

Webinar: Building Local Capacity in Working Life Collaboration

From Pilots to Practice – DevVET Results in Use

Monday, October 6, 2025

14:00–15:30 EET (Helsinki) / 13:00–14:30 CET



Program

14:00 Opening words | Host: **Mr Sami Puumalainen**, Lecturer, OSAO

14:10 Workplace Learning / Industrial slots as a Core Element of Finnish VET education – Strengthening collaboration between education and working life in Finland and Europe | Speaker: **Mrs Riikka Vacker**, Senior advisor, Finnish National Agency for Education (EDUFI)

OSAO practices | Speaker: **Mrs Minna-Liisa Myllylä**, Coordinator for Workplace Instructor Training, OSAO

14:40 Guidelines for Working-Life Cooperation Developers – Good Practices Identified in the DevVET Project: How DevVET Pilots have been Implemented and Scaled |

Speakers:

Mr Timo Juntunen, Local Expertise Consultant, Horizon Next Solutions Ltd

Mr Ronald Ongete, Deputy principal, Sikri TVCBD,

Mrs Carolyne Ogutu, Trainer & ILO, Mawego NP,

Mr Geoffrey Bett, Registrar, Kericho NP

Mr David Otukey Michira, HoD OdeL, Kisii NP

15:10 How Are the Results Being Used – Insights into integration, policy uptake, and sustainability | Speaker: **Mrs Miranda Pendo**, Embedded Advisor, Dual TVET Coordination Office, GIZ

15:25 Closing remarks | Host: **Mrs Merja Paloniemi**, Project Development Manager, OSAO

Warmly welcome!

VOCABULARY

NATIONAL POLYTECHNIC / TECHNICAL VOCATIONAL COLLEGE = VOCATIONAL INSTITUTION

DUAL TVET = THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (BOTH CLASSROOM AND WORKPLACE)

CBET = COMPETENCY-BASED EDUCATION AND TRAINING

INDUSTRY BLOCK = ON-THE-JOB LEARNING PERIOD

INDUSTRIAL TRAINING / IN-COMPANY TRAINING = ON-THE-JOB LEARNING

TRAINEE / MANTEE = STUDENT IN ON-THE-JOB LEARNING

IN-COMPANY TRAINER / INDUSTRY EXPERT = WORKPLACE INSTRUCTOR

TRAINER = TEACHER

MENTORING TOOL = VOCATIONAL COMPETENCE REQUIREMENT

PWD= PERSON WITH DISABILITY

KSL= KENYA SIGN LANGUAGE

CDACC = CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL

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FINNISH NATIONAL
AGENCY FOR EDUCATION

Strong collaboration between vocational education and training and working life in Finland

Building Local Capacity in Working Life Collaboration
From Pilots to Practice – DevVET Results in Use

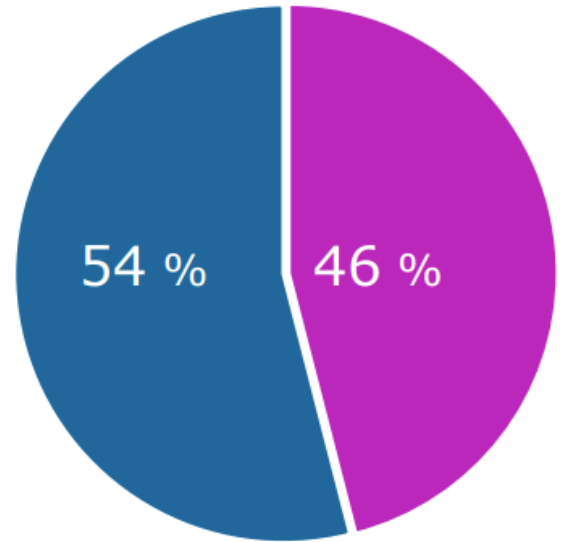
Webinar 6 October 2025

Riikka Vacker
Senior Advisor
Finnish National Agency for Education (EDUFI), Vocational Education and Training
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Workplaces are key partners in vocational education and training (VET)

