

ASIA-EUROPE MEETING

POLICY DIALOGUE AND STAKEHOLDERS ENGAGEMENT



Manuela Prina Jakarta 4th June 2018

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



ETF : COUNTRIES WE DIRECTLY WORK WITH

SOUTHERN AND EASTERN MEDITERRANEAN

Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia

EASTERN EUROPE

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

SOUTH EASTERN EUROPE AND TURKEY

Albania, Bosnia and Herzegovina, former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia, and Turkey

CENTRAL ASIA

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan



TORINO PROCESS

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?

2010



MILESTONES
OF TORINO
PROCESS

2012



THE
GOALS

2014



THE COORDINATORS
COMMUNITY

2016



THE JOURNEY

WHAT HAVE WE
DONE AND WHY?

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MILESTONES
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THE
GOALS

2014



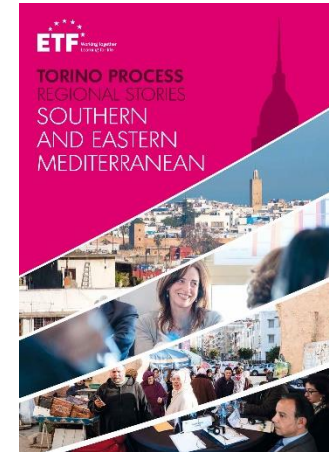
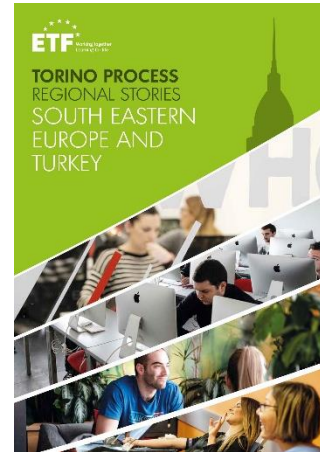
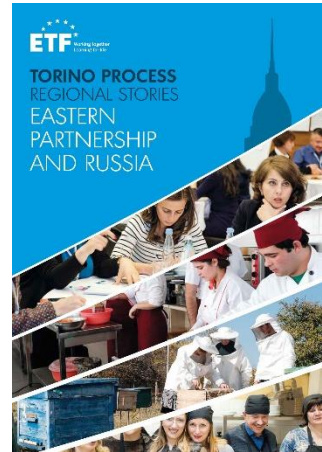
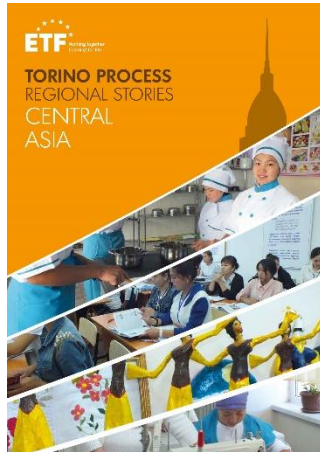
THE COORDINATORS
COMMUNITY

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
-

WHAT ARE THE RESPONSE REQUIREMENTS ABOUT?

TYPE	REQUIREMENT	GUIDANCE
QUALITY-OF-RESPONSE REQUIREMENTS	01 Evidence and Analysis	Present, describe, and analyse evidence for the response.
	02 Progress	How do the developments described in the response compare to the preceding TRP round?
TRANSVERSAL RESPONSE REQUIREMENTS	03 Gender	Does gender influence as factor the findings presented in the response and if yes, how?
	04 Local dimension	How do the responses matter, locally?
	05 Innovation	Are there practices and solutions that you would characterise as innovative with respect to the issues discussed in the response?
	06 Social partnerships	Do social partnerships form or influence part of the solutions discussed under requirements No. 1 and 3?

ADDED VALUE VIS A VIS THE EU

**SHARED BASIS
FOR POLICY
DIALOGUE**

**IDENTIFICATION
OF JOINT
PRIORITIES**

**TRP USED FOR
SHAPING EU
COOPERATION/IN
VESTMENTS**

BENCHMARKING

TORINO PROCESS

**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

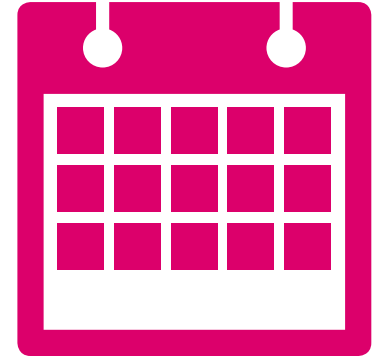
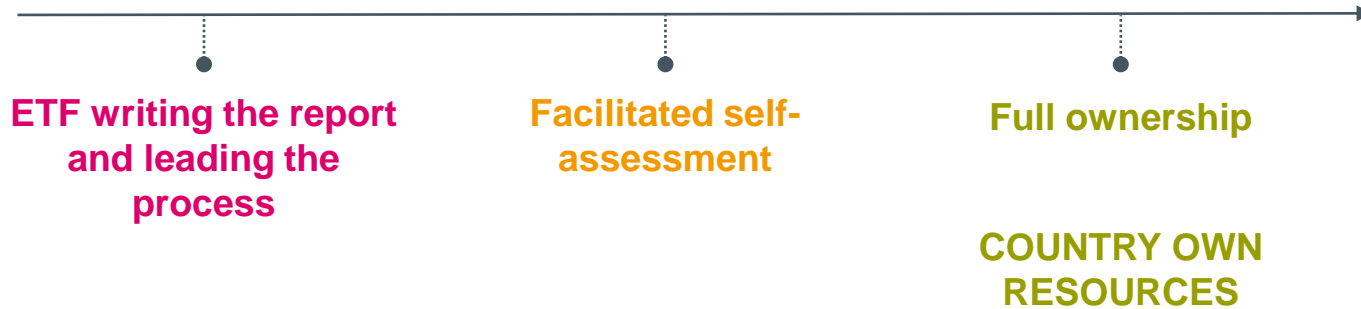
Holistic approach,
using a broad concept
of VET for both
young people and
adults and adhering
to a system approach,
including links to
economic and social
demands.

