WHAT IS THE EUROPEAN TRAINING FOUNDATION (ETF)?

AGENCY OF THE EUROPEAN UNION

To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion.

www.etf.europa.eu

@ETFeuropa

The ETF has both an analytical and a developmental role and works within the EU policy framework.
ETF : COUNTRIES WE DIRECTLY WORK WITH

SOUTHERN AND EASTERN MEDITERRANEAN
Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia

SOUTH EASTERN EUROPE AND TURKEY
Albania, Bosnia and Herzegovina, former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia, and Turkey

EASTERN EUROPE
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia, and Ukraine

CENTRAL ASIA
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan
WHAT IS IT

FOR CITIZENS
A PARTICIPATORY PROCESS LEADING TO AN EVIDENCE-BASED ANALYSIS OF VET POLICIES IN A GIVEN COUNTRY.
THE JOURNEY

WHAT HAVE WE DONE AND WHY?
MILESTONES OF TORINO PROCESS
THE GOALS
THE COORDINATORS

2010
2012
2014
2016
THE JOURNEY

WHAT HAVE WE DONE AND WHY?

MILESTONES OF TORINO PROCESS

THE GOALS

THE COORDINATORS COMMUNITY

2010

2012

2014

2016
THE END RESULT: A REPORT

WWW.TORINOPROCESS.EU
BUT NOT ONLY A REPORT!

TO BUILD CONSENSUS on the possible ways forward in VET policy and system development, including:

Determining the state of the art and vision for VET development in the country

AND

After the 2014 edition, an assessment of whether countries are achieving the results they want and measuring progress in the reform implementation.
WHAT ARE THE QUESTIONS ABOUT?

A. VISION AND STRATEGY
   • Vision and progress
   • Legislation

B. ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND
   • Factors shaping demand for skills
   • Solutions for identifying demand
   • Solutions for matching skill demand with supply
   • Access to work through better transition
   • Access to work through business creation and self-employment

C. ADDRESSING SOCIAL AND INCLUSION DEMAND
   • Factors shaping demand for VET
   • Access, participation, progression
   • Delivering to demand

D. INTERNAL EFFICIENCY OF THE VET SYSTEM
   • Teaching and learning
   • Learning conditions
   • Quality assurance
   • Learning outcomes

E. GOVERNANCE AND POLICY PRACTICES
   • Update on governance arrangements
   • Assessment of governance arrangements
<table>
<thead>
<tr>
<th>TYPE</th>
<th>REQUIREMENT</th>
<th>GUIDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALITY-OF-RESPONSE REQUIREMENTS</td>
<td>01 Evidence and Analysis</td>
<td>Present, describe, and analyse evidence for the response.</td>
</tr>
<tr>
<td></td>
<td>02 Progress</td>
<td>How do the developments described in the response compare to the preceding TRP round?</td>
</tr>
<tr>
<td></td>
<td>03 Gender</td>
<td>Does gender influence as factor the findings presented in the response and if yes, how?</td>
</tr>
<tr>
<td>TRANSVERSAL RESPONSE REQUIREMENTS</td>
<td>04 Local dimension</td>
<td>How do the responses matter, locally?</td>
</tr>
<tr>
<td></td>
<td>05 Innovation</td>
<td>Are there practices and solutions that you would characterise as innovative with respect to the issues discussed in the response?</td>
</tr>
<tr>
<td></td>
<td>06 Social partnerships</td>
<td>Do social partnerships form or influence part of the solutions discussed under requirements No. 1 and 3?</td>
</tr>
</tbody>
</table>
ADDED VALUE VIS A VIS THE EU

- Shared Basis for Policy Dialogue
- Identification of Joint Priorities
- TRP Used for Shaping EU Cooperation/Investments
- Benchmarking
DOES IT CONTRIBUTE TO IMPROVE THE SYSTEM?
## FOUR PRINCIPLES

| 01 | Ownership of both process and results by partner country stakeholders. |
| 02 | Broad participation in the process as a basis for reflections and consensus building/policy learning. |
| 03 | Holistic approach, using a broad concept of VET for both young people and adults and adhering to a system approach, including links to economic and social demands. |
| 04 | Evidence or knowledge-based assessment. |
From ETF assessment to Self-assessment

ETF writing the report and leading the process

Facilitated self-assessment

Full ownership

COUNTRY OWN RESOURCES
From National level to sub-national involvement

- National level
  RESTRICTED GROUP (macro perspective)
- INCREASED PARTICIPATION AT NATIONAL AND SUB-NATIONAL LEVEL
- TRP at sub-national level
  OR SECTOR LEVEL
EVOLUTION: PARTICIPATION

