Summary of Torino Process 2018-20 findings in the SEET region
WHAT IS THE TORINO PROCESS?

A participatory process leading to an analysis of human capital development issues and policy responses in different countries.
WHY DO WE DO IT?

To provide a reliable source of information for national policies in particular the programming of EU assistance and external support, in order to inform national strategies.
HOW DO WE DO IT?

There are four Torino Process principles:

- Ownership
- Participation
- Evidence-based
- Holistic
250 people involved
28 donors
Ministries of education play a key role as coordinators
WHAT IS IT USED FOR?

Input to post-2020 VET strategies

Strategies
Monitoring skills and employment
Institutional cooperation
Policy dialogue and inter-
and IPA programming

European Training Foundation
Working for the
A CHANGING WORLD, A CHANGING REGION

Climate change

Technological and digital change

Demographic shifts

Globalisation, market integration, connectivity
Shrinking Skills Supply

Human capital implications in the region

Matching future supply needs of human capital underutilisation

Potentially always better skills sets

Skills mismatches

Skills depreciation due to unemployment and inactivity

Difficult transition from school to work

Limited upskilling and reskilling

Changing economy and labour market

Lower fertility rates;

Ageing; emigration

Improved education and attainment but not education incidence of underachievement at early stages in education

Boost key competences (digital, entrepreneurial etc.) to ensure adaptability

Limited upskilling and reskilling

Difficult transition from school to work

Skills mismatches

Skills depreciation due to unemployment and inactivity

Improved education and attainment but not education incidence of underachievement at early stages in education

Lower fertility rates;

Ageing; emigration

Improved education and attainment but not education incidence of underachievement at early stages in education

Boost key competences (digital, entrepreneurial etc.) to ensure adaptability

Limited upskilling and reskilling

Difficult transition from school to work

Skills mismatches

Skills depreciation due to unemployment and inactivity

Improved education and attainment but not education incidence of underachievement at early stages in education

Lower fertility rates;

Ageing; emigration
Benchmarcking ET2020 - Candidate Countries (2018)

Source: ETF database, Eurostat

Early leavers (% 20-24y old)

Tertiary attainment (% 30-34y old)

Employment rate (% 20-64y old)

Lifelong learning (% 25-64y old)

Low-achievers Reading (% 15y old)

Employment recent graduates (% 20-34y old)
Underachievement in key competences (2015)

Source: OECD PISA database, RS (2012)
ETF - Working for a global Europe

VET students (%) at upper secondary level (2017/18)

Source: ETF database, Eurostat Note: 2018

<table>
<thead>
<tr>
<th>Country</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU (2015)</td>
<td>43.1</td>
<td>42.9</td>
<td>43.3</td>
</tr>
<tr>
<td>XK</td>
<td>40.7</td>
<td>39.5</td>
<td>41.9</td>
</tr>
<tr>
<td>TR</td>
<td>42.9</td>
<td>42.1</td>
<td>43.7</td>
</tr>
<tr>
<td>RS</td>
<td>44.2</td>
<td>43.4</td>
<td>45.0</td>
</tr>
<tr>
<td>MK</td>
<td>45.6</td>
<td>44.9</td>
<td>46.3</td>
</tr>
<tr>
<td>ME</td>
<td>46.9</td>
<td>46.1</td>
<td>47.7</td>
</tr>
<tr>
<td>BA</td>
<td>48.2</td>
<td>47.5</td>
<td>48.8</td>
</tr>
<tr>
<td>AL</td>
<td>49.5</td>
<td>48.7</td>
<td>50.3</td>
</tr>
</tbody>
</table>

Source: ETF database, Eurostat Note: 2018

Note: * 2018
ETF - Working for a Global Europe

Population aged 15+ by education (2018)

Source: ETF database, Eurostat; Note: *2017

EU: 27

XK (2016): 70

TR: 57

RS: 60

MK: 60

WE: 60

AL*: 59

Notes:
- Primary education (ISCED 0-2)
- Lower second education (ISCED 3-4)
- At most compulsory (ISCED 5-8)

Note: *2017
Labour force (aged 15+) by education (2018)

Source: ETF database, Eurostat
Source: ETF database, Eurostat; Note: *2017
Employment rate of recent graduates (2017)

(%) of 20-34-year-olds

High-school general

High-school vocational

University

EU

TR

RS

MK

WE

ETF - Working for a Global Europe
Note: Calculation available for ME, MK, RS in Western Balkans.