04

**Evidence or
knowledge-
based**
assessment.

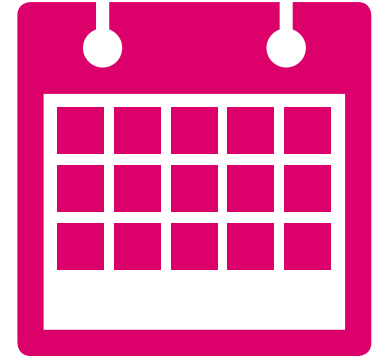
EVOLUTION : OWNERSHIP

From ETF assessment to Self-assessment



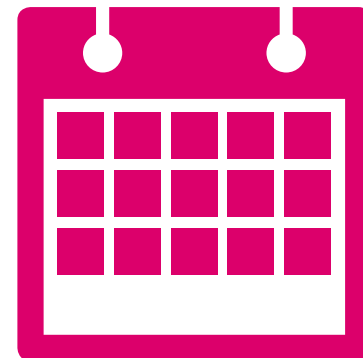
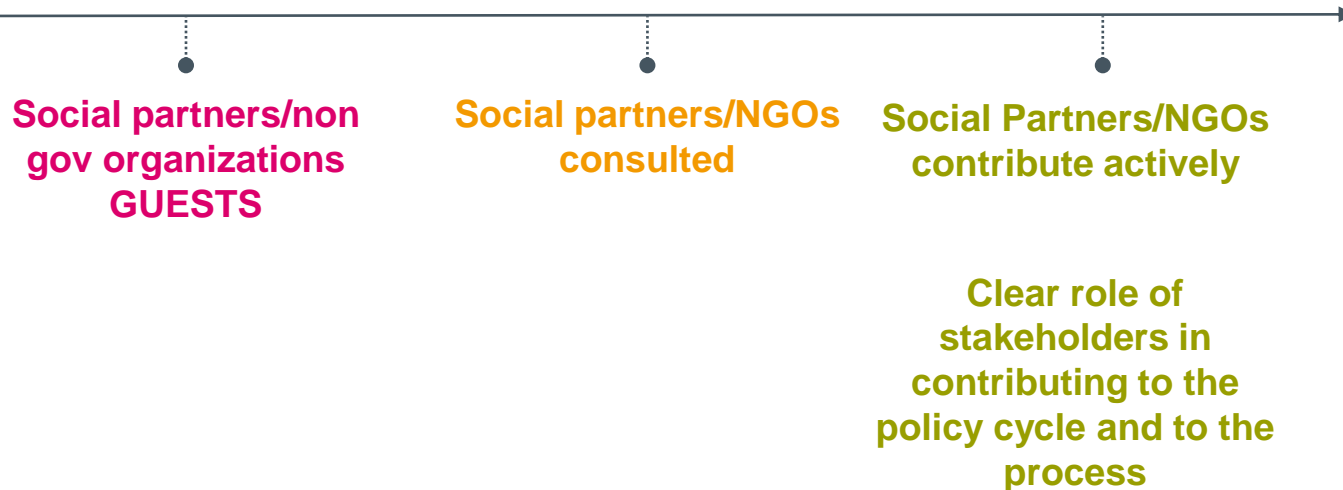
EVOLUTION: PARTICIPATION

From National level to sub-national involvement

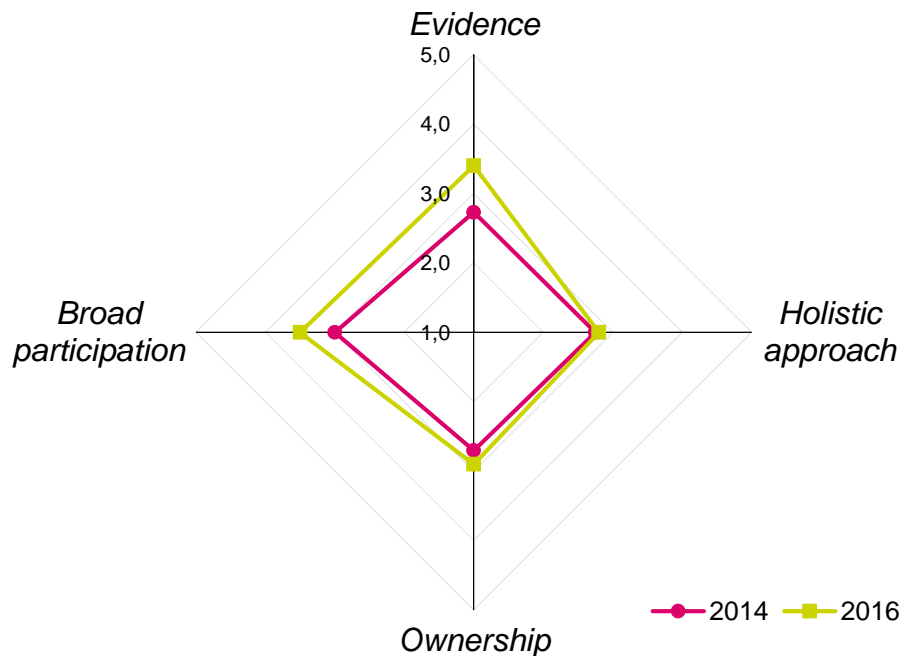


EVOLUTION: PARTICIPATION

From inviting around the table to contribution of stakeholders



OVERALL PROCESS DEVELOPMENT SINCE 2014



Ownership

Broad participation

Holistic approach

Evidence-based
assessment



1. OWNERSHIP

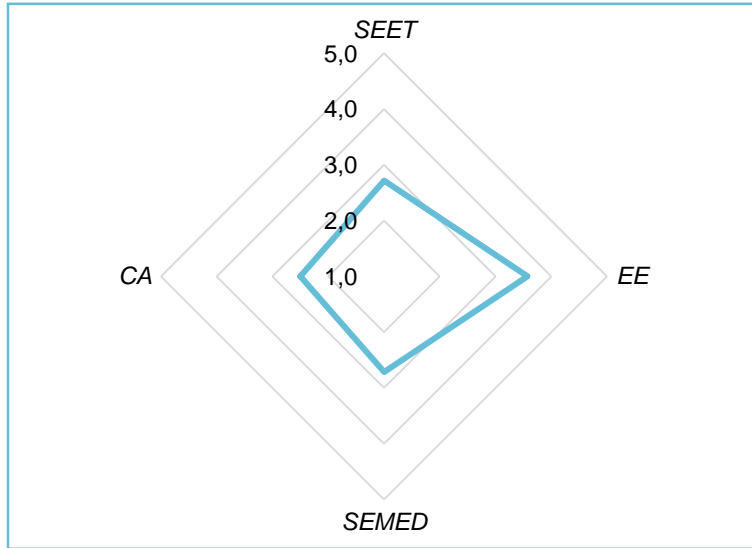


Figure 1: Ownership by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)