From inviting around the table to contribution of stakeholders

Social partners/non gov organizations GUESTS

Social partners/NGOs consulted

Social Partners/NGOs contribute actively

Clear role of stakeholders in contributing to the policy cycle and to the process
OVERALL PROCESS DEVELOPMENT SINCE 2014

- Ownership
- Broad participation
- Holistic approach
- Evidence-based assessment
1. OWNERSHIP

PROGRESS SINCE 2014

- More countries took full ownership of both process as well as the analysis (20 SELF-ASSESSMENTS, with new entries Palestine, Tajikistan, Kyrgyzstan, Uzbekistan, Armenia)
- **Sub-national dimension** developed (3 countries run TRP at sub-national level)
- Torino Process is now largely understood as the opportunity to review the progress made in the VET sector
- Torino Process as a strategic input for the EU budget support and for other international donors
1. OWNERSHIP – SOME EXPERIENCES

**Republic of Moldova** used the TRP to address most useful priorities in form of short-term actions not covered by the EU budget support (e.g. tracer study, Labour Market observatory), supporting the implementation of the VET strategy. TRP complemented the budget support and helped to create a dialogue.

**Israel** used the TRP to strengthen the partnership of all stakeholders and the structured dialogue.

In **Ukraine**, the regional dimension became extremely important not only in creating dialogue among stakeholders, but it also became the principal source to be used for the decisions on decentralization modalities and funding.
2. BROAD PARTICIPATION

PROGRESS SINCE 2014

- TRP 2016 built on already strengthen level of participation from the previous round
- Enlarged participation during the consultation process in terms of stakeholders involved, though limited to IVET
- Involvement of sub-national level (more diversification)
- Limited involvement of NGOs and research players

Figure 2: Broad participation by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)
STAKEHOLDERS IN TORINO PROCESS 2016

Stakeholders participating in TRP/RIGA by type (%)

- International: 23%
- Private national: 9%
- Public national: 14%
- Private subnational: 3%
- Public subnational: 50%

Stakeholders participating in TRP/RIGA by category (%)

- Ministries: 28%
- Other governmental agencies: 21%
- Education providers: 20%
- Industry/business/workers’ organisations: 15%
- Donors: 8%
- Research organisations: 5%
- Others: 1%
- NGOs: 1%
**2. BROAD PARTICIPATION – SOME EXPERIENCES**

Georgia focused on ensuring the participation of all relevant stakeholders to provide basis for broad consensus and agreements on policy choices and implementation. The TRP working group consisted of 26 members with the representatives of public ministries and agencies, Geostat, social partners, VET educational institutions, experts, international organizations and civil society. Continuous electronic communication helped to keep the involvement of the working group high.

Bosnia and Herzegovina set up a large working group. Four formal meetings took place as well as regular contacts between the coordinator and other stakeholders, which ensured active contribution into the process and report drafting.

Tunisia run the TRP assessment at both national and regional levels. This provided richer input in terms of evidence, but also in terms of the stakeholder groups involved in the process, which would not be possible to achieve if focusing only on the national dimension.
3. HOLISTIC APPROACH

**PROGRESS SINCE 2014**

- There is progress with regards the coverage of important information for IVET, but still very little in terms of CVT, LLL, and new sectors (future): limited sectors and research input.

- The **strategic role of VET** has become recognized in many countries.

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**Figure 3: Holistic approach by region**

*Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)*
4. EVIDENCE-BASED ASSESSMENT

PROGRESS SINCE 2014

- Stronger links with the national statistical offices
- More countries used stakeholder consultations, interviews or focus groups in a more structured way to complement quantitative evidence
- Better use of existing evidence can be detected in several countries

Figure 4: Evidence-based assessment by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)
Kazakhstan gathered evidence from various stakeholders relevant for VET. Besides quantitative data, the working group used stakeholder meetings as well as (structured) focus groups to gather additional evidence. TRP as an opportunity to revisit the database of education data in terms of data coverage and data use.

Macedonia, FYR based the report on different types of evidence such as official strategic and conceptual documents, analytical reports, reviews, graphics, quantitative statistical data as well as responses to questionnaires sent to the institutions involved in the process.
TORINO PROCESS

DOES IT CONTRIBUTE TO BETTER PERFORMANCE?
From problem identification to tracking progress and impact

**TRP used for setting the picture: problem identification**
In a first phase the TRP is used for understanding what is the situation and feeds the policy development phase. It is followed by VISIONING and STRATEGY development.

