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## Interview

Meet Carlos Moedas, European Commissioner for Research, Science and Innovation | 06

## In depth

Returning to the future | 08



# INSIDE



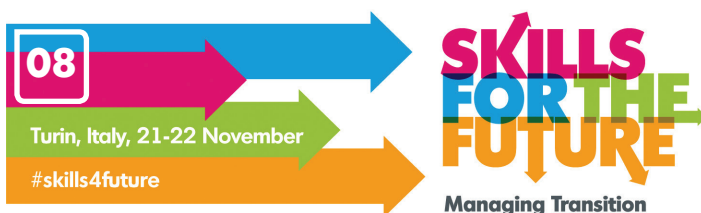
06



10



18



08

Turin, Italy, 21-22 November

#skills4future

**SKILLS  
FOR THE  
FUTURE**  
Managing Transition



13



16

## INTERVIEW

**06** Meet Carlos Moedas, European Commissioner for Research, Science and Innovation

## IN DEPTH

**08** Returning to the future

**15** The Dutch approach to building skills

## THOUGHT LEADERS

**10** Follow Thomas Roca and Silvia Cambie in our changing world

## NEWS&VIEWS

**12** Austria's EU Presidency: Q&A with Karl Wiczorek and Reinhard Nöbauer

**13** Vocational Skills Week: Making vocational education a first choice

**14** EU-Western Balkans Media Days: Skills are key to quality journalism

**18** Work-based learning is booming in EU candidate countries

**20** Good Practice Awards: Celebrating excellence in training

**21** Summer Academy for SMEs

## PROJECT UPDATE

**05** Entrepreneurship in Georgia

**16** Qualifications: A world of opportunities at Level 5

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The European Training Foundation is an EU agency that helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. We are based in Turin, Italy, and have been operational since 1994.

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# EDITORIAL

## SKILLS FOR THE FUTURE

**The future of work, the impact of disruptive innovation on production and employment, and what this means for skills and vocational education, are hot topics.**

Discussion ranges from the utopian visions of the technologists about the wondrous transformations ahead, to the dire warnings of some economists about widespread job-destruction and rising unemployment. While there is nothing new about computers and automation, a series of technological innovations – digital technology, artificial intelligence, big data analysis, advanced robotics – is reaching maturity in developed economies in a context of near universal continuous real-time connectivity through the internet and mobile networks.

These transformations are happening against a background of globalisation where new production methods and productivity patterns in some countries have direct and immediate repercussions on all others, be it through changes in foreign direct investment or through work relocation and migration.

These developments will transform the way we live, and the way we work. We do not know precisely what impact they will have, or over what time-scale. But we do know that changes will be rapid, unpredictable and uneven, and will create opportunities as well as challenges.

And while we cannot know specifically how they will affect individual countries, we can be sure of some things. People will need to be adaptable, ready to change occupations and reinvent themselves as they move through life. They will need good basic skills (numeracy, literacy, foreign language, science) as a foundation for learning and relearning. They will need constantly updated digital skills, as digital technology becomes ubiquitous in the workplace and beyond. And they will need strong transversal skills, including learning to learn, entrepreneurship, and teamwork. The labour market of the future will privilege the uniquely human attributes that distinguish us from machines: critical thinking, creativity, communication and collaboration.

Societies will need to be adaptable and flexible to cope with disruptive change. That demands relevant skills intelligence, based on close links between government and the business sector. Robust governance will be required to ensure that decisions are taken at the right level and with the involvement of the right stakeholders, as well as flexible financing that balances private and public interests. Education and training provision will need to be responsive and adaptable, providing people with the competences they need for lifelong personal development,

while equipping them with skills to meet the short-term needs of a labour market that stretches beyond local areas and national boundaries.

Disruptive change means economic, social and territorial dislocation. Societies will need inclusion strategies to ensure that no one is left behind, especially vulnerable groups such as young people, women, minority groups, and older workers. We know that lifelong learning, adult education and continuing vocational training systems are vital elements in any strategy designed to promote social cohesion.

These issues all come into focus at our international conference in Turin on 21–22 November, entitled Skills for the Future: Managing Transition. Rather than speculating about what the future may hold, the conference will focus on what can be done now and in the immediate future to enhance the readiness of our partner countries to deal with change and manage transition. We cannot predict the future, but we can equip people and communities to face the challenges and seize the opportunities that always accompany profound change.

Cesare Onestini  
ETF Director





# NEWS IN BRIEF

## Apprenticeships in focus in Albania, and beyond

Improving and developing work-based learning and apprenticeships were put under the spotlight in Tirana, Albania last 24 September at an international conference jointly organised by the European Commission and the ETF with the collaboration of the Albanian Ministry of Finance and Economy. The two-day conference was the third regional seminar of the European Alliance for Apprenticeships (EAfA) for EU candidate countries. EAfA is a unique platform which brings together governments and other key stakeholders, like businesses, social partners, chambers, vocational education and training (VET) providers, regions, youth representatives and think tanks.