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

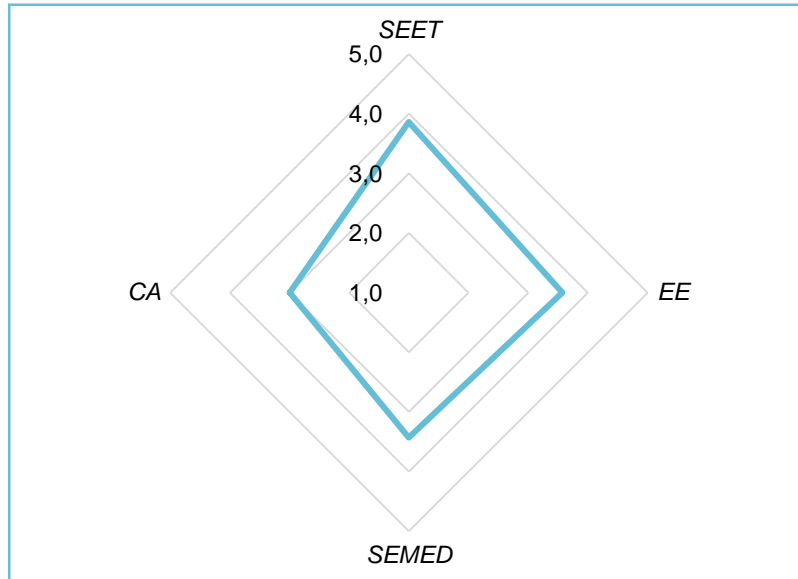


Figure 2: Broad participation by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)

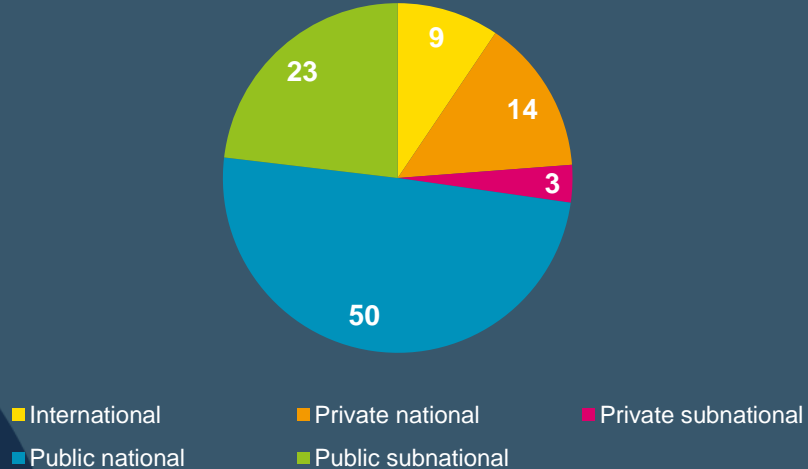
PROGRESS SINCE 2014

- ❑ 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



STAKEHOLDERS IN TORINO PROCESS 2016

Stakeholders participating in TRP/RIGA by type (%)



Stakeholders participating in TRP/RIGA by category (%)



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

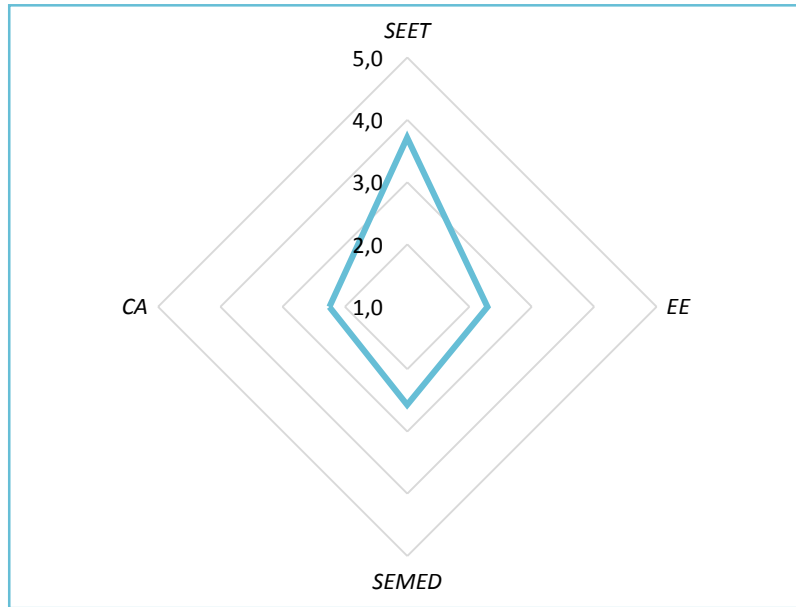


Figure 3: Holistic approach by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)