Source: ETF 2019 (Skills Mismatch Measurement Database)
EVOLVING EDUCATION AND TRAINING SYSTEMS

Matching skills to emerging needs of the economy

Ensuring access to learning opportunities and making skills visible for all (flexible and inclusive learning pathways)

Modernising VET provision (including in collaboration with business sector)

COMMON AREAS FOR ACTION
MATCHING SKILLS TO THE EMERGING NEEDS OF THE ECONOMY

1. Monitoring education outcomes
2. Skills demand and supply projections
3. Labour market and skills information systems
4. Career guidance, orientation, and dissemination
SOME EXAMPLES

OCCUPATIONAL OUTLOOKS

TRACER STUDIES (PILOT OR REGULAR)

EXPANDING EDUCATION MANAGEMENT SYSTEMS (IN ALL COUNTRIES)

POTENTIAL OF DATA SYSTEMS
2. MODERNISING VET PROVISION

- Enhance school-business cooperation, dual education and practical learning in education programmes

- Reinforce key competences in VET

- Improve adaptability of teaching staff

- Entrepreneurship (fostered by entrepreneurial learning and teacher training) and digital skills (but need for better equipment)

- Enhance school-business cooperation
3. Ensuring access to learning opportunities and making skills visible for all

Enhanced monitoring and early warning on school disengagement of students with special needs

Upskilling and reskilling of adults

National qualifications frameworks

Validation of non-formal and informal learning

For ALL

UpSkilling Opportunities

Skills Transparency and Relevance
EU CONTRIBUTION TO VET AND LLL REFORMS

ERASMUS – school level cooperation, bottom – up initiatives

referring to processes, EGAVER, ETA, Youth Guarantee etc.

EU led initiatives catalyst for reforms and cooperation (EQF and

and system change

IPA I and II – tested innovations in education and training systems

measures to link education to labour market and learners’ needs

EU – countries policy dialogue – push for reforms and targeted

EU CONTRIBUTION TO VET AND LLL REFORMS
WHAT'S NEXT?

- Intensify work based learning
- Reflect occupational changes
- Embed digital and entrepreneurial principles
- Intensify work based learning
- Mainstream quality assurance
- Quality and relevance of education

Mainstream quality assurance
WHAT’S NEXT?

- consolidate the business liaison roles at school and local levels
- effective and continuous partnerships in qualification development and delivery
- partnerships to address learners’ needs
- sustainable financing mechanisms
WHAT'S NEXT?

- Expand the network of adult learning providers and reach deprived regions
- Foster quality assurance in lifelong learning
- Against the backdrop of demographic change, vocational schools to take up responsibilities in providing upskilling and reskilling services to adults
- Foster quality assurance in lifelong learning

OF ADULTS
UPSKILLING AND RESKILLING
What’s next?

Skills intelligence systems for future-proof education and training policies

- Boost the anticipation of skills needs
- Consolidate their labour market and skills information systems and reflect results in career guidance

In medium to long-term
WHAT'S NEXT?

CONSOLIDATE MONITORING AND EVALUATION IN EDUCATION AND TRAINING

- Foster interinstitutional cooperation in data sharing and usage
- Address remaining current data gaps in area of VET and LLL
- Full harmonisation with international survey instruments or classifications
- Foster interinstitutional cooperation in data sharing and usage
Thank you

www.etf.europa.eu