## Helping young people into work in Eastern Europe

Supporting young people to become actors of change and reform is high on the Eastern Partnership agenda, the joint policy initiative that aims to strengthen relations between the EU and its six eastern neighbours: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. Investing in young people's skills, employability and entrepreneurship is highlighted in the '20 deliverables for 2020', a European Commission initiative that aims to deliver concrete results and action in the region. The new Youth and Education Package, in particular, strives to support young people to study, work, participate fully in society and fulfil their potential.

## Make it Match in Dublin

Senior government officials, training and skills professionals and statistics experts from the six countries of the Eastern Partnership region attended a conference on skills anticipation and matching to gain insights into the skills demands of an increasingly globalised and digitalised labour market. The two-day event that took place in Dublin on 27–28 September, was the seventh in a series of specialised workshops organised over the past five years under the Eastern Partnership Platform 4. The workshop's participants were members of the ETF's 'Make it Match' network of experts. Irish experience and the development of novel approaches in this field provided a rich source of examples that could be adapted for use by the 37 delegates from Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

## Fostering young Mediterranean entrepreneurs

Youth entrepreneurship is a key factor in economic development in the Mediterranean region and a valuable means of improving wellbeing, preventing brain drain and tackling unemployment. This is the headline recommendation of a draft report of the Euro-Mediterranean Regional and Local Assembly (ARLEM) prepared

by Domenico Gambarcorta, President of the Italian Province of Avellino. Presented on 11 October in Brussels at an ARLEM meeting, which brought together members of the European Union's Committee for the Regions with counterparts from the Southern and Eastern Mediterranean, the report calls on central, regional and local governments, with the support of the EU and other donors, to boost entrepreneurship among young people through education and training and financial support.

## Assessing governance and financing of vocational education

A pioneering assessment methodology developed by the ETF at the request of the European Commission has been tried out for the first time in Montenegro with the active participation of local stakeholders. The assessment focused on the governance and financing of the country's vocational education and training (VET) strategy. The results were presented to representatives of government, VET providers, social partners, employment services and civil society in Podgorica, Montenegro, on 4 October 2018, at an event co-organised by the EU Delegation to Montenegro, the ETF and the Montenegrin Ministry of Education. National stakeholders, together with experts from the ETF, the EU and other donors, took stock of the findings and exchanged views on the strengths and areas for improvement of the country's VET system. Having proved its value in Montenegro, the assessment methodology will be rolled out to other ETF partner countries.

## Learning about work-based learning

Representatives of education and business from the Eastern Partnership region and Kazakhstan came together in Lopota, Georgia on 9–11 October to share knowledge and experience on how to move forward with the introduction of apprenticeships and other forms of work-based learning in their education and training systems. Organised by the ETF, the Eastern Partnership Forum on Work-based Learning in Vocational Education and Training enabled partner country stakeholders to interact with experts from the ETF, the EU, the Member States and other partner countries to share knowledge and experience on different aspects of learning in the workplace. Spurred by the well-documented advantages of work-based learning in improving employability, reducing youth unemployment and boosting productivity in enterprises, the seven countries have been working together for four years on this topic. The ETF has been supporting them, through peer learning and capacity building, in their efforts to move from predominantly school-based systems toward models of vocational education integrating different degrees of workplace learning.





# MAKING VOCATIONAL SCHOOLS ENTREPRENEURIAL IN GEORGIA

**Georgia has placed entrepreneurship at the centre of its 2020 social and economic development strategy. Supporting the entrepreneurial aspirations of people of all ages and providing them with competences to unlock their innovative potential is a key pillar of the country's vision for both education and SME development.**

The ETF has been cooperating with Georgia on designing policy approaches and actions to embed entrepreneurial learning in the country's education and training system. The country has shown great interest in the Entrepreneurship Competence Framework (EntreComp) launched in the EU in 2016. The next step is to bring curricula and teacher training to the next level by developing entrepreneurship as a key competence for young people and adults in a lifelong learning perspective.

'We are helping to link Georgian know-how with the new models and instruments available from the EU and the other ETF partner countries,' said ETF expert Olena Bekh. 'The local experts are interested in "the how", and we provide them with access to the latest developments in Europe and its neighbourhood.'

With a new EU support programme – Sector Reform Assistance on Skills Development and Matching for Labour Market Needs – designed with the help of the ETF and due to come on stream in 2019, the ETF was invited by the Georgian Government to organise an international workshop on 'Entrepreneurial Learning in the Digital Age' on 5–6 July 2018 in Tbilisi.