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



4. EVIDENCE-BASED ASSESSMENT

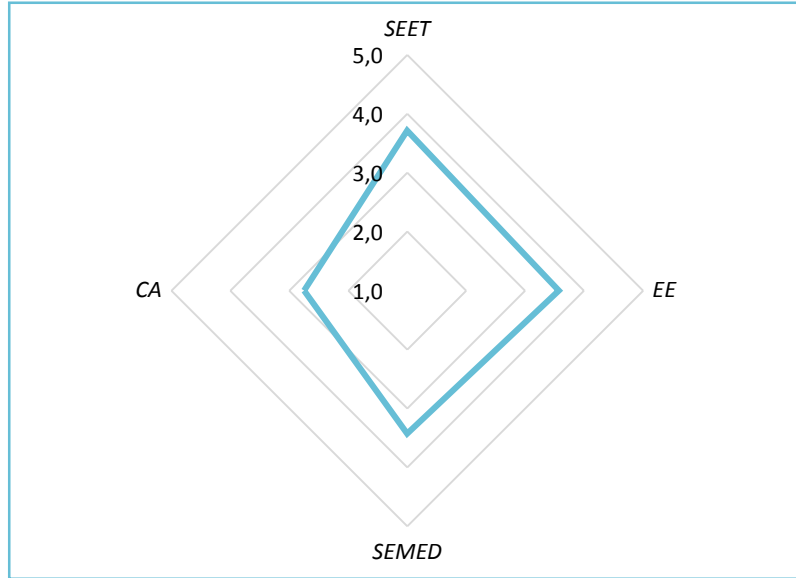


Figure 4: Evidence-based assessment by region
Note: Average scores for each region (SEET, SEMED, EE – 7 countries, CA – 4 countries)

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



4. EVIDENCE-BASED ASSESSMENT – SOME EXPERIENCES

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.



**DOES IT CONTRIBUTE TO
BETTER PERFORMANCE**



EVOLUTION : ACTION FOR CHANGE

From problem identification to tracking progress and impact

TRP used for setting the picture: problem identification

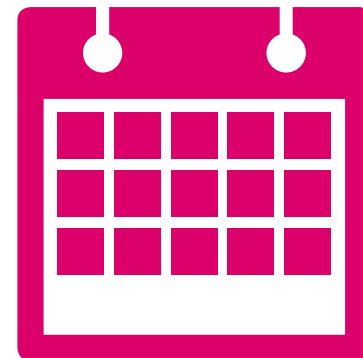
in a first phase the TRP is used for understanding what is the situation and feeds the policy development phase. It is followed by VISIONING and STRATEGY development

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

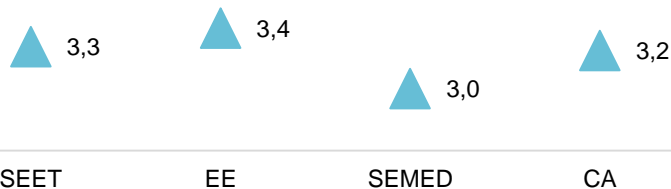
In a context where implementation of change is ongoing the TRP becomes a monitoring tool and the space for dialogue where the adjustments are made, this includes evaluation and feedback on implementation results and impact



HOW HAS TRP CONTRIBUTED ?

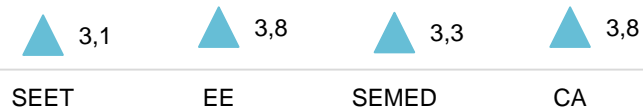
Ownership

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



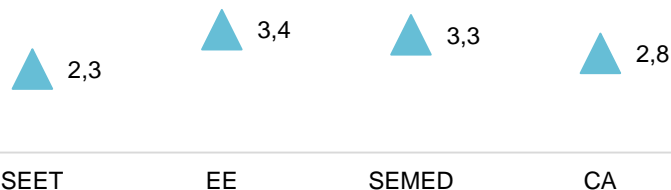
Broad participation

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



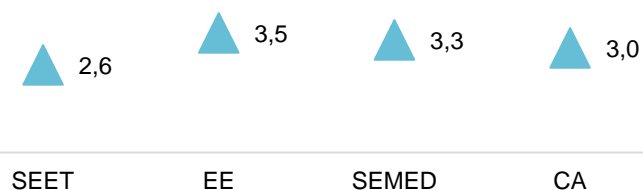
Holistic approach

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



Evidence

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



WHY TOGETHER?

LEARNING
FROM
EVIDENCE

2011



MOVING
SKILLS
FORWARD

2013



MOVING SKILLS
FORWARD
TOGETHER

2015



CHANGING
SKILLS FOR
A CHANGING
WORLD

2017



WHAT IS NEXT



NEXT STEPS

- **KICK OFF TRP 2019-2020 : NEW COUNTRIES JOINING**
- **GUIDELINES LAUNCHED IN DECEMBER 2018**
- **ASSESSMENT ADDED TO THE PACKAGE**
- **OBSERVERS STATUS**





