it is to the right.

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

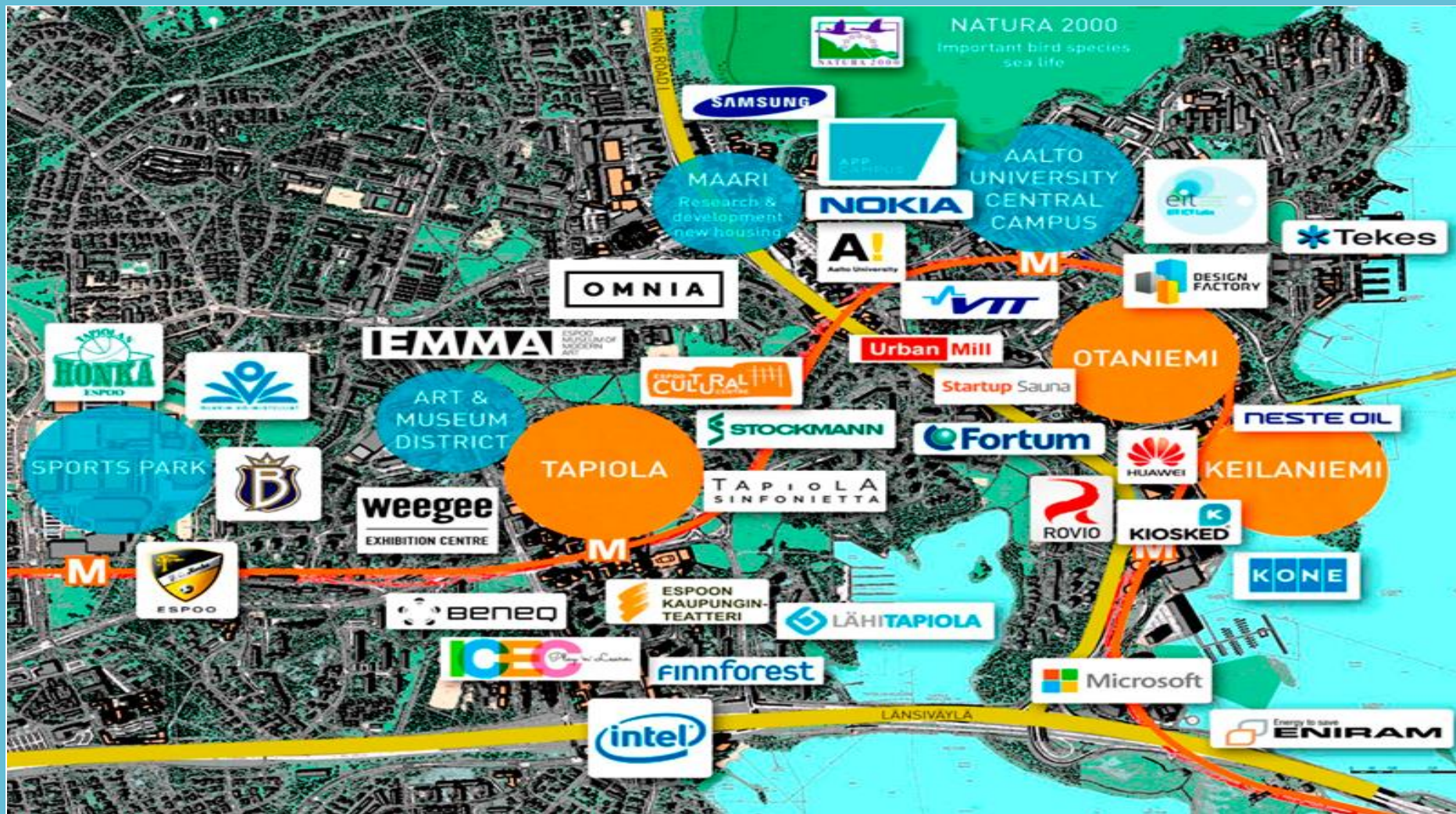
- Co-operation between vocational and higher education providers
- Mixed higher education – TVET student teams to innovate solutions

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”

The background image shows a blurred scene of a business event or conference. In the foreground, several people are seated at tables, their faces out of focus. In the background, a large screen displays a logo consisting of a stylized 'a' inside a triangle, followed by the letters 'GRD' in a large, bold, sans-serif font. To the left of the main screen, a smaller screen shows a logo with a circle and the letters 'HUB'. The overall lighting is dim, with a blueish tint, suggesting an evening or indoor setting with artificial lighting.