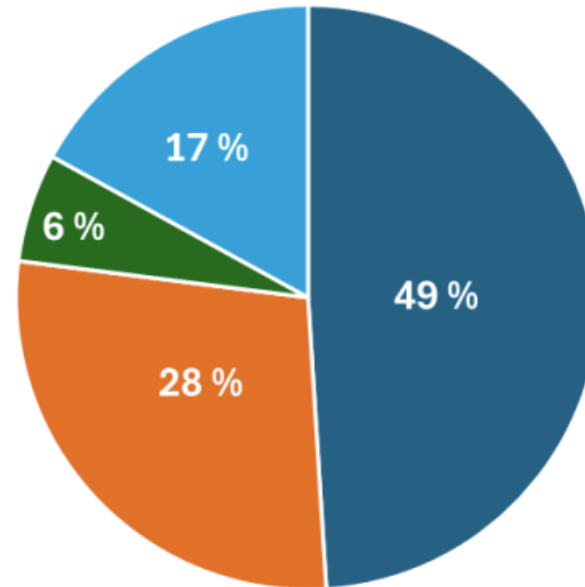
VET students in 2024 by age group



■ 16-24 ■ 25-over 60

Continuous learning is implemented in VET, and it is increasingly important for people of all ages in the transformation of working life and society.

Learning environments in 2024



- Learning in educational institution and at work
- Learning only in an educational institution
- Learning only at work
- Data is missing from the national database

All students are offered the opportunity to learn on the job, either for shorter periods, units of the qualification or the entire qualification through a training agreement and an apprenticeship.

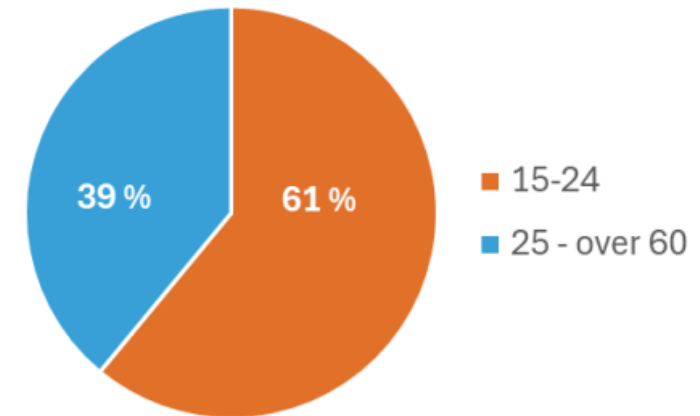
Learning on the job is planned for each student personally and in cooperation with the workplaces

At the beginning of studies, the student and the VET provider draw up a personal competence development plan for the student which includes:

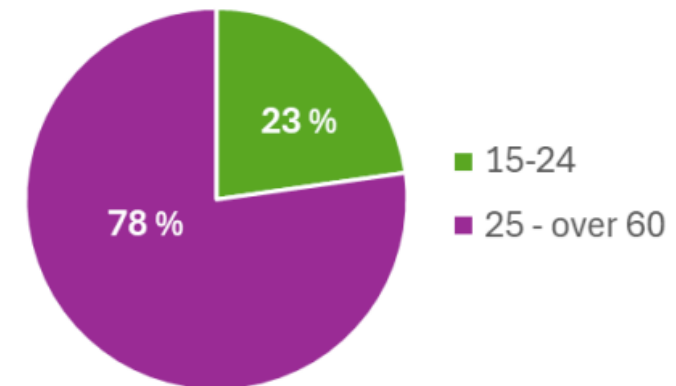
- a plan for the content of studies,
- learning environments (e.g. workplaces),
- schedules and
- personal support needed in studies.

The student's previously acquired competence can be identified and recognised. Only competences that are missing are acquired and therefore the length of the study depends on the student's personal need for competence development.

Students who have studied under a training agreement by age group in 2024



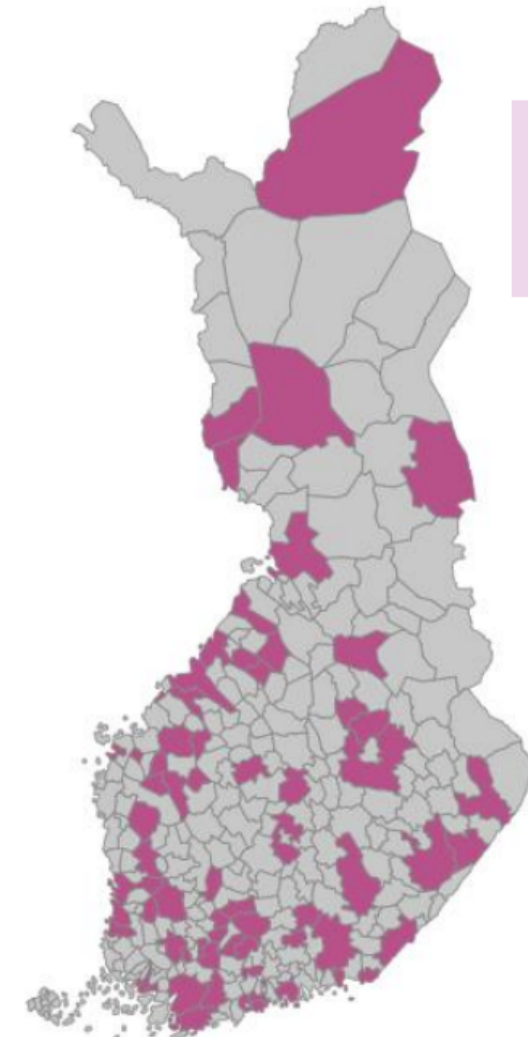
Students in apprenticeship training by age group in 2024