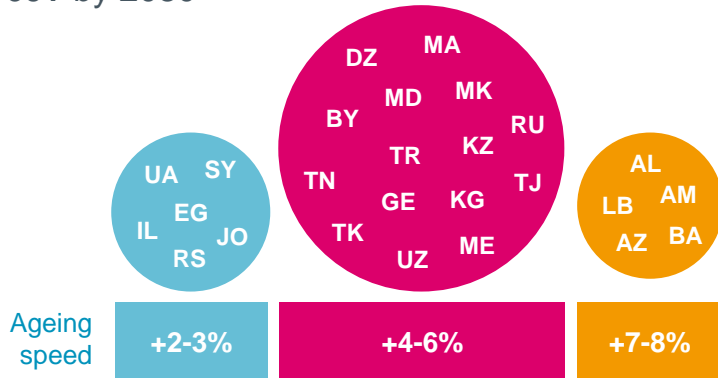
LIFE-LONG LEARNING

ASEM WORKSHOP

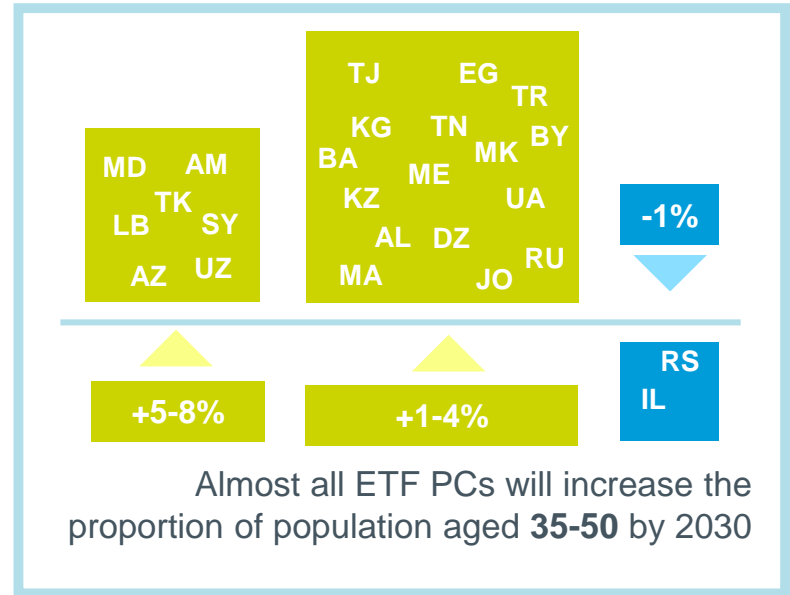
POPULATION

AN AGEING POPULATION

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

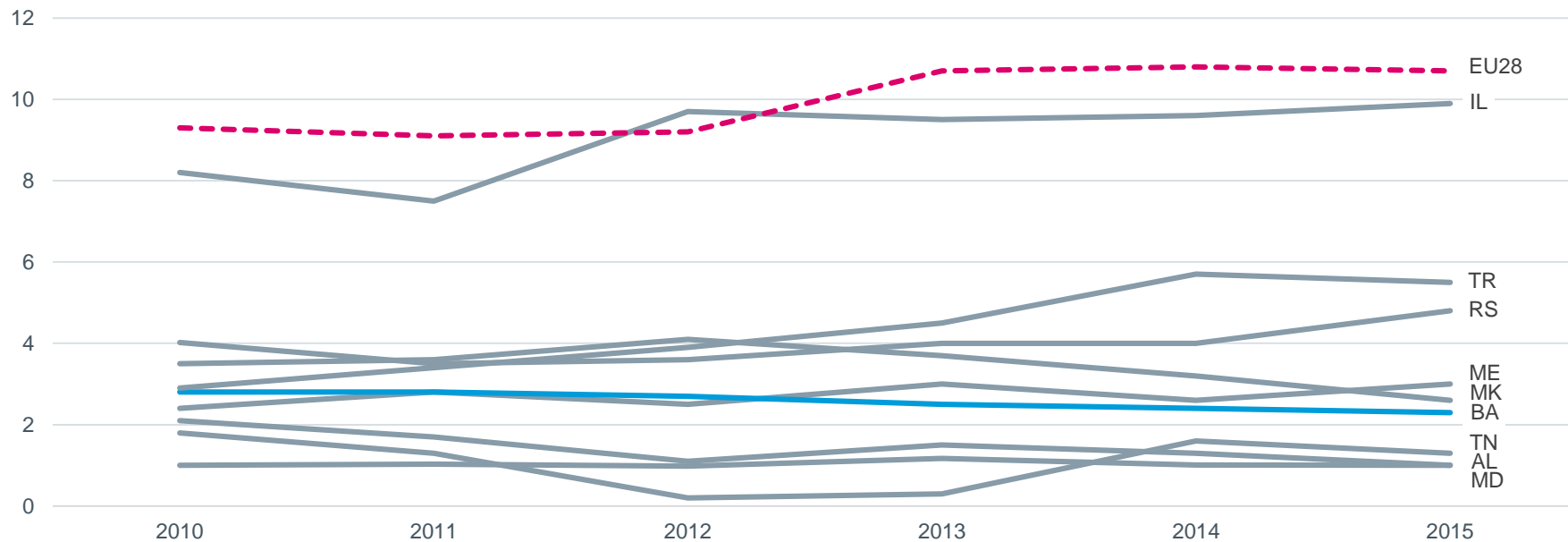


ADULT POPULATION



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?