Held in partnership with the Georgian Ministry of Education and Science, and the Ministry of Economy and Sustainable Development, the Teacher Professional Development Centre and Georgia's Innovation and Technology Agency, the workshop brought together policy makers, experts and stakeholders to design ways of creating an entrepreneurial learning ecosystem and culture in formal education and training, as well as in non-formal learning. Participants also looked at the EU Digital Competence Framework (DigComp), and had the opportunity

to apply the two frameworks in practice, working in groups to design learning activities for general secondary, vocational education and higher education.

The outcome of the workshop was a draft vision for developing entrepreneurship as a key competence in Georgia, and an initial action plan on how this approach can be systematically applied in education policy and practice.

The next step is to design approaches to turn VET colleges into entrepreneurial institutions by working on their learning environment, bringing the world of business and local communities closer to schools, providing practical entrepreneurship experience and quality career guidance for young people and adults. Key to this is the new role of teachers as mentors, and in-service training for teachers is therefore vital to modernising teaching and learning practice.

Georgia is forging ahead towards a future in which entrepreneurship is as much a part of learning as languages, maths or science, and self-employment becomes a viable career choice.

*Text: Olena Bekh/ETF and Alastair Macphail/ETF  
Photo: Joanna Anstey/ETF*





# INTERVIEW

## CARLOS MOEDAS

**With technological change high on the agenda of the ETF's Skills for the Future conference in November, we spoke to Carlos Moedas, European Commissioner for Research, Science and Innovation to get his view on the links between innovation, growth, jobs and skills.**

**Commissioner Moedas, in your view, how do research, science and innovation contribute to economic growth and jobs? What is the European Union doing to ensure that they do?**

Investing in research and innovation is investing in the future of the European Union. It helps us to compete globally and preserve our unique social model. To boost job creation, growth and competitiveness across Europe's diverse regions, we need to maximise the quality, quantity and impact of our research and innovation investments.

Society can only provide lasting prosperity if it makes the most of the knowledge, entrepreneurial spirit and productivity of its people. An economy can only stay ahead of the competition if it stays at the frontier of research and innovation.

About two-thirds of Europe's economic growth over the last decades has been driven by innovation. Each euro invested by Horizon Europe is expected to generate a return of up to 11 euro of GDP over 25 years. EU investment in research and innovation are expected to directly generate up to 100,000 new jobs in research and innovation in 2021–2027.

To make the most of its potential, and overcome its obstacles, Europe must focus on three levels. First, substantial investment in scientific and technological research, with a focus on major societal and industrial challenges such as security, climate change, and the ageing population. Second, a more innovation-friendly and less risk-averse business environment. Third, European citizens must be supported through what will be a fast and, for some, turbulent transition.

**Innovation and technology are transforming the world of work, and society at large. Some fear that it will destroy jobs or even abolish work entirely. How do you see the future, and how can societies adapt to the coming changes?**

Innovation and technology are indeed transforming the world we live in for the better. New pervasive technologies, like artificial intelligence (AI) should help solve some of the biggest societal

challenges. When it comes to the world of work, modern technologies and innovation have the potential to improve working conditions.

However, there are also concerns. This is not new as previous technological revolutions also caused anxiety. The first concern is about employment. Many jobs as we know them today will disappear, but new types of jobs will be created. Some 65% of children entering primary school today will work in completely new jobs that do not yet exist.<sup>1</sup> Increased productivity in the past brought increased production and consumption, together with new jobs replacing those lost. There is no reason to believe it will be different this time.



© European Commission

<sup>1</sup> <http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>

The other concern is whether changes in the job market will happen at a pace that will allow the workforce to adjust. There is a need for policies that will address issues such as lifelong upskilling and training of workers, giving young people who are still in education the right skills to allow them to smoothly enter the labour market. Education experts suggest not only focusing on new skills, but placing adaptability and horizontal skills, such as problem solving, critical thinking and creativity, at the core of education.

This will require close collaboration between business and educational institutions to offer students real-life experience, thus exposing them to advancements of industry. To facilitate this, the European Commission has started, among other initiatives, the Blueprint for Sectorial Cooperation on Skills to facilitate collaboration between business, trade unions, research, education and training institutions, and public authorities at sectoral level. Such partnerships will develop concrete solutions, such as creating and updating curricula and qualifications based on updated and new occupational profiles.

**A great deal of discussion on innovation ecosystems focuses on universities as centres of knowledge creation in a way that is creative and compliant with Open Science. Do you see a role for vocational education and training in the innovation process?**

Innovation never happens in a vacuum. It requires us to use new research output, existing knowledge and skills in an Open Science compliant and creative way. To make this possible, vocational training is essential. Moreover, the take-up of innovations requires continuous training of the workforce and, more widely, strong lifelong learning capabilities for workers and citizens.

