

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
vocational education and training
policy responses in different
countries.



WHY DO WE DO IT?

To provide a reliable source of information for national policies and external support, in particular the programming of EU assistance



HOW DO WE DO IT?

There are four Torino
Process principles

Ownership

Participation

Evidence-based

Holistic



FACTS & FIGURES

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
and IPA programming

Policy dialogue and inter-
institutional cooperation

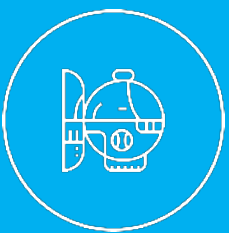
Monitoring skills and employment
strategies



A CHANGING WORLD, A CHANGING REGION



Globalisation;
market
integration;
connectivity



Technological and
digital change



Climate change



Demographic
shifts

HUMAN CAPITAL IMPLICATIONS IN THE REGION

SHRINKING SKILLS SUPPLY

- Lower fertility rates; ageing; emigration
- Incidence of underachievement at early stages in education
- Improved education attainment but not always better skills sets

UNDERUTILISATION OF HUMAN CAPITAL POTENTIAL

- Skills depreciation due to unemployment and inactivity
- Difficult transition from school to work
- Skills mismatches

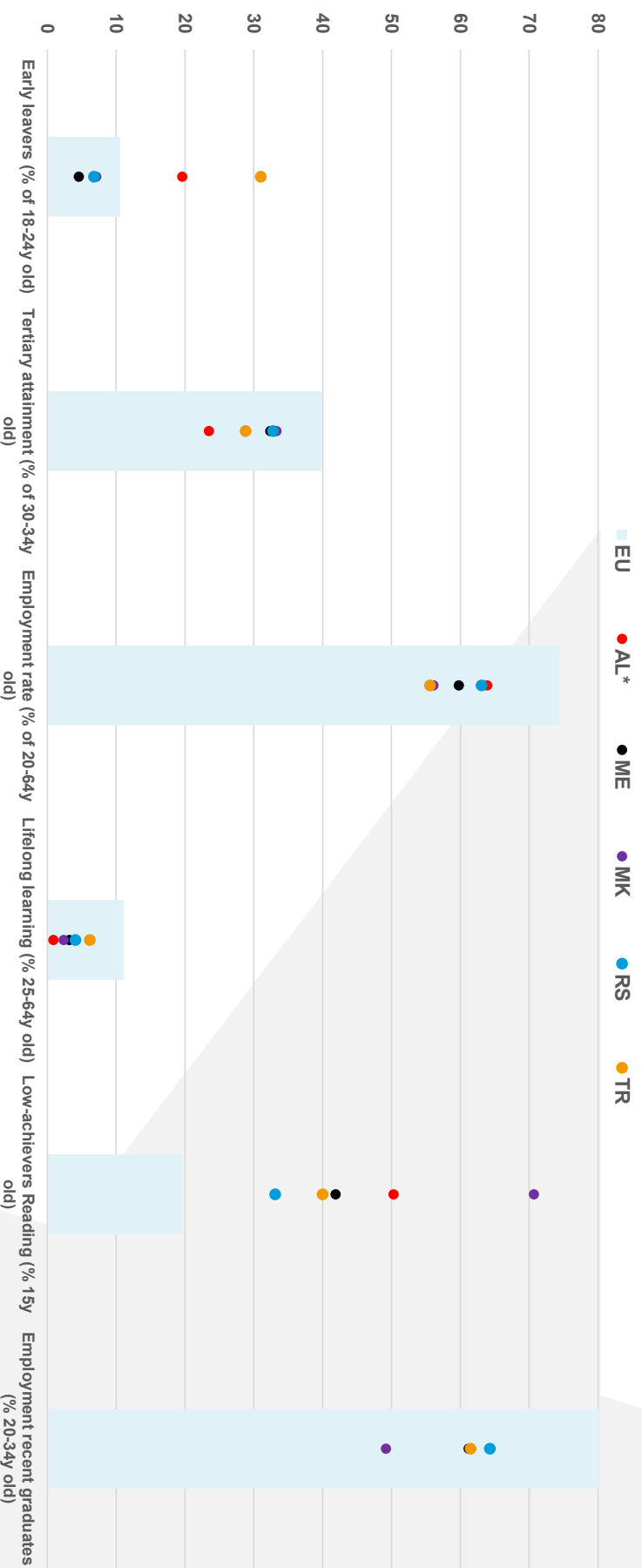
MATCHING FUTURE SKILLS NEEDS

- Changing economy and labour market
- Limited upskilling and reskilling
- Boost key competences (digital, entrepreneurial etc.) to ensure adaptability