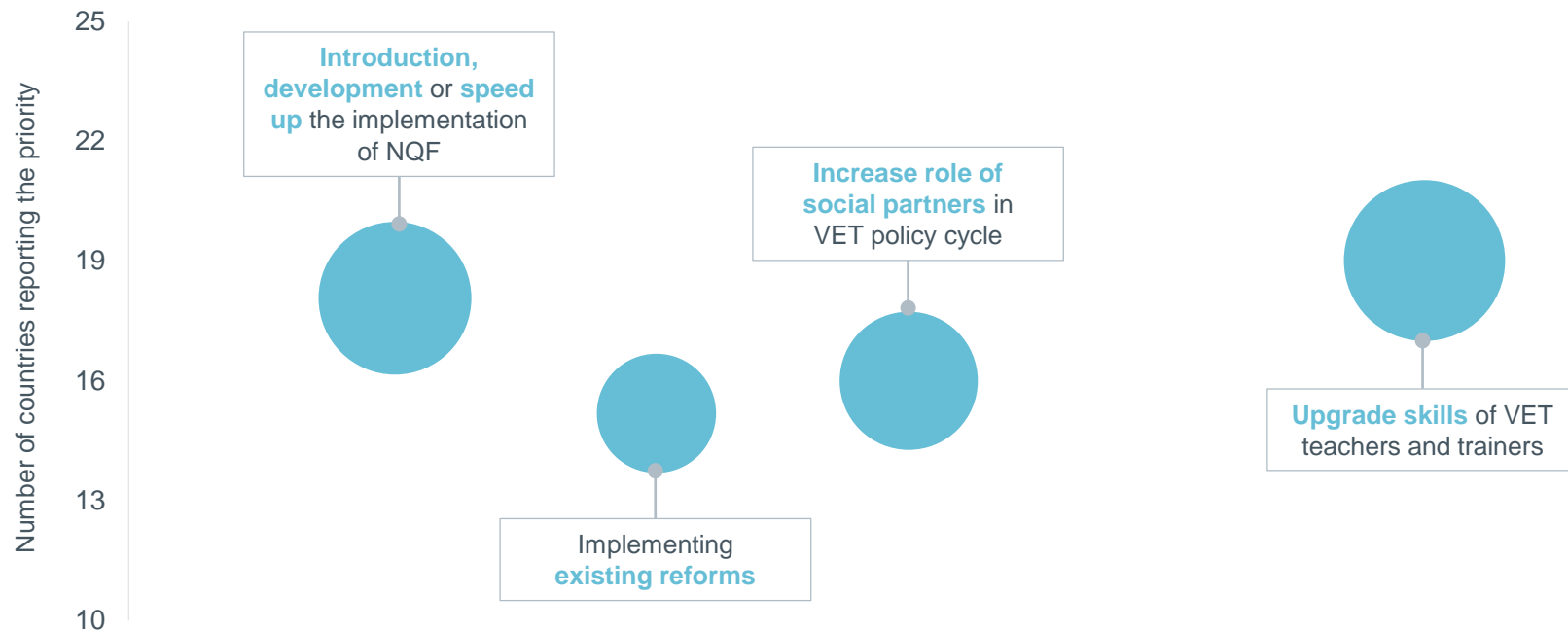
**EXTENDING ACCESS OF
YOUTH FROM VULNERABLE
GROUPS TO FORMAL VET**

**ACTIVE LABOUR MARKET
PROGRAMMES**

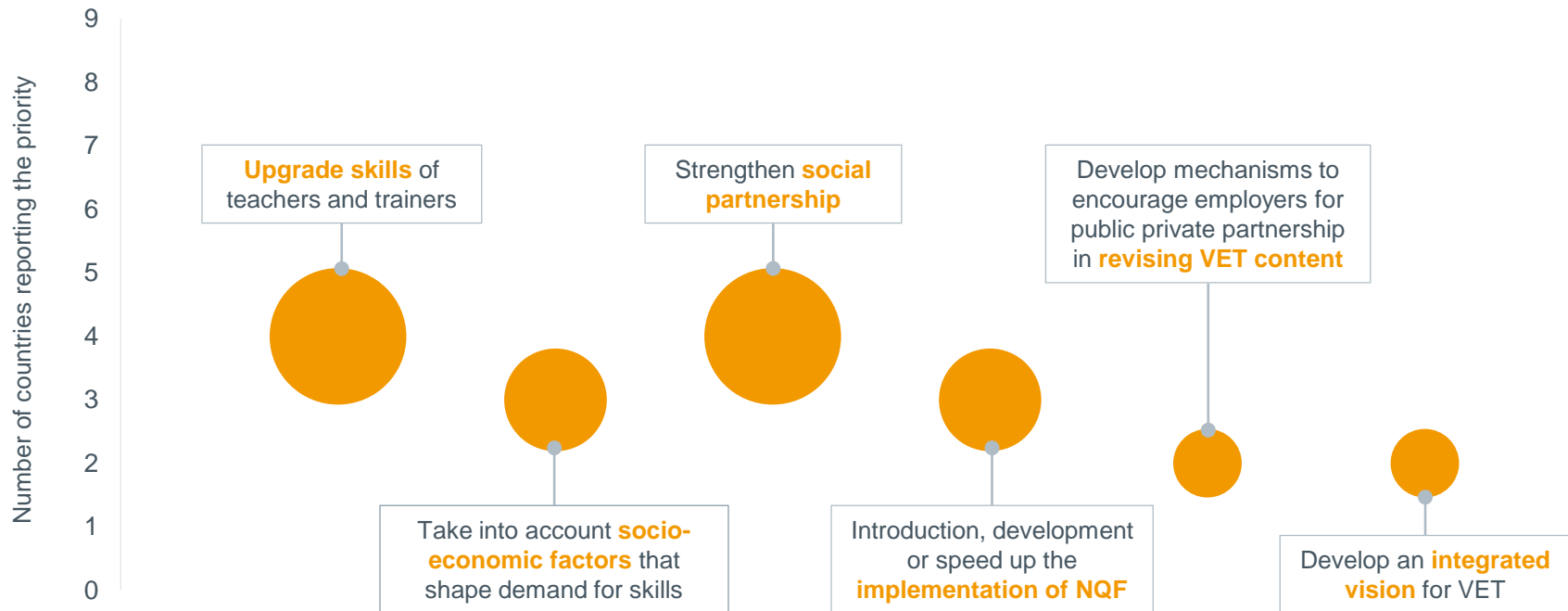
**CREATING PARTNERSHIPS
BETWEEN EDUCATION,
COMMUNITY SERVICES
ORGANISATIONS,
EMPLOYERS AND RELEVANT
GOVERNMENT AGENCIES**