The EU Innovation Scoreboard recognises this. It uses two relevant indicators when assessing the innovation performance of European countries: lifelong learning performance and the share of enterprises providing training to develop or upgrade ICT skills of their personnel. We actively support projects involving vocational education and training through our funding programme Horizon 2020, and through the European Institute of Innovation and Technology (EIT).

I have made sure that vocational education and training are further recognised and supported in our proposals for Horizon Europe, the successor to Horizon 2020, which will run from 2021 to 2027. Under its pillar devoted to 'Open Innovation', we foresee possible support to networks of vocational institutions. We also require that the EIT develops entrepreneurial and innovation skills with a lifelong learning perspective; and that training actions for researchers and innovators develop not only their core research competences, but also their creative and entrepreneurial mindset.

**From your experience of setting up and running your own company, and as Commissioner for Research, Science and Innovation, what advice do you have for the ETF's partner countries who are striving to promote innovation and entrepreneurship?**

Any country aspiring to become renowned for excellent innovation worldwide should focus on supporting innovative companies from start-up to scale-up. This is essential to maximise potential for growth and socioeconomic transformation, and avoid the 'first valley of death' associated with the pre-commercial development of a product and failure to enter the market, and the 'second valley of death' relating to more mature companies that fail to generate enough growth finance to scale up to an international stage.

This can be done in many ways: grants, mentoring, access to networks, programmes to attract private investment, and by removing constraints, legislative or otherwise, to growth and scale-up. On many occasions throughout my time as an entrepreneur, and indeed as Commissioner for Research, Science and Innovation, I experienced first-hand the value of such support at crucial 'make or break' moments for young, and indeed more mature companies.

In Europe we are changing how we fund and support innovation. With the European Innovation Council (EIC) pilot (2018–2020), we provide bottom-up support for innovative projects, through funding and mentoring, and following their progression throughout the innovation cycle. The EIC in Horizon Europe (2021–2027) will focus on high-risk, breakthrough innovation that creates new markets and provides solutions to global challenges. We hope it will attract and support talented innovators and entrepreneurs with ideas of high-growth potential and a high benefit for all citizens in Europe.



# READY OR NOT, HERE COMES THE FUTURE

**Change is a constant in human life today, as it has been throughout history. However, a convergence of social, cultural and technological trends is massively increasing the pace and scale of change. As a result, these trends are poised to transform the means, and the meaning, of work, and the skills people need for the jobs of the future are thrown into question.**

## Back to the future

It can be instructive to look back at what experts and policy makers of previous times were saying about the future. For example, in 1968 the US Foreign Policy Association published a report looking fifty years ahead to the world of 2018 – our world today. In a chapter about educational technology, Harvard professor Anthony Oettinger declared that while digital technology would probably ‘revolutionize’ education, it was ‘unlikely to solve problems of human frailty’. And in 1974, in a collection of future studies essays, sociologist Wendell Bell described the future as a ‘missing variable’ in the social sciences, arguing that ‘students must be sensitized to the trends of change, to probabilities for alternative futures’.

Today’s policy makers deal in probabilities and avoid predictions, rightly seeing them as the realm of astrologers and science-fiction writers. The ETF conference ‘Skills for the Future: Managing Transition’ (Turin, 21–22 November 2018) is not about predicting the future. Instead, it focuses on the importance of acting now to tackle ‘human frailty’, and to ‘sensitize’ vocational education and training stakeholders to the risks and opportunities inherent in alternative futures. The conference will address practical steps ETF partner countries can take today, to be ready for different possible tomorrows.

To begin with, building effective institutions in ETF partner countries is crucial to guiding change towards outcomes that benefit all members of society. Governments cannot do this alone, and need stakeholder support networks and sustainable policy ecosystems, based on well-governed partnerships, in order to design and deliver effective skills and employment policies. New social and technological actors are emerging and taking increasingly important roles in shaping policy, and, potentially, in funding and financing provision.

With an eye on both the customer-first imperative of the private sector and the end-user focus of methodologies such as design thinking, individuals are firmly at the centre of policy development. Change will affect all categories and demographics, requiring governments and stakeholders to make





sure that opportunities are provided for all, and avoid the trap of polarisation and division within and between populations.

### Going glocal

Local contexts matter, and local responses to global trends are often more readily understood and supported by communities. In the 'glocal' policy model, vocational education and training can help people who are rooted in their locality to take account of global challenges, while creating opportunities for economic improvement and social stability.

As with all of the ETF's work, there is no single model. Each country must envision desired future outcomes in their own way, following the particular patterns that affect them. To take one area, in the pursuit of proximity-led innovation studies of agglomeration economies show that place-specific policies which encourage cross-sector and inter-disciplinary proximity can enhance productivity and enable growth.