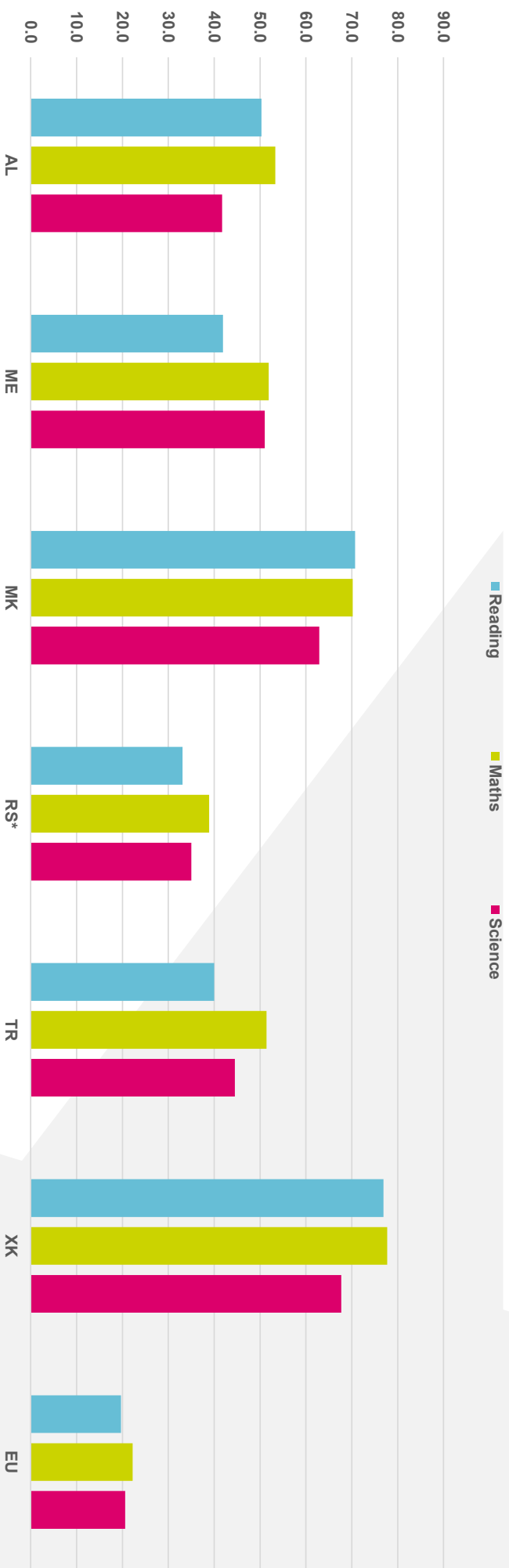
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Benchmarking ET2020 - Candidate Countries (2018)