**AD HOC TRAINING
PROGRAMMES**

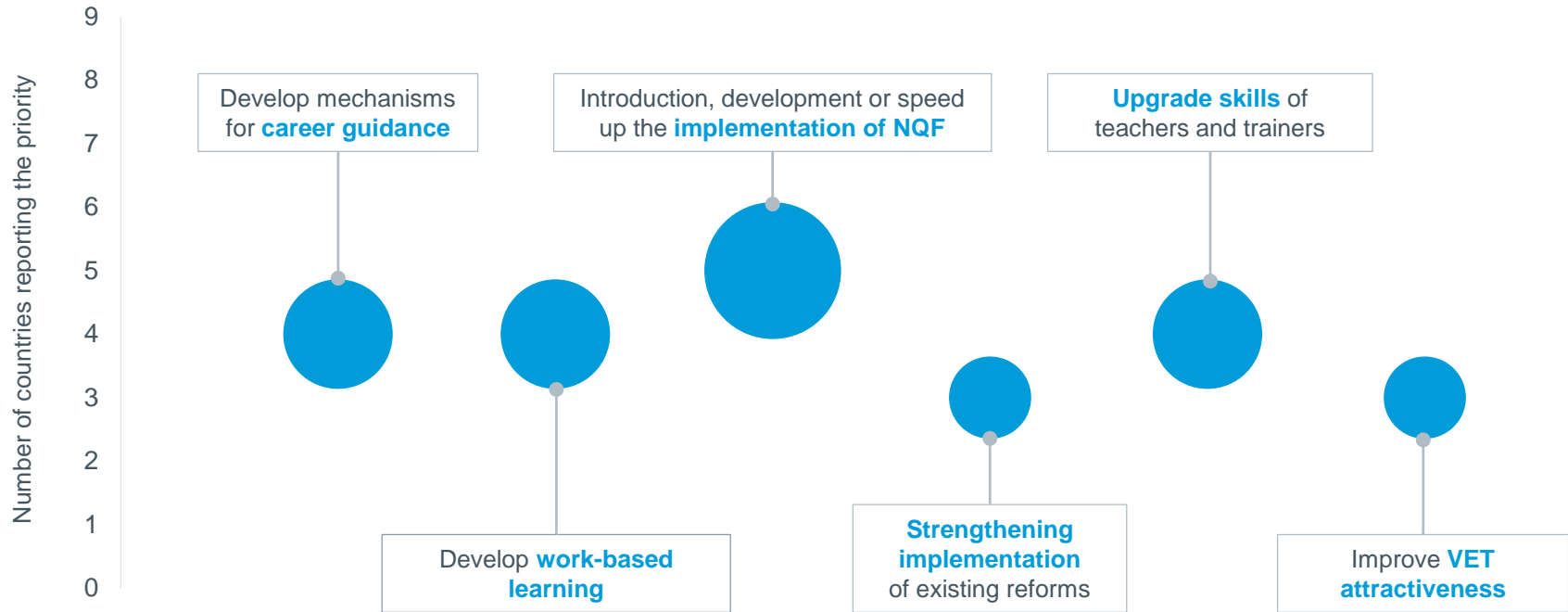
TOP PRIORITIES EMERGING ACROSS COUNTRIES



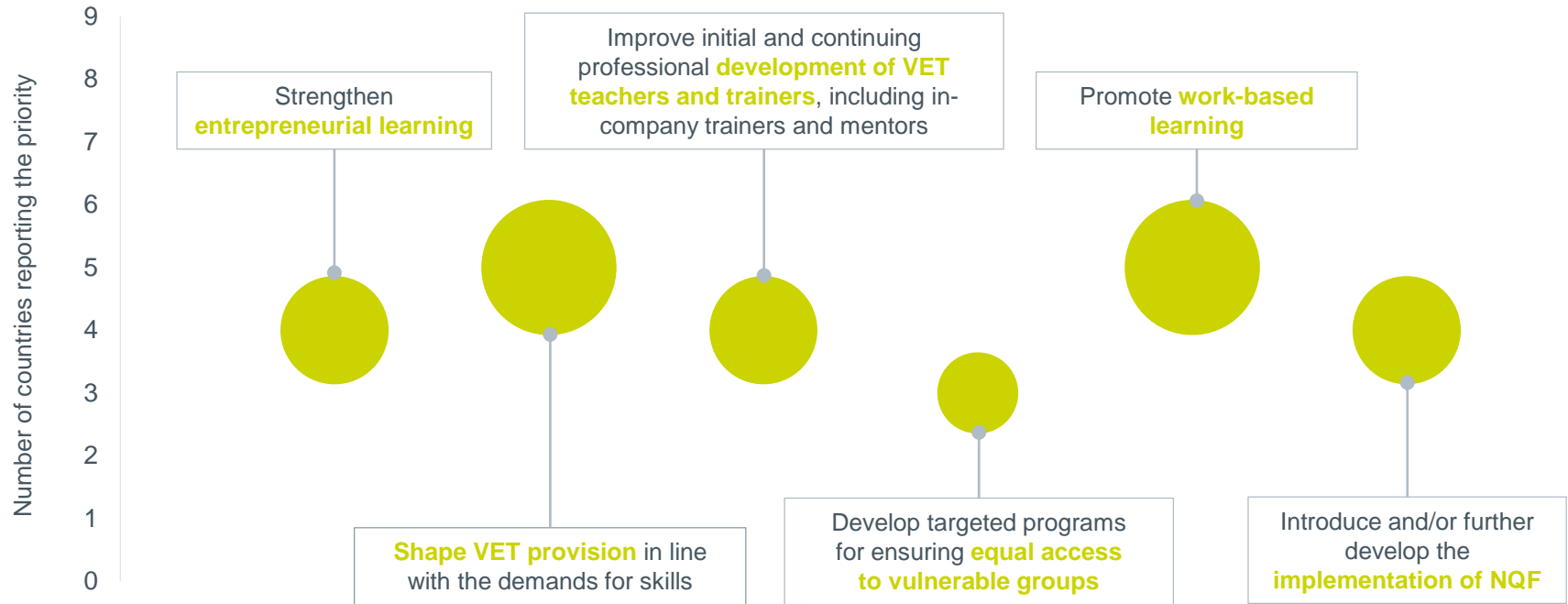
CENTRAL ASIA



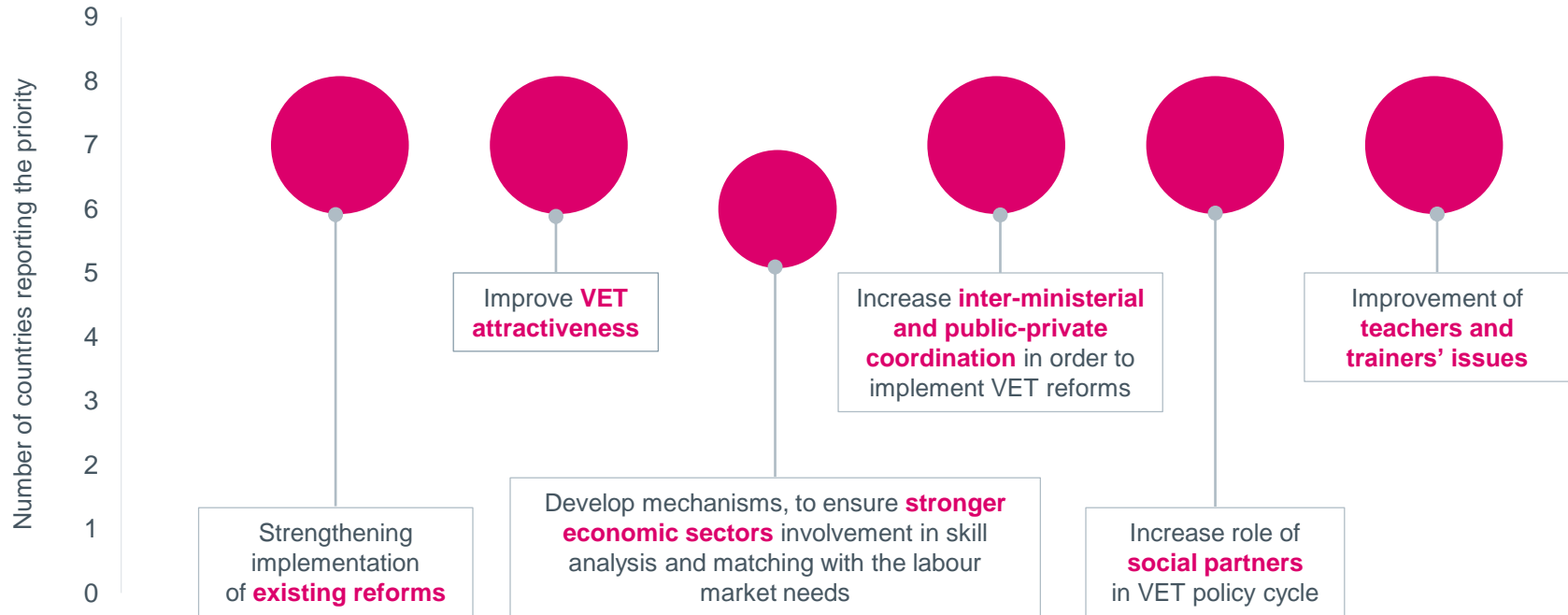