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



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**

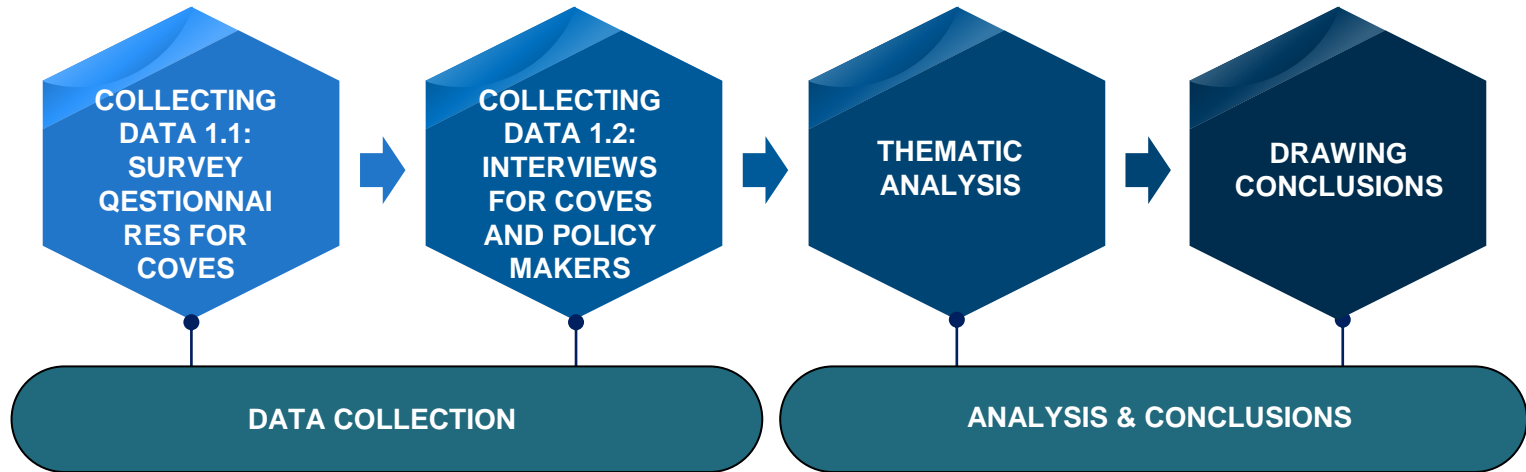
OBJECTIVES:

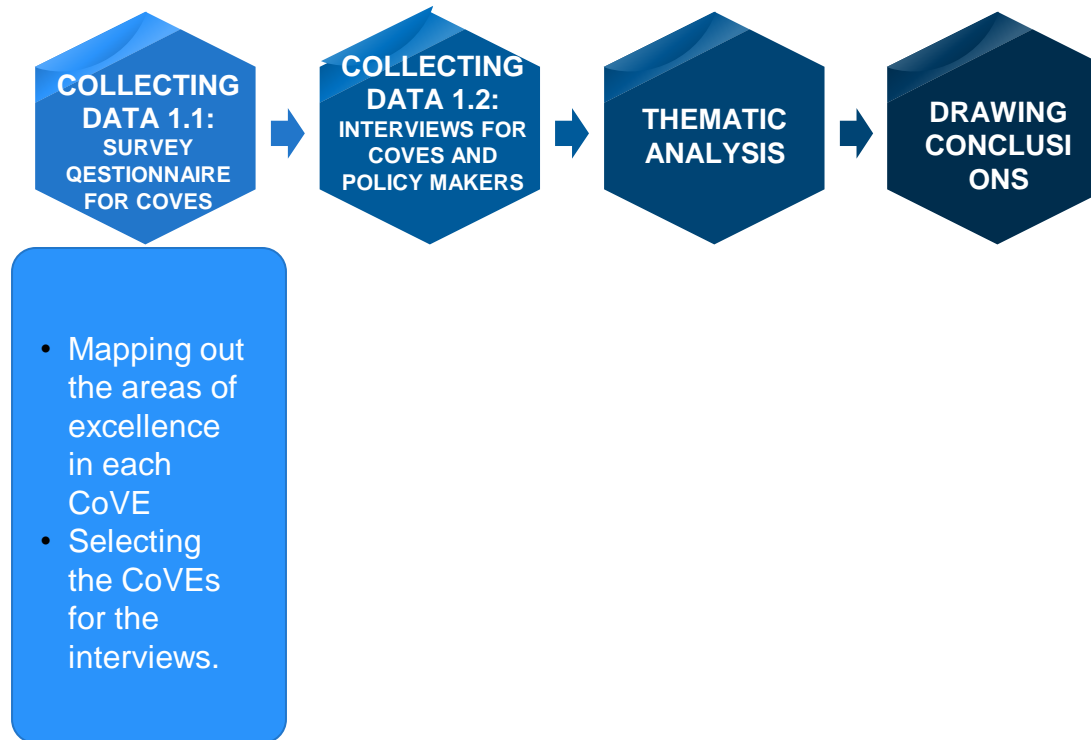
- Building CoVE cases informed by good practices and relevant working processes.
- Arriving at an in-depth description of the working processes and key practices for advancing autonomy and PPPs in CoVEs.