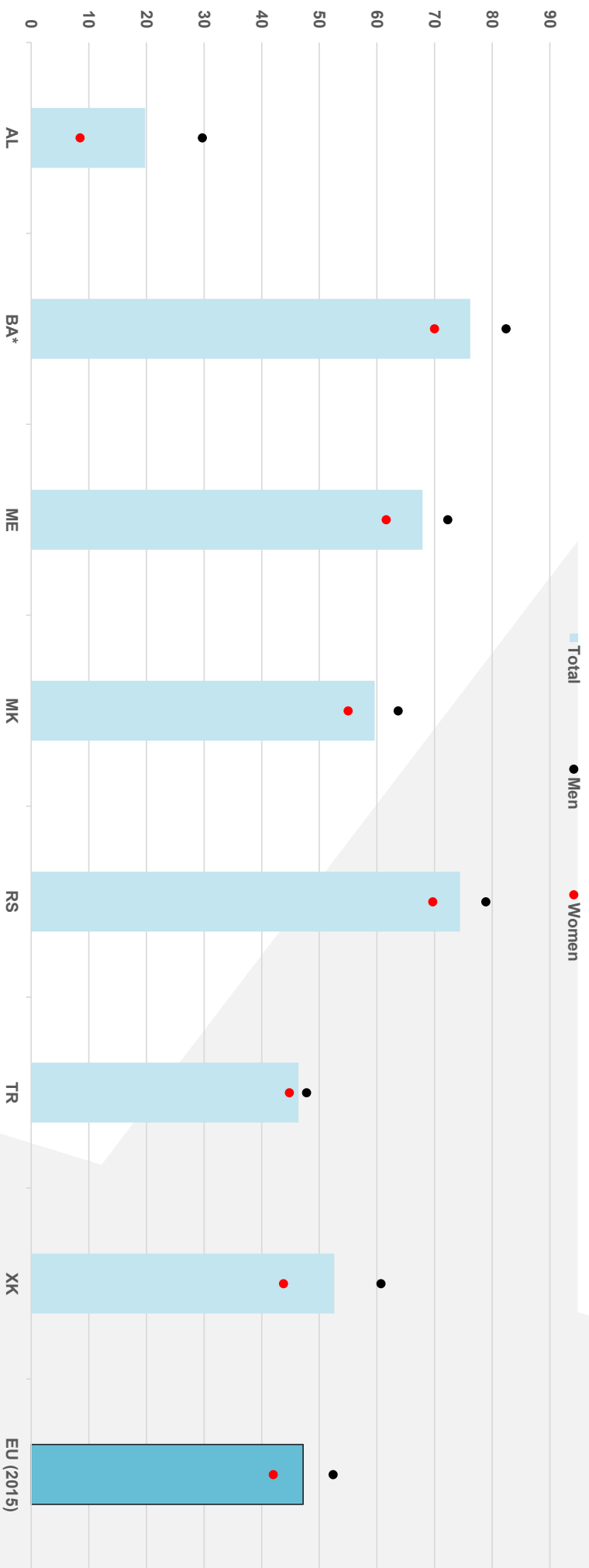
Source: ETF database, Eurostat

Underachievement in key competences (2015) (% of 15-year-olds)



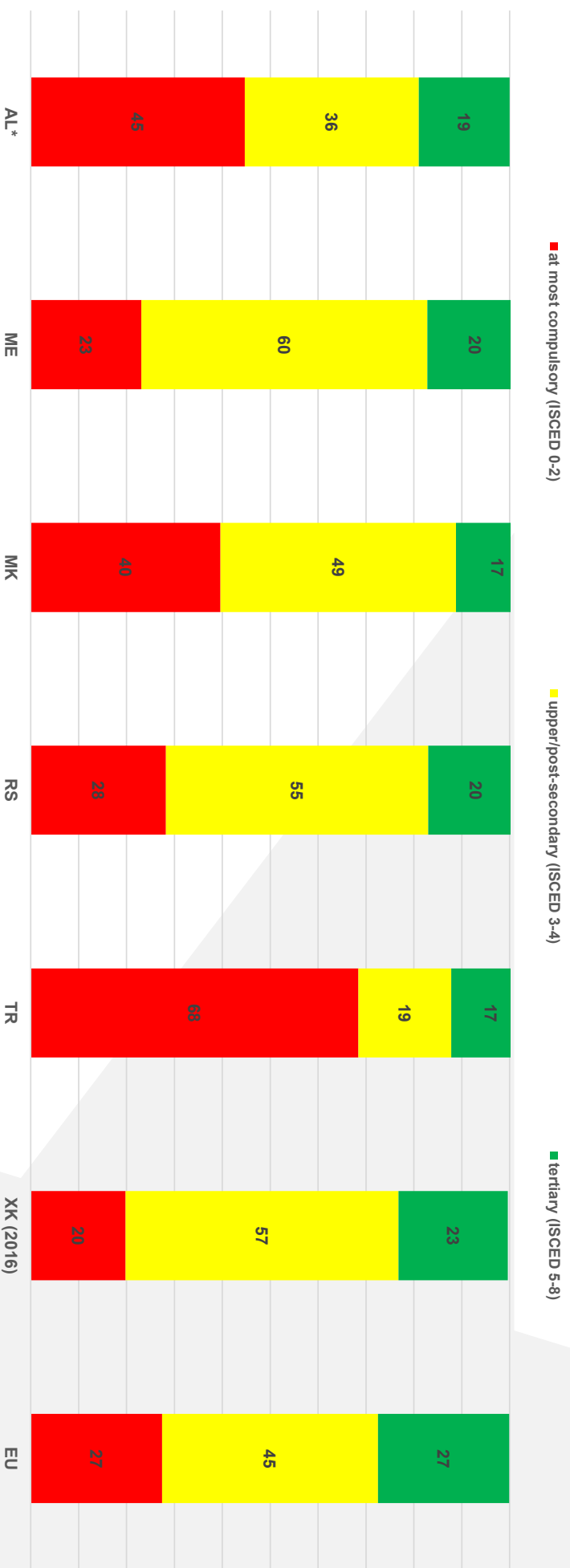
Source: OECD PISA database, RS (2012)