The education is designed to meet the needs of working life and students

Vocational education and training produces competence that meets the needs of working life and the student's personal goals.

- ✓ Personalisation of studies makes the student's learning path individual and flexible
- ✓ Supports employment and the transition to further studies
- ✓ Supports the availability of a skilled workforce
- ✓ Promote entrepreneurship
- ✓ Supports regional and national vitality



There are 133 VET providers in Finland

The role of working life in VET is diverse (1)

Education administration and providing of VET	Working life
National development of education is carried out in consultation and with the involvement of stakeholders.	Representatives of working life are involved in development working groups to bring a working life perspective.
Anticipation of competence development needs is done at national, regional and local level with stakeholders.	Representatives of working life and workplaces are involved in anticipating the development of their professional field and the skills needed in the medium and long term.
Develop the content of national qualifications requirements and local qualification units.	Representatives of working life provide up-to-date information on the needs and requirements of working life and thus ensure that the education meets the changing needs of working life.

The role of working life in VET is diverse (2)

Education administration and providing of VET	Working life
The VET provider plans the training together with student and provides learning on the job and maintains their own working life cooperation networks. Cooperation is also carried out with foreign workplaces for mobility periods.	Offers on-the-job learning through a training agreement or apprenticeship.
The VET provider supports workplace training and train workplace instructors in workplace guidance.	Professionals act as workplace instructors and train students.
The VET provider organises demonstrations in real work tasks in cooperation with workplaces and trains workplace assessors in student assessment.	Participates in the planning of the demonstration. A representative of working life acts as one of the assessors together with the teacher.
The VET provider supports the employment of students.	Through on-the-job training, employers get a channel to recruit new, skilled workforce immediately after training.

The role of working life in VET is diverse (3)

Education administration and providing of VET	Working life
Develop the learning environments of the educational institution.	Participates in the design of teaching facilities so that they correspond to working life.
The VET provider maintains the professional competence of teachers.	Offers teachers the opportunity to visit workplaces to update their professional skills.
The quality of vocational education and training is monitored and ensured at national level and at the level of each VET provider.	Ensure the quality of the implementation of demonstrations as members of the field-specific Business and Industry committees. Develop the quality of education by responding to national feedback surveys. Regular feedback is collected from workplace instructors and those responsible for cooperation with educational institutions. + The VET providers have many forms of cooperation in which working life is involved.

Common objectives among the EU member states

- The aim is to raise the level of education and employment, enable labour mobility, ensure the quality of vocational education and training and respond to the rapidly changing needs of working life.
- On 12 September 2025, the education ministers of the European Union member states approved [The Herning Declaration](#), which sets out guidelines for vocational education and training in Europe until 2030. The aim is to build a flexible, proactive and sustainable education system that supports the green and digital transitions. The declaration emphasises the importance of continuous learning and competence renewal, a working life orientation and the strengthening of apprenticeship training.
- European cooperation has been going on for more than 20 years, which has resulted in the creation of **the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET)**, among other things.
- **The quality of vocational education and training is developed in the European EQAVET network** in line with European objectives. The Finnish National Agency for Education acts as the national reference point in this.

Kiitos – Thank you!



Why we need workplace tutors and some OSAO practices

Finnish vocational education and training is based on work orientation. Vocational education and training (VET) includes on-the-job learning in Finland or abroad.

Presented by Minna-Liisa Myllylä

Some background information about OSAO students learning in working life

- Number of days of learning in working life
1st of July 2023 – 30th of June 2024:
estimated 424 500 days (Customers Register Management)
- One period / student average 48 days
- Number of registered workplace tutors
approximately 5400 (Students Register Management)
- Approximately 8500 Students in OSAO
(2024)





What is a workplace tutor needed for?