Labour markets are also changing, requiring ever-greater institutional and individual flexibility. Finding the right skills mix for each individual involves integrating broad competences with the technical skills needed to prepare people for future jobs. In turn, this highlights a need for curriculum development that is designed to equip young people with skills for jobs which do not yet exist, with all the implications that carries for education and training systems.

Finally, as change becomes more pervasive and more rapid, we need to reassert the contribution of lifelong learning to the adaptability of populations. Given that around two-thirds of the workforce that will be employed in 2030 is already of working age, all forms of work-based and adult and continuing learning, must be given high priority. The need for constant upskilling and reskilling across the range of technical and job-related tasks will likely be outstripped by the growing demand for transversal skills. Work that is less likely to be automated, and more likely to generate higher levels of economic value, requires interpersonal skills, higher-order cognitive skills, creativity, empathy and systems skills.

To return to the future as seen from the past, it is hard to avoid repeating Alvin Toffler's famous pronouncement, from his 1970 book *Future Shock*. 'The illiterate of the future will not be those who cannot read,' he stressed, 'but those who cannot learn, unlearn, and relearn.'

Text: Ezri Carlebach





# TOWARDS MORE RESILIENT WORKERS AND LABOUR MARKET:

## THE ROLE OF PROFESSIONAL SOCIAL PLATFORMS

**Insatiable thirst for knowledge and technical innovation have always driven humanity. They helped our ancestors make the most of their abilities, adapting to wild, hazardous environments in which our species was never the strongest. Intelligence, curiosity and creativity have proved critical assets.**

We resorted to animal, then mechanical power to achieve more than our muscles could unaided. The next frontier was our brain, limited by its size and the speed at which organic tissue can transmit information. To help us expand our cognitive capacities, we needed more than computation systems good at calculus, we needed programmes and algorithms able to sort, filter tons of information, but also able to make sense of more general inputs, hence artificial intelligence (AI). We are succeeding so well in this endeavour that we are now asking ourselves if it is not making us redundant, threatening our jobs, our earnings, our way of life.

It is impossible to forecast the extent of labour market disruption and job loss due to this second wave of automation, but this shouldn't prevent policy makers, workers and the private sector from acting. Whatever shape the future will take, we must empower workers and build up their resilience.

### How social platforms contribute to workers and labour market resilience

Platforms, and the insights they generate, are especially good at two things: unveiling hidden information and connecting people.

Professional social networks like *LinkedIn* are powerful tools to get insights from the labour market. Some 550 million workers, students, job seekers and retirees, but also 20 million companies, contribute to LinkedIn's Economic graph. Such data can provide dynamic snapshots of job opportunities, employment histories, skills acquired and in demand, in more than 200 countries. By leveraging this unique source of information, policy makers and

educators can take the pulse of economic activities and identify what skills to invest in to give people the best chances.

Matchmaking is another great added value of professional networks. It can improve labour market efficiency, allowing demand and supply to meet. It makes it possible for companies to reach workers they wouldn't otherwise. McKinsey estimates digital platforms could raise global GDP by 2% by 2025, increasing employment worldwide by 72 million jobs.

Professional social platforms can provide granular and timely insights about the labour market, more opportunities for job seekers and companies, and a new space for experience sharing and lifelong learning. These are key to preparing workers and companies for a new world of work. If AI can perform predictable tasks, the future of humans lies in intermediation, between people, robots and AI agents. Alongside technological innovations, social networks – analogue and now digital – have always contributed to fostering people's resilience.

*Text: Thomas Roca*





# WHEN THERE IS CHANGE ON THE STREETS... GET SOME TECH SKILLS

**I have been thinking a lot about a word lately... the word that best sums up my experience at work today and it's change... continuous and unprecedented change.**

Change is brought by the emergence of new technologies like artificial intelligence (AI), machine learning, blockchain, cloud computing. It's brought by people who, because everything is moving so fast, have much higher expectations and are much more mobile. The average length of time people spend in a tech job these days is three to four years. Constant change is also caused by global trends like rising nationalism, climate change and, considering that the collapse of Lehman Brothers was ten years ago, the fact that sometime soon we might have to face another financial crisis. I believe a way to find security in a world that is constantly shifting is to learn and – more importantly – to adopt a learning mentality.

Technology is evolving rapidly, and our skills and mindset need to do the same. Take the example of UK retailer Marks & Spencer. Because its business is being disrupted by online delivery champions like Amazon and Ocado, M&S is encouraging employees to take an 18-month data science skills course and learn about coding, programming languages and machine learning. Staff from every function should gain digital skills and help the retailer transform its business. Every employee who successfully completes the training gets a data analytics qualification accredited by the British Computer Society.