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



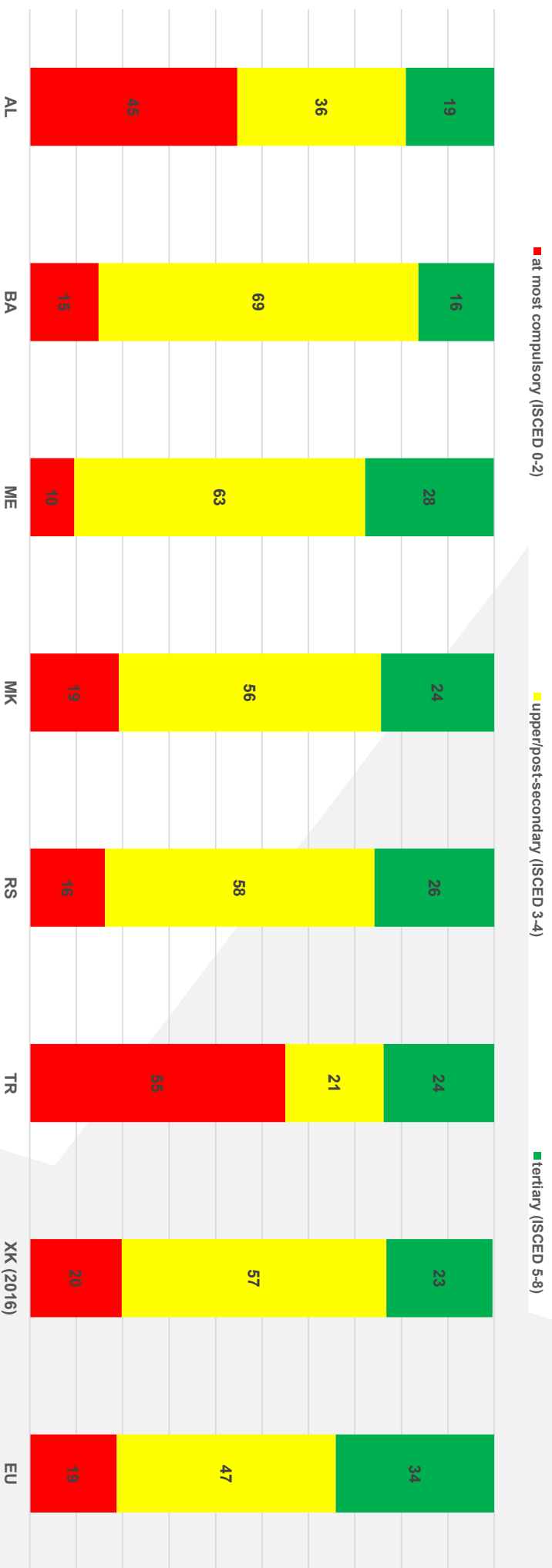
Source: ETF database, Eurostat; Note: * 2018

Population aged 15+ by education (2018)