STRATEGIES TO REACH THE GOALS:

- Survey questionnaires
- Interviews
- Thematic analysis

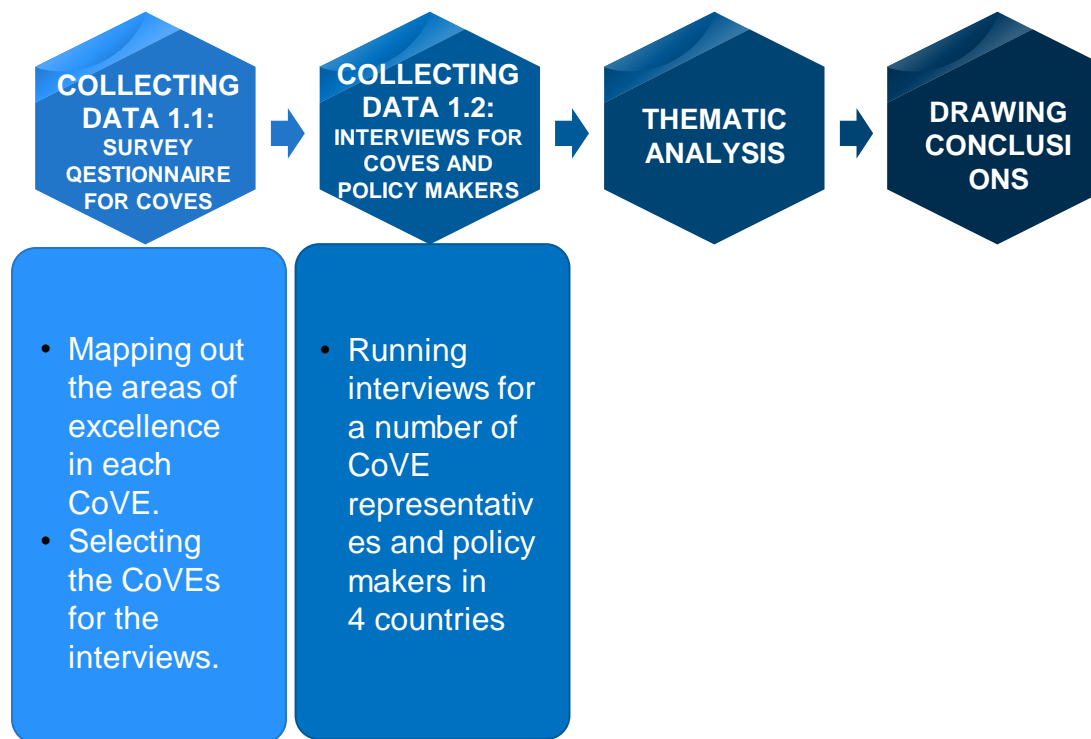
FRAMEWORK OF THE STUDY:

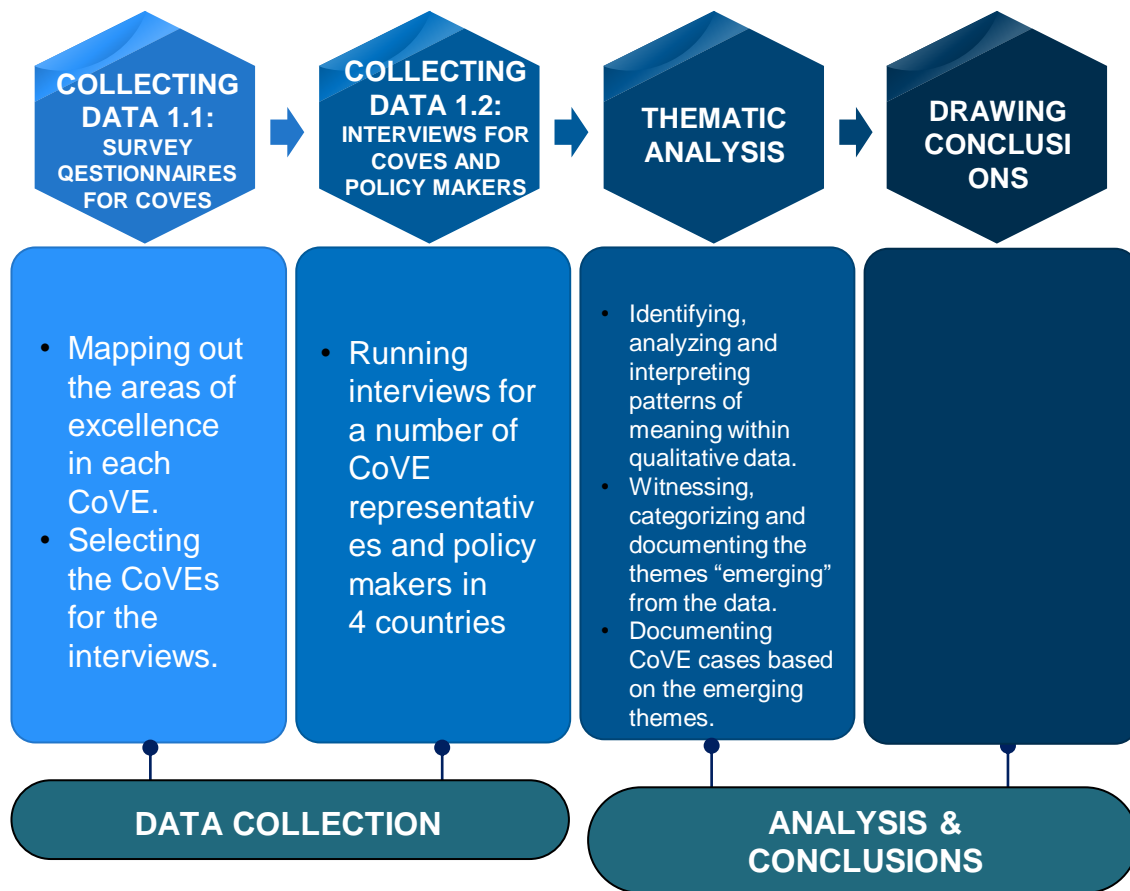


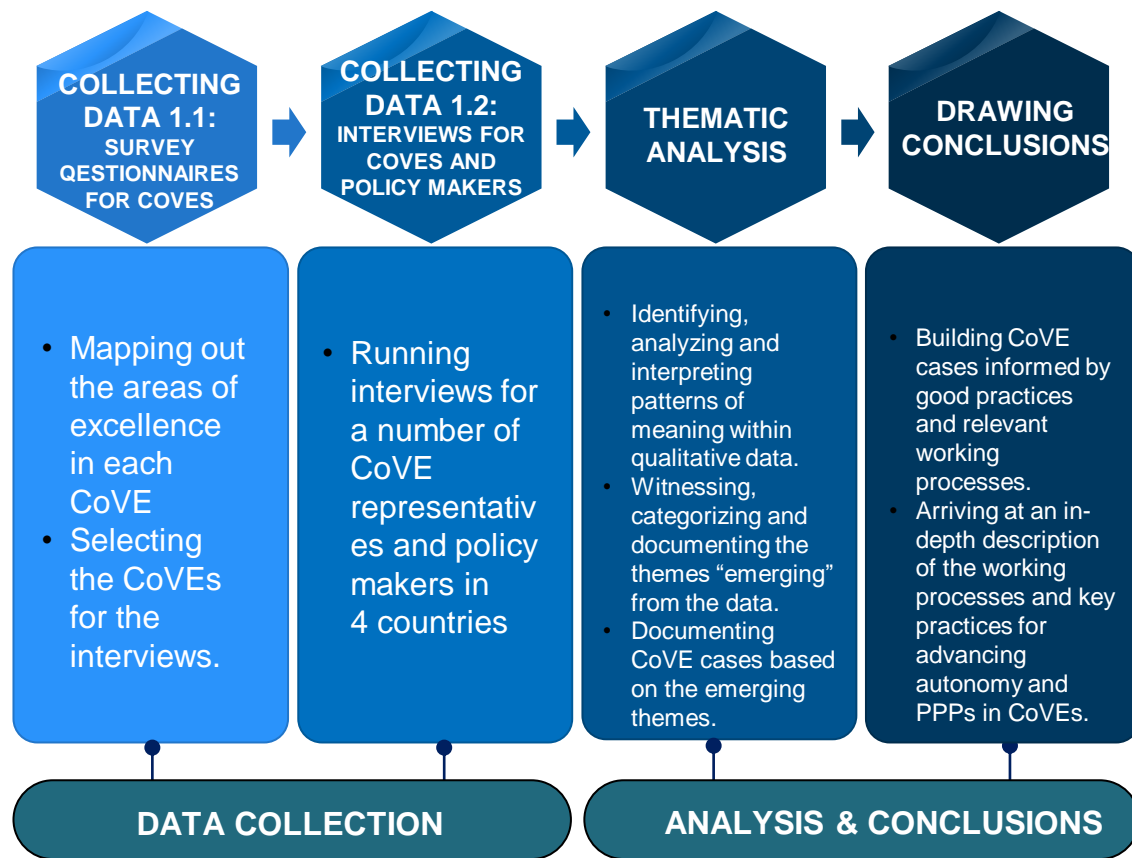




<https://link.webropolsurveys.com/s/etf2022>









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

CONTACT:

Laura Valojärvi

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