**TRP USED for setting ACTIONS**
Within a context where strategies are set and there is a vision for long term change, the TRP is used for feeding the policy making phase, in particular to decide on policy options. The TRP feeds formulation including analysis of policy options and ex-ante impact assessment.

**TRP used for monitoring**
In a context where implementation of change is ongoing the TRP becomes a monitoring tool and the space for dialogue where the adjustments are made, this includes evaluation and feedback on implementation results and impact.
### HOW HAS TRP CONTRIBUTED?

#### Ownership

(1 – not at all; 5 – to a very high extent)

<table>
<thead>
<tr>
<th></th>
<th>SEET</th>
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#### Broad participation

(1 – not at all; 5 – to a very high extent)

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<td>3.8</td>
<td>3.3</td>
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#### Holistic approach

(1 – not at all; 5 – to a very high extent)

<table>
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<td>3.4</td>
<td>3.3</td>
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</table>

#### Evidence

(1 – not at all; 5 – to a very high extent)

<table>
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<tr>
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<td>2.6</td>
<td>3.5</td>
<td>3.3</td>
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</table>
WHY TOGETHER?

LEARNING FROM EVIDENCE

MOVING SKILLS FORWARD

MOVING SKILLS FORWARD TOGETHER

CHANGING SKILLS FOR A CHANGING WORLD

2011  2013  2015  2017
WHAT IS NEXT
• KICK OFF TRP 2019-2020 : NEW COUNTRIES JOINING
• GUIDELINES LAUNCHED IN DECEMBER 2018
• ASSESSMENT ADDED TO THE PACKAGE
• OBSERVERS STATUS
LIFE-LONG LEARNING

ASEM WORKSHOP
POPULATION

AN AGEING POPULATION

All ETF PCs will increase the proportion of population aged 60+ by 2030

Source: UNPD, World Population Prospects | Ageing speed: difference between 2030 and 2015 of the share of population aged 60+

ADULT POPULATION

Almost all ETF PCs will increase the proportion of population aged 35-50 by 2030

Source: UNPD, World Population Prospects | Ageing speed: difference between 2030 and 2015 of the share of population aged 60+
PARTICIPATION IN LIFELONG LEARNING (%)
WHAT ARE COUNTRIES DOING?

- LARGE SCALE PROGRAMMES FOR TRAINING OF ADULT POPULATION
- VALIDATION OF PRIOR LEARNING
- PROFESSIONAL QUALIFICATIONS
- SPECIFIC ACTIONS FOR VULNERABLE GROUPS
WHAT ARE COUNTRIES DOING?

- Extending access of youth from vulnerable groups to formal VET
- Creating partnerships between education, community services organisations, employers and relevant government agencies
- Active labour market programmes
- Ad hoc training programmes
TOP PRIORITIES EMERGING ACROSS COUNTRIES

- Introduction, development or speed up the implementation of NQF
- Increase role of social partners in VET policy cycle
- Implementing existing reforms
- Upgrade skills of VET teachers and trainers
Upgrade skills of teachers and trainers
Strengthen social partnership
Develop mechanisms to encourage employers for public private partnership in revising VET content
Take into account socio-economic factors that shape demand for skills
Introduction, development or speed up the implementation of NQF
Develop an integrated vision for VET
EASTERN PARTNERSHIP AND RUSSIA

Number of countries reporting the priority

Develop mechanisms for career guidance

Introduction, development or speed up the implementation of NQF

Upgrade skills of teachers and trainers

Develop work-based learning

Strengthening implementation of existing reforms

Improve VET attractiveness
SOUTH EASTERN EUROPE AND TURKEY

Number of countries reporting the priority

- Strengthen entrepreneurial learning
- Improve initial and continuing professional development of VET teachers and trainers, including in-company trainers and mentors
- Promote work-based learning
- Shape VET provision in line with the demands for skills
- Develop targeted programs for ensuring equal access to vulnerable groups
- Introduce and/or further develop the implementation of NQF
Number of countries reporting the priority

0 1 2 3 4 5 6 7 8 9

- Strengthening implementation of existing reforms
- Develop mechanisms, to ensure stronger economic sectors involvement in skill analysis and matching with the labour market needs
- Increase inter-ministerial and public-private coordination in order to implement VET reforms
- Increase role of social partners in VET policy cycle
- Improvement of teachers and trainers’ issues

SOUTHERN AND EASTERN MEDITERRANEAN
DIVERSIFICATION
COOPERATION