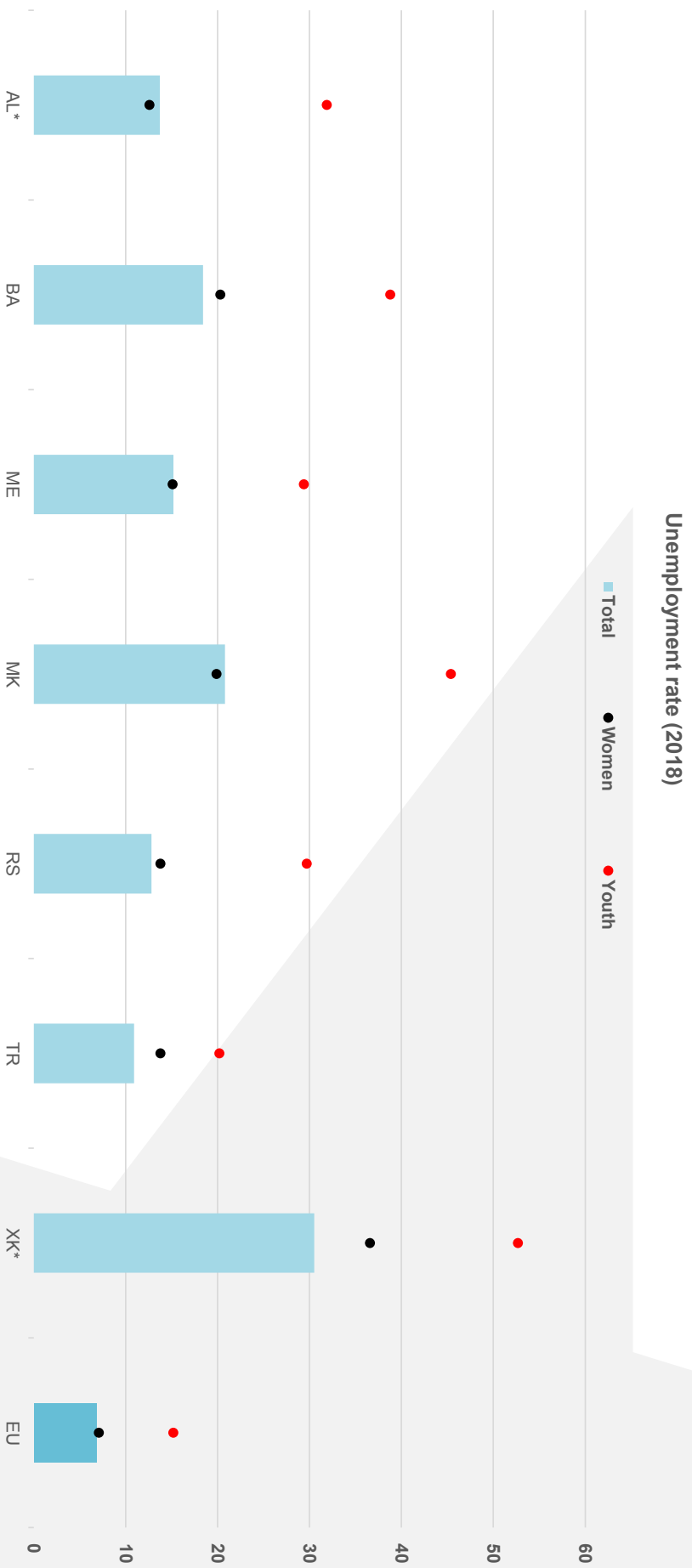


Source: ETF database, Eurostat; Note: *2017

Labour force (aged 15+) by education (2018)