- A workplace tutor plans, guides, and assess the student's learning at the workplace
- The workplace tutor is a professional in his/her own field, is familiar with the learning objectives of the student and the qualification/ modules to them.
- It is very important to be motivated to tutor. Other employees also take part in the tutoring.
- Tutoring is part of today's professionalism.

A workplace tutor – role and tasks

- Tutoring tasks should be divided at the workplace by shifts, alternate weeks or according to the special skills and work tasks of the employees
- The student and the tutor should work together
 - It is important to reserve time for tutoring and discussion
- The tutor helps student to plan his/ her learning at the workplace
- It is very important to give feedback for student about his/ her working and learning
- Eventually the tutor is also making the assessment of competence together with a teacher





We educate the workplace tutors

OSAO organize training for workplace tutors

- Online courses, self-guided online courses
- 1- 2 days customized workplace tutor training for companies
- 1-2 days industry specific course
- 1-2 hours lasting short info webinars
 - E.g. assessment of competence
 - Roles and tasks
- Vocational teachers give needed information for workplace tutors



Training content

- Support learning and guidance at workplace
- Good tutoring practices of working life
- How the supervisor or the employer, workplace tutor, student and teacher collaborate. Includes also roles and tasks.
- Competence demonstrations and competence assessment

OSAO cooperates with other vocational colleges, developes together workplace tutors training

- OSAO is a member of Ohjaan.fi. 
- Ohjaan.fi is a national cooperation network of vocational education institutions. Together we develop workplace tutors training. This network includes 27 vocational colleges.
- Oulu's TOPPI is collaborative system, organizing together training to the workplace tutors in the Oulu region:
 - Educational Consortium OSAO
 - Luovi Vocational College
 - The Diakonia College of Finland, Oulu Campus
 - PSK Adult Education Centre
 - The Oulu College of Services. Vocational education in Cleaning and Property Services and Restaurant and Catering Services.

Kiitos Thank You

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Guidelines for Working-Life Cooperation Developers – Good Practices Identified in the DevVET Project

How DevVET Pilots have been Implemented and Scaled

Presented by Timo Juntunen

Guidelines for working-life cooperation developers

- The guidelines for working-life developers is one of the key outputs of the DevVET project.
- Purpose is to compile lessons learned during the project and disseminate them among stakeholders involved in developing Kenya's dual TVET system. Furthermore, the purpose is to gain visibility for the development ideas of the TVET colleges involved in the DevVET project and to strengthen their opportunities to secure resources for implementing these ideas.
- In addition, the Guidelines include some identified challenges in dual TVET implementation and suggestions for system developers.
- Kenyan TVET colleges participating in the DevVET project have contributed to drafting the guidelines.

**Steps towards
improved cooperation
with working-life**

Strengthened cooperation structures with working-life			Sharing good practices effectively & learning together + Piloting & scaling up + Cooperating regionally and nationally + Acquiring resources = Better cooperation with working-life in TVET
Continuous communication	Formal partnerships & governance structures	Curriculum development	
Improved quality of learning during school block			
E-learning, LMS (management of large student groups)	Active and student-centred learning methods (management of large student groups)	Simulated learning environments, learning games (real learning environments)	
Improved quality of learning during industrial placement			
Pedagogical competences of in-company trainers	Competences of employers in inclusion and understanding special needs students		
More industrial placement & working-life more closely engaged in assessment of skills development			
Upgraded information systems for management of industrial placements	Improved conditions for evaluation of learning during industrial placement	Employers' assessment skills of skills development	

SIKRI TVC FOR THE BLIND AND DEAF

Sikri TVCBD is a specialized institution for learners with disabilities, we go beyond imparting knowledge by creating pathways to meaningful employment through practical oriented training coupled with industry experience

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Developing Working Life Collaboration in Vocational Education (DevVET) 2024-2026