Learning to programme is about much more than knowing how to touch code. Because of the nature of their job, programmers connect and share beyond borders. They also have what I call that 'ecosystem mentality'. They know how to tap into their network, find solutions and combine them to fit a specific problem.

A few months ago, a friend told me about interviewing a millennial woman for a sales job who was so honest to admit she did not know PowerPoint. 'What would you use then if you had to prepare a presentation?', asked my puzzled friend. 'I would google it, find out what other people are using, what's out there...,' she replied calmly. This is precisely the mindset people

need to navigate the digital future. Mental agility and curiosity have to be at the centre of today's lifelong learning.

A learning mentality is open to constant change and reinvention. I call it the 'ecosystem mentality' because it's what people need in order to be able to work in today's ecosystem economy (also called the platform economy). It's this economy that is disrupting the banking sector – often the employer of choice for graduates in emerging markets – beyond recognition.

Consumers these days want personalised banking services that fit their online habits and behaviours. That's what Alibaba is doing in China by embedding financial services in messaging apps and search. That's also what Berlin-based solarisBank does. It gives other businesses like retail or SME lenders APIs and lets them integrate financial services into their products. Personalisation of service is enabled by technology and particularly by AI, mobile and data analytics. We are just at the start of the AI journey. That's why technology skills need to be the focus of forward-looking training programmes and policies. I will be discussing this on a panel about the impact of global tech trends on skills in economies and societies at the European Training Foundation's #skills4future conference this autumn.

*Text: Silvia Cambié*  
[www.silviacambie.com](http://www.silviacambie.com)







Q&amp;A

## KARL WIECZOREK & REINHARD NÖBAUER

### AUSTRIA'S EU COUNCIL PRESIDENCY'S PRIORITIES FOR SKILLS AND EDUCATION

**Austria assumed the six-month rotating presidency in July 2018, completing the 2017–18 'trio' with Estonia and Bulgaria. *Live&Learn* caught up with Karl Wieczorek and Reinhard Nöbauer, members of the ETF's Governing Board and senior experts in vocational education in Austria, to find out more.**

The Council of the European Union defines the EU's overall political direction and priorities. The presidency chairs Council meetings, sets the work programme and facilitates dialogue with EU institutions.

#### **What have been the Austrian Presidency's priorities for skills, education and training? How can ETF partner countries benefit from this work?**

Streamlining EU instruments for comparability and the recognition of qualifications has been a priority, particularly in the context of digitalisation and the mobility of workers. Working together in the Presidency 'trio' with Estonia and Bulgaria, there has been a commitment 'to human capital, fostering entrepreneurial mindsets and digital competences'. We have been continuing these efforts in the context of SMEs and non-traditional target groups, including women, migrants and older people.

A highlight on the calendar is the European Vocational Skills Week, which takes place on 5–9 November in Vienna – coinciding with the Presidency. It's the first time the Skills Week takes place outside Brussels and we are working on an interesting programme, coinciding with Cedefop's conference on the future of vocational education and training (VET) and the fifth anniversary of the European Training Alliance.

Overall, there are many different ways that ETF partner countries can benefit and contribute directly, including cooperation projects in the Western Balkans, where the EU is strengthening its efforts.

#### **Vocational education is seen as a successful pathway to work in Austria, which has comparatively low rates of youth unemployment. Why is it an attractive option for young people?**

The share of upper secondary students enrolled in vocational programmes was around 72% in 2016/17. School-based VET and apprenticeships (dual track training) coexist and cover nearly all economic sectors. Three- to four-year school-based VET and apprenticeship training transmit the respective occupational competences and qualifications to perform medium-level jobs. In apprenticeships, learners spend 80% of their training time in companies – which is particularly motivating for young people to develop their talents and work with state-of-the-art technology,

while receiving remuneration. Five-year school-based VET colleges offer high-quality occupation-related training and give general access to higher education at the same time. There is really something for everyone.

#### **The European Commission is doubling funding for the highly successful Erasmus+ programme, another focus of the Presidency. How does this programme benefit young people in Austria and beyond?**

The number of vocational students, including apprentices participating in Erasmus+, continues to increase. In 2017, around 3,000 VET students took part in the exchange programme, of which over 800 were apprentices. This still only represents between 2% and 3% of the annual cohort of apprentices. So we think that increasing financial resources in this area is money very well spent and also that it helps to promote the 'European Idea'.

#### **The motto for the Austrian Presidency is 'A Europe that protects'. What does this mean?**

The motto has many meanings. In education, the motto means that education has very good results in terms of employability, income and careers, and thus the best prerequisite and best protection for a successful life.