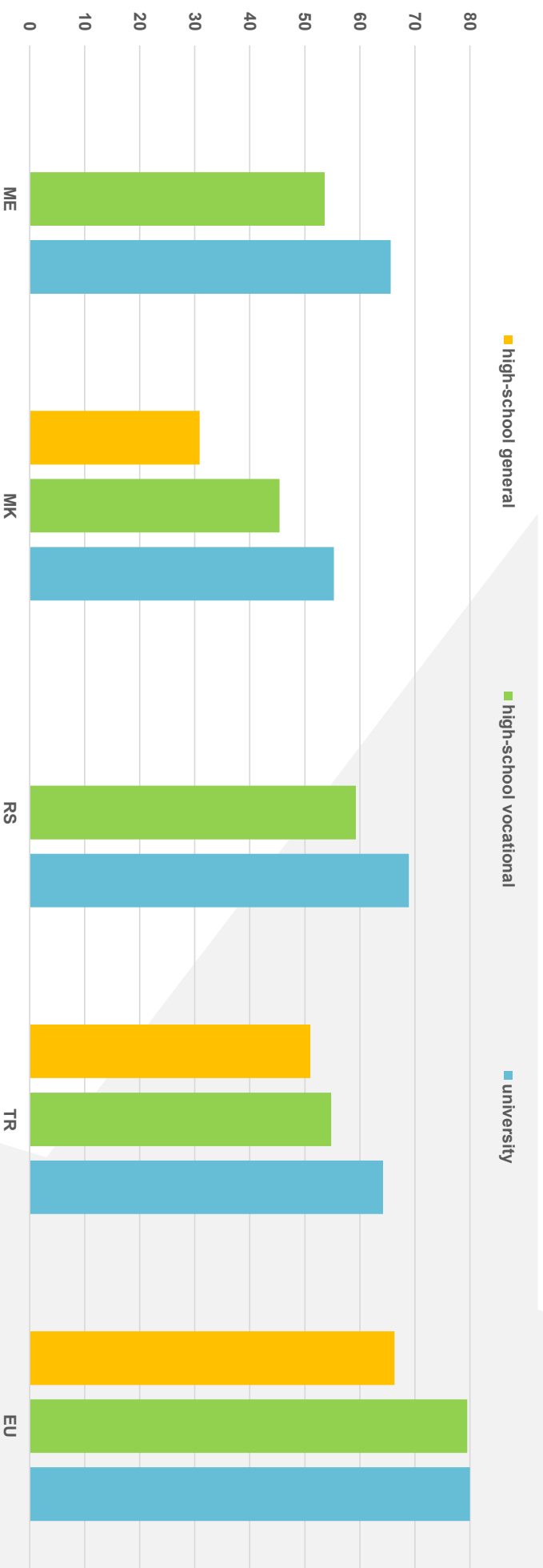


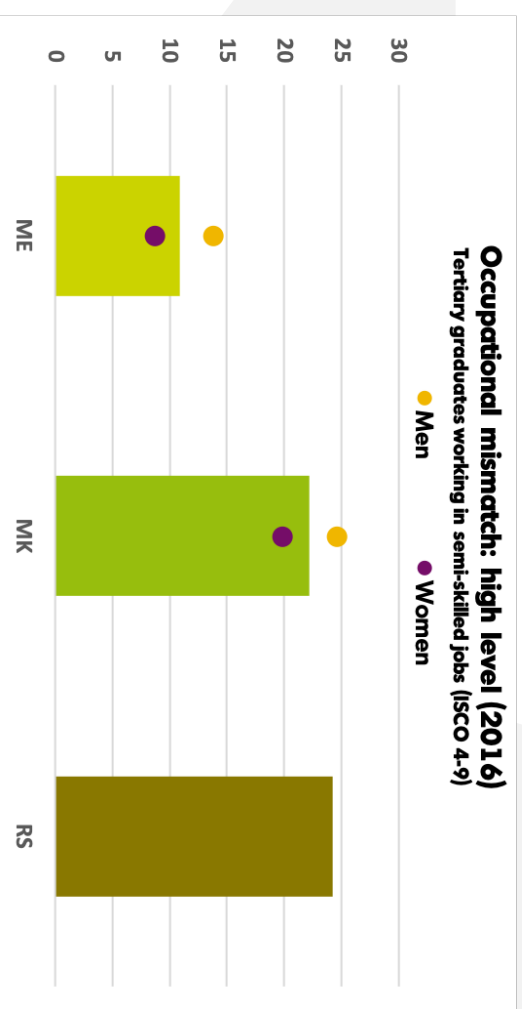
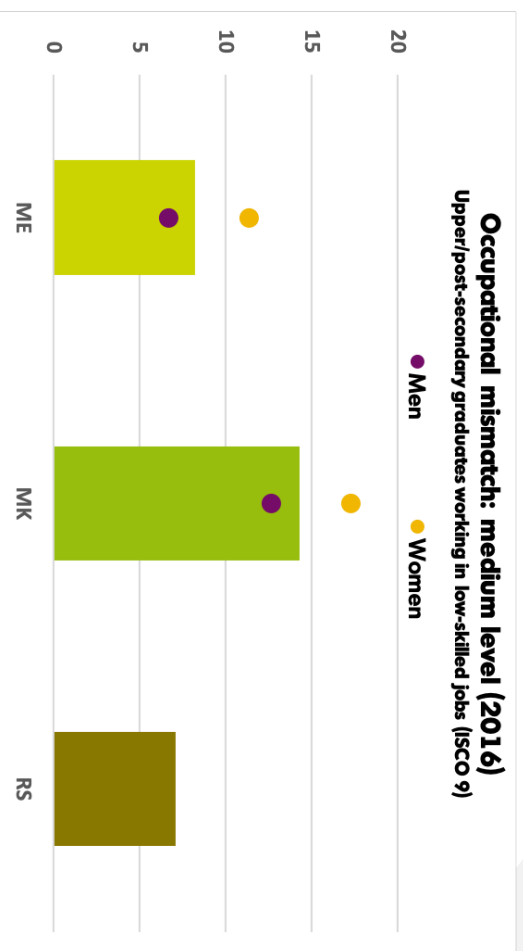
Source: ETF database, Eurostat