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PROMOTING INDUSTRY INCLUSIVITY FOR SPECIAL NEEDS TRAINEES

SIKRI TVC FOR BLIND AND DEAF

Project Objectives	Results/Outputs	Next steps
• Enhance inclusivity in industries by targeted engagement, assessments, and support structures • Increase institution visibility & partnerships through marketing & collaboration for sustainable placements • Develop capacity by training industry personnel in KSL, strengthening psychosocial support, and implementing rehabilitation programs	• KSL Training: Curriculum finalized; pilot at Legrand Hotel; plan to train 20 New Life Deaf Aid staff • Industry Assessments: 3 companies assessed in Oyugis; accessibility recommendations issued • Outreach & Visibility: Materials developed; outreach in 5 counties; 33 new trainees enrolled • Sensitization & Support: 4 industry workshops (50 participants), 2 psychosocial sessions • Partnerships: 5 MOUs signed; 15 inclusive mentorship slots (9 utilized) • Rehabilitation: Ongoing workplace adjustments, reorientation & wellness support • M&E: Mentorship framework developed & applied	• Continue KSL training for industry personnel • Roll out orientation & mobility training for industries • Strengthen psychosocial support structures • Expand rehabilitation programs & document case studies • Enhance follow-up with trainees & industries • Enhance Partnerships • Extend outreach across the country • Track feedback from trainees & industry personnel

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THE MAWEGO NATIONAL POLYTECHNIC

The Mawego National Polytechnic is a premier public Technical and Vocational Education and Training (TVET) institution in Kenya, mandated by the TVET Act to provide quality, competency-based education and training. The institution offers diverse programs in engineering, applied sciences, business, ICT, and vocational skills, with a strong focus on industry linkages, innovation, and skills development for employability and self-reliance.



The Mawego National Polytechnic

Postal Address: P.O. Box 289-40222, Oyugis, Homa Bay County,

Email: info@mawegopoly.ac.ke **Website:** www.mawegopoly.ac.

Principal (Chief Principal)

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Customized Pedagogical Skill to Industry Experts

The Mawego National Polytechnic

Goals/Objectives

- Equip industry experts with pedagogical skills.
- Align training with CBET standards.
- Improve curriculum delivery using occupational standards & DACUM.
- Strengthen TVET–industry linkages.
- Build capacity in lesson planning, manuals & assessments.

Results/Outputs

- Customized curriculum with DACUM chart.
- Training manuals & assessment tools developed .
- Experts trained in pedagogy & assessment.
- Trainee data captured & analyzed.
- Industry stakeholders sensitized.
- Program preparation & budgeting completed.

Next steps

- Institutionalize program as CPD in TVETs.
- Provide follow-up mentorship for experts.
- Regularly update curriculum & tools.
- Expand training to more sectors.
- Implement M&E framework for outcomes.
- Strengthen industry linkages & MoUs.

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THE KERICHO NATIONAL POLYTECHNIC

- ❖ The Kericho National Polytechnic, a premier Kenyan institution for Technical and Vocational Education and Training (TVET)! Established in 2015.
- ❖ Currently, there are over 56 programs offered in six academic departments, namely: Electrical and Electronics Engineering Department, Building and Civil Engineering Department, Mechanical Engineering Department, Agriculture Department, Hospitality and Applied Science department, Business and ICT and satellite campuses in Chebwagan and Tebesonic.
- ❖ The Small Scale Development Project was handle by Bett Geoffrey-Contact Person, Benard Bett, Mercy Rotich, Nafula Cynthia and Leonard Rono.



THE KERICHO NATIONAL POLYTECHNIC
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Develop and Implement a Tool for Evaluating Learning Outcomes During Industrial Training Block

The Kericho National Polytechnic

Goals/Objectives	Results/Outputs	Next steps
• To develop a document that can evaluate trainee reaction, their learning comprehension, transfer of learning (application) from in-company trainer to trainee and capture in-company trainer reaction. • To develop a tool with little cost implication to both the company and the institution while evaluating the trainees on the job training. • To align the developed tool with The Kericho National Polytechnic OS. • To guide the work of the in-company trainer while assessing the trainees.	• Filled questionnaires. • Draft mentoring tool. • Digital evaluation method proposal. • Report on findings	• Development of the mentoring tool. • Capacity build of trainers, in-company trainers and trainees. • Full implementation of the project. • Continuous monitoring and evaluation

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THE KISII NATIONAL POLYTECHNIC

We are a TVET institution located in Kisii county-Kenya. We offer a variety of both technical and business courses. We are also a qualification awarding institution (QAI) under legal order no. 93 of 2016. The institution has embraced hands on skills training by partnering with various industries and institutions.