Karl Wieczorek, senior expert at Austria's Ministry for Digital and Economic Affairs and Reinhard Nöbauer, senior expert at the Ministry of Education, Science and Research



# MAKING **VOCATIONAL EDUCATION** A FIRST CHOICE

**Are you looking to gain professional skills that are in demand and pave the way for an interesting and dynamic career? Whatever your age, vocational education and training is a smart choice for you!**

That's the message of the 2018 #EUVocationalSkills Week, the campaign which culminates in Vienna on 5–9 November, where participants from all over the world, representing business, education, policy, social society and more, will gather for the main event.

It's the third instalment of the European Commission's initiative highlighting the benefits of vocational education. And the first time the main event takes place outside Brussels – it coincides with Austria's Presidency of the Council of the European Union.

In 2016 and 2017 more than a million people across Europe and beyond were mobilised, with thousands of events and activities and a targeted online social media campaign. The ETF is again a partner in the initiative, and all of its 29 partner countries are encouraged to get on board by hosting their own events at local, regional or national levels.

Running from September through to December, activities can include open days, company and classroom site visits, conferences, social media campaigns and articles on topic. Collectively, the #EUVocationalSkills campaign demonstrates how vocational education and training is a smart pathway to high-quality jobs and increased employability. In 2018, the focus is forward-looking, reflecting EU discussions around the future of skills and education in a digitalised world.

## Who can get involved?

Stakeholders from the worlds of work and education: learners, parents, companies, business organisations, social partners, education and training providers, adult learning organisations, chambers and other professional organisations, researchers, career counsellors, public authorities and society-at-large are invited to take part.

## What happens?

The European Commission's webpage includes an interactive map, promoting events taking place across the EU and candidate countries: Albania, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey. Eligible events will feature on the interactive map and organisers will receive a communication kit for branding.

## Award winners

The #EUVocationalSkills Week Award ceremony is a proven highlight of the main event, showcasing outstanding examples of vocational education in action. Marianne Thyssen, European Commissioner for Employment, Social Affairs and Inclusion, will confer the ETF Entrepreneurship Award to the most inspiring entry in Vienna. The ETF Award recognises outstanding initiatives promoting entrepreneurship as a key competence through education and training. Previous winners are the ORT vocational school network in Israel and Palestine's Polytechnic University. This year's award is showcased on page 20.

*Text: Susanna Dunkerley/ETF*





# SKILLS: A KEY TO PLURALISTIC QUALITY JOURNALISM IN THE WESTERN BALKANS

**Over 300 media professionals from the Western Balkans and beyond gathered in Skopje last September to discuss the challenges and opportunities for an independent, sustainable and quality news media in the region.**

At the EU-Western Balkans Media Days organised by the European Commission on 17–18 September, skills emerged as a key issue. For an environment in which quality journalism can thrive, skilled news producers and knowledgeable consumers are vital. Journalists need good formal and informal training to produce quality content, and citizens need to be educated to distinguish real from fake news.

As the European Commissioner for the European Neighbourhood Policy and Enlargement Negotiations, Johannes Hahn, said: 'Education and training are key to enhancing media freedom, and thus enhancing democracy in accession countries.' Pointing out that democracies need citizens that can distinguish quality content from widespread fake news, he added: 'Training and education in the region must include media literacy, and this is a top priority for the EU.'

The former Yugoslav Republic of Macedonia's Prime Minister, Zoran Zaev, highlighted the fragility in the region: 'Fake news influences the fragile reality in the Western Balkan region. Sometimes it instills extremism, and it is a civil right to remove it.' 'We believe that citizens have the right to transparency, based on verified information, and not speculation,' added Genevieve Calavera Ruiz, Director in charge of the Western Balkans at the European Commission.

Journalists from Western Balkan countries shared their concerns and forward-looking ideas about how to improve the quality of journalism through formal education, on-the-job training in the newsroom and lifelong learning. 'We need to train the future generation of professional journalists, and we need to train them in the newsroom,' said Investigative Reporting Lab reporter Saska Cvetkovska. 'The most important part of my learning was when I could learn from the most experienced colleagues,' added Pavle Zlatić, digital media expert at IREX Serbia, highlighting the key role of mentoring. Milica Stojanovic from the Centre for Investigative Journalism pointed out that: 'Journalistic skills include not only subjects like financial literacy or how to use social media, but also how to stay safe, even in the digital world.'

In his concluding remarks, Commissioner Hahn declared: 'I am glad that education was at the core. But I would like to add that this does not start with education or training of journalists. It starts in schools, way before journalists' training.'

The issue of skills needed for the future development of transition countries neighbouring the EU will be discussed at the ETF's conference 'Skills for the Future: Managing Transition' on 21–22 November in Turin, Italy.