Source: ETF database, Eurostat; Note: *2017

Employment rate of recent graduates (2017) (% of 20-34-year-olds)





Source: ETF 2019 (skills mismatch measurement database)

Note: Calculation available for ME, MK, RS in Western Balkans

EVOLVING EDUCATION AND TRAINING SYSTEMS

COMMON AREAS FOR ACTION

- ★ Matching skills to emerging needs of the economy
- ★ Modernising VET provision (including in collaboration with business sector)
- ★ Ensuring access to learning opportunities and making skills visible for all (flexible and inclusive learning pathways)

1. MATCHING SKILLS TO THE EMERGING NEEDS OF THE ECONOMY

Monitoring
education
outcomes

Skills
demand
and supply
projections

Labour
market and
skills
information
systems

Career
guidance,
orientation
(dissemin-
ation)

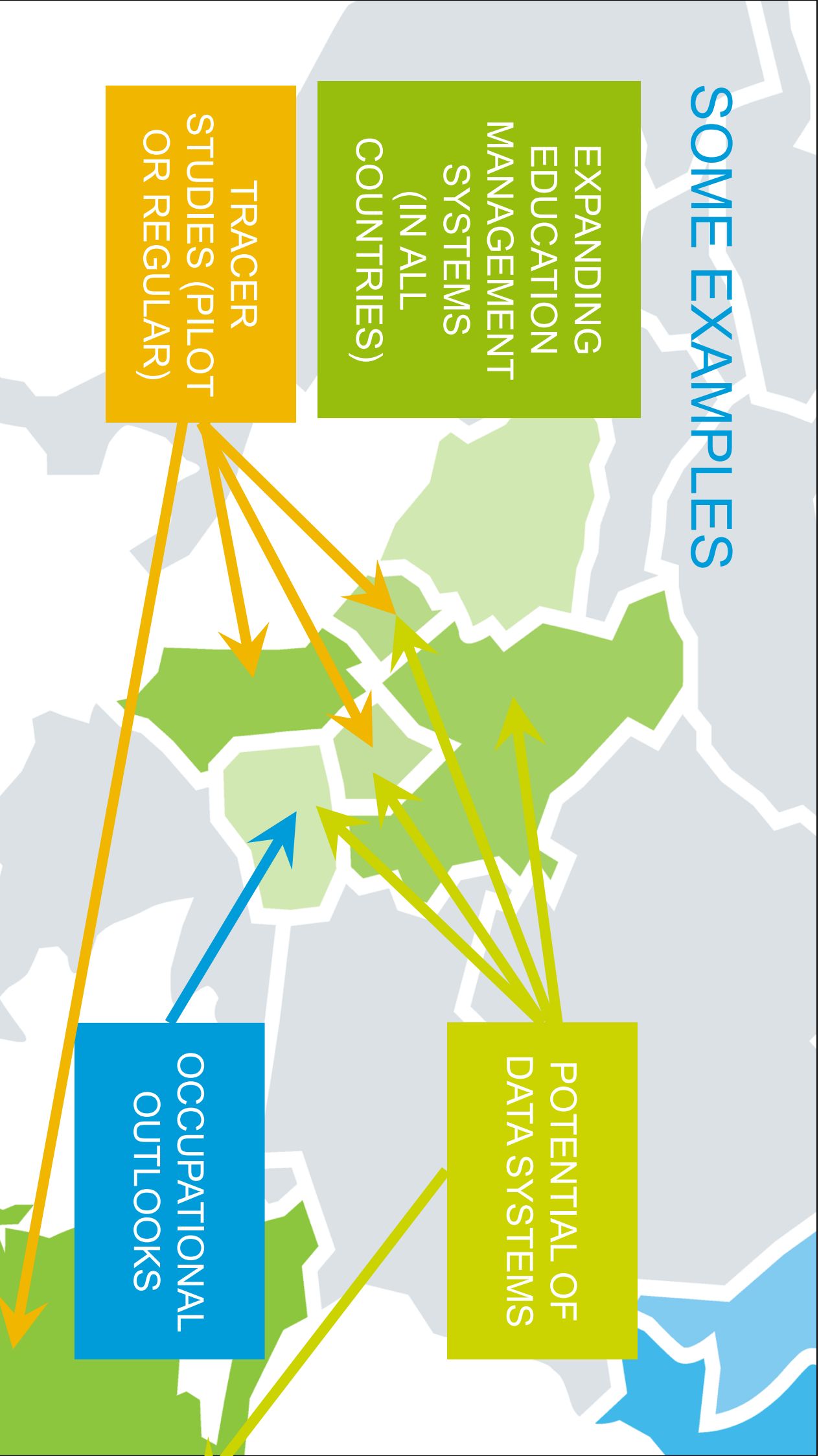
SOME EXAMPLES

EXPANDING
EDUCATION
MANAGEMENT
SYSTEMS
(IN ALL
COUNTRIES)

TRACER
STUDIES (PILOT
OR REGULAR)

POTENTIAL OF
DATA SYSTEMS

OCCUPATIONAL
OUTLOOKS



2. MODERNISING VET PROVISION

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

Reinforce key competences in VET

- ✓ digital skills (but need for better equipment and teacher training)
- ✓ entrepreneurial learning and entrepreneurship (fostered in all countries)

Improve adaptability of teaching staff

3. ENSURING ACCESS TO LEARNING OPPORTUNITIES AND MAKING SKILLS VISIBLE FOR ALL

SKILLS TRANSPARENCY AND RELEVANCE

National qualifications frameworks

Validation of non-formal and informal learning

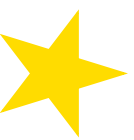
UPSKILLING OPPORTUNITIES FOR ALL

Students with special needs