CONTACTS

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Website: www.kisiipoly.ac.ke

Principal: Dr. John Akola Email: info@kisiipoly.ac.ke

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E- INDUSTRIAL TRAINING MONITORING SYSTEM

Objectives	Expected results
• Equip institutions with a tool to track student progress during training. • Enable students to submit reports digitally and efficiently. • Facilitate digital feedback and assessments by supervisors and assessors in real time. • Reduce the overall administrative workload through automation.	• Improved monitoring and tracking of student performance • Enhanced communication and feedback between stakeholders • Streamlined administrative process, reduced paperwork • Accurate and transparent tracking of industrial placements.

DEVELOPMENT AND IMPLEMENTATION OF A STANDARDIZED COURSE FOR TRAINERS GUIDING TRAINEES during On-the-Job Learning Periods in Dual Training

Objectives	Expected results
• To develop a structured course to prepare industry supervisors and trainers for their roles as mentors in dual training. • To equip industry supervisors and trainers with mentoring, coaching, and evaluation skills for OJL trainees. • To foster strong collaboration between the polytechnic and partner industries.	• Digital Submission of Reports • Improved Monitoring and Tracking of Student Progress • Accurate Tracking of Industrial Placements • TOT curriculum • Trained TOTs • Effective industry training • Skilled trainees.
Next steps: 1. Capacity building 2. Piloting and implementation 3. Monitoring and evaluation	



Ms Miranda Pendo

Embedded Advisor

Dual TVET Coordination office

GIZ



About GIZ project

- The Promotion for Youth Employment and TVET project is a Kenyan - Finnish - German initiative to modernize TVET in Kenya.
- The project is jointly financed by Finland and Germany and implemented by GIZ, with the Ministry of Education. It runs from January 2023 – December 2026
- Working with 7 Finnish partners and 2 German institution partners, transferring skills and learning to KE TVETs = stronger collaboration between the two countries. The institution partners are:

Tampere University of Applied Science (TAMK)/Finn Church Aid; Kainuu Vocational College & Brahe Education Centre; Hame University of Applied Sciences (HAMK), Education Consortium OSAO, Novia University of Applied Sciences (Novia), Jyväskylä University of Applied Sciences (JAMK), University of Helsinki

- To date we have more than 6000 youth who have been onboarded on dual training between 2023 to date.

Summary of the project

1. A regulatory framework for Dual TVET is in place (*Dual TVET policy, standards, guidelines*)
2. Process and elements of Dual TVET are institutionalized in the TVET sector (*Dual TVET Unit at Ministry*)
3. National role-out of Dual TVET (*currently beyond 65 TVETs to 100+*)
4. Capacity development for Dual TVET is integrated in a national system of continuous professional development (*policy, standards and guidelines validation in October 2025*)
5. Efficiency and effectiveness of TVET is improved through digitalization (Hybrid Learning) – (*Partnering with KSTVET, also Finnish institution partnerships*)

Key milestones on TVET reforms in Kenya

- Kenya has had TVET reforms over the years, starting with transition to Competency Based Education (CBE) to ensure alignment with hands on skills. Dual Training is a form of Competency Based Training delivery.
- More recently, the introduction of the modularized curricula allowing for entry and exit into the labour market.
- Micro-skilling in line with industry needs – micro credentials. This also allows for sensitivity to learners based on entry behaviour allowing assessment and certification of all learners regardless of their individual cognitive and financial capacities
- Demand driven – curricula, industry led occupational standards and assessments with industry
- Institutional capacity building through machines, curricula, trainer training and management, accommodation and resource allocation. While only 4% of the budget is allocated to TVET, partnerships have enhanced the efficient use of resources enabling the TVETs to be competitive against other higher learning (universities)
- Stronger industry linkages for transition to labour market (functional and fully staffed Dual TVET Coordination and Industry Linkages Unit)
- Policies – dual TVET policy approved; CBET policy and CPD Policy under development and soon to have an overarching TVET policy.

How are the skills being used and will be used beyond the project period

- Focused on stronger partnerships and sustainability
- Training in institutions – across 21 TVET institutions partnering with Finnish partners; and transfer to the mentor institutions of the NPs
- Curricula (e.g. greened curricula where processes can be scaled up since the greening is new to the TVET curricula)
- Toolkits to guide the institutions and other institutions
- Scale up through KSTVET, NPs
- Other institutions can join online and listen in November workshop so they know who to reach out for digitization and modern pedagogy, individualized learning, greening and sustainability among other components.



Closing remarks

Sustainable development in vocational education calls for continuous collaboration with the working life around it.

Merja Paloniemi, project manager, OSAO

DevVET project

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Thank you!

Feedback survey will be delivered
automatically via email.