EASTERN PARTNERSHIP AND RUSSIA



SOUTH EASTERN EUROPE AND TURKEY



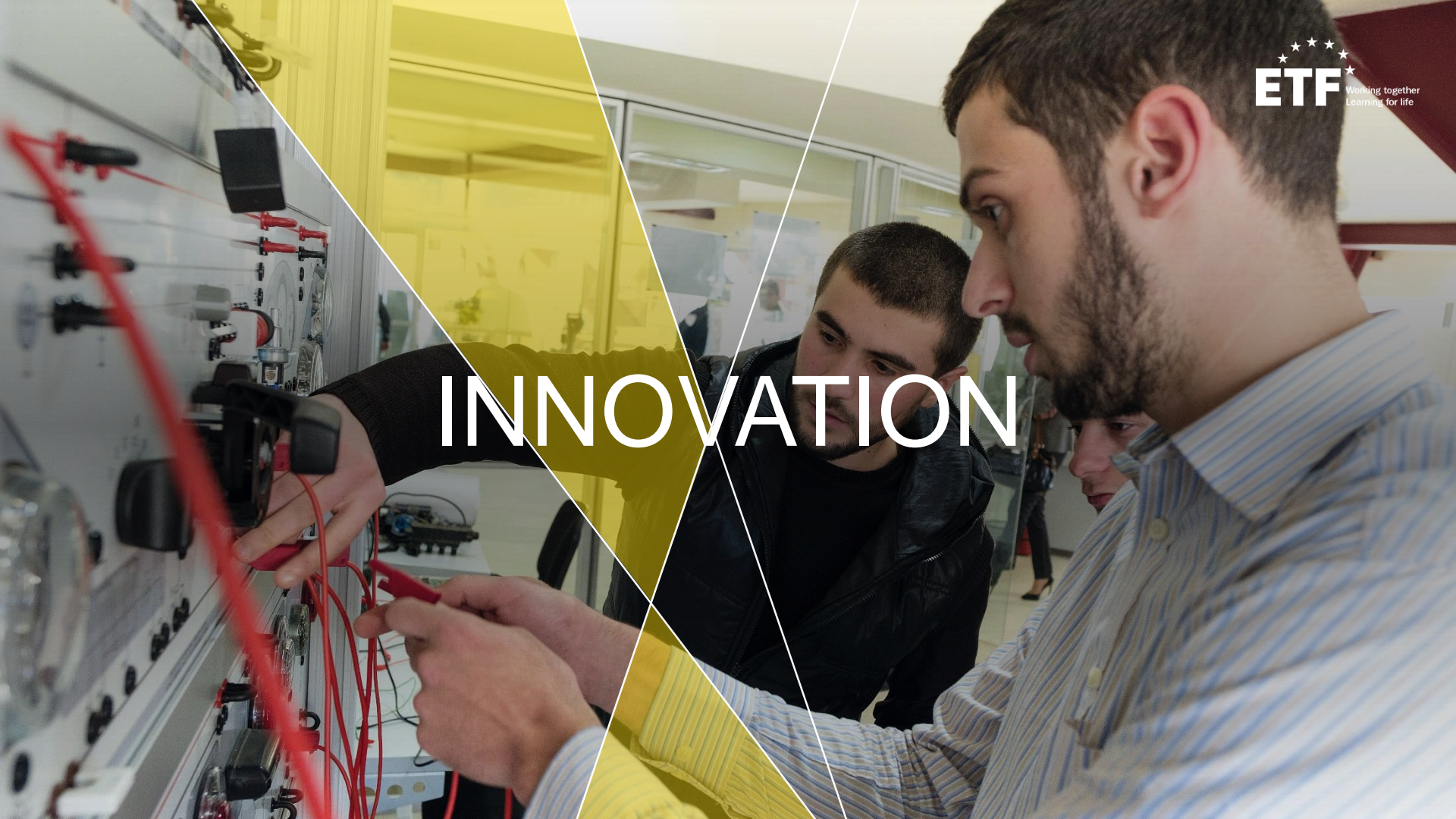
SOUTHERN AND EASTERN MEDITERRANEAN





FUTURE

INNOVATION



DELIVERY



DIVERSIFICATION





COOPERATION