Enhanced monitoring and early warning on school disengagement

Upskilling and reskilling of adults

EU CONTRIBUTION TO VET AND LLL REFORMS



EU – countries policy dialogue – push for reforms and targeted measures to link education to labour market and learners' needs



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



EU led initiatives catalyst for reforms and cooperation (EQF and referencing process, EQAVET, EAfA, Youth Guarantee etc.)



ERASMUS – school level cooperation, bottom – up initiatives



Working together
Learning for life

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WHAT'S NEXT?

QUALITY AND RELEVANCE OF EDUCATION

- mainstream quality assurance principles
- embed digital and entrepreneurial skills in VET and LLL
- reflect occupational changes
- intensify work based learning

WHAT'S NEXT?

GOVERNANCE
MECHANISMS;
COOPERATION
WITH
BUSINESS
SECTOR

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

WHAT'S NEXT?

UPSKILLING AND RESKILLING OF ADULTS

- Expand the network of adult learning providers and reach deprived regions and learners
- 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

WHAT'S NEXT?

SKILLS
INTELLIGENCE
SYSTEMS FOR
FUTURE-
PROOF
EDUCATION
AND TRAINING
POLICIES

- boost the anticipation of skills needs in medium to long-term
- consolidate their labour market and skills information systems and reflect results in career guidance

WHAT'S NEXT?

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

CONSOLIDATE
MONITORING
AND
EVALUATION IN
EDUCATION AND
TRAINING



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Thank you

www.etf.europa.eu