Text: Daria Santucci/ETF  
www.euwesternbalkanmediadays.eu







# BUILDING THE FUTURE: THE DUTCH APPROACH

**The Netherlands has a long and distinguished maritime history, but traditional boat-building skills are fading. 'It's a slow craft that is disappearing fast,' says 21 year-old enthusiast Sander van Staveren, who is learning the tools of the trade. 'There's not much traditional boat building happening here anymore; I want to learn those skills and innovate modern boat building.'**

Sander, who is studying a vocational course with a focus on furniture making and interior boat design, is learning on the job through his internship with Edorado Marine, a premium electric powerboat company. It is one of three start-ups located on campus at the Da Vinci College, Dordrecht, a high-tech vocational school specialising in maritime technology and energy transition.

Edorado Marine CEO Giel Groothuis says Da Vinci is a 'super nice ecosystem' connecting his business to the talent his company needs. 'We are not really a traditional boating company. We are making an electric fast-boat as an alternative for combustion-engine fast sailing. We are re-thinking from scratch what a boat is. Because there is a lot of mechatronics in our boat, we needed a multi-disciplinary team, specialised in different fields – from wooden model making to electronics.'

As well as mentoring a team of five students together with his business partner Godert van Hardenbroek, Giel is learning from experience, particularly in the area of human resources. 'In the end, we are building a full-time team, so we are talent scouting all the time. We get to know the students and their skills during their courses and internships. If they are good, we might offer them a job. One of our naval architects did his final thesis in our company and we have now hired him full-time.'

## **An ecosystem of lifelong learning and innovation**

Connecting students with employers and supporting a smooth transition to work is a strategic priority of Da Vinci College, says school coordinator Niels Jalving. With a background in mechanical

engineering, Niels spends two days a week in the classroom and the other three days building relations with local companies. 'The teachers work closely with companies in the area because we know the students want to start working and stay close to home, so it has to be a good match. We are also sourcing teachers directly from companies to come to campus and help train the students.'

Aligning employers' needs with education and training provision, and promoting high-quality work placements, is a feature of the Dutch approach to vocational education. The model is a success. The Netherlands has one of the lowest youth unemployment rates in Europe. Around 60% of young people, aged 16–20 attend vocational schools, highlighting the attractiveness of vocational education as a pathway to interesting, dynamic careers.

Jordi Hubers, who is completing a Bachelor's degree in mechanical engineering (vocational and higher education combined), is optimistic about his future work prospects. 'Companies don't make much difference between the vocational and higher education qualifications,' the 22 year-old says, adding that he is 90% confident he will find a job when he graduates in 2019. Kenny Vleghert, who is studying mechatronics, already has his eye on the job market. 'I already know some companies where I would like to work, in Holland and abroad. If I want to, I can go anywhere!'

## **Sharing #EU experience**

The Netherlands' proven and collaborative approach to vocational education was highlighted during a two-day peer learning visit by a Moldovan Delegation organised by the ETF in close collaboration with the Dutch national agency overseeing vocational education and training – SBB. In addition to the Da Vinci College, the 14 participants visited Venture Café in Rotterdam, a business hub linking international businesses with local innovators. They visited a wholesale distribution centre and the SBB headquarters in Zoetermeer. The ETF coordinates study visits like this one to promote the exchange of ideas, information and experience in partner countries and across the EU.

*Text: Susanna Dunkerley/ETF*



# TURNING IT UP TO **LEVEL 5!**

**Robotics, environmental technology, public health management – the diversity of interesting jobs and career advancement opportunities with a Level 5 qualification is extensive.**

At the crossroads of university and vocational education, Level 5 demonstrates specialised and practical skills, creative problem-solving and management. The gateway to innovation, this qualification is an attractive option for learners and employers alike.

In many countries, Level 5 can also be validated through learning that takes place outside the classroom, on the job, even online. But not all qualification systems are created equal. The best ones bring education and training providers, together with business and other social partners, to deliver the skills for today and tomorrow.

To help explore best practice, challenges, opportunities and policy actions the ETF together with the Council of Europe, both working on qualifications reform in the EU neighbourhood, hosted the 'Shaping Level 5' conference in Turin, on 7–8 June. More than 60 policy makers, employers, educators, experts, EU officials and social partners from across Europe (from Belgium, the Netherlands, France, Germany, Finland) and 14 of the ETF's partner countries (from the Southern and Eastern Mediterranean, Turkey, the Western Balkans, Eastern Europe and Central Asia) took part.

Opening the conference, the ETF's Xavier Matheu de Cortada said national qualification frameworks, where qualification levels are defined (typically 1–4 in vocational education and 6–8 in higher education) are the perfect tool to provide quality assured, recognisable skills for the labour market. 'They can equip citizens for lifelong learning, recognition and mobility within and across countries.'

Jean-Phillipe Restoueix, from the Council of Europe's Higher Education Unit, says a common obstacle for Level 5, however, is the 'complicated' relationship between higher and vocational education. 'Building trust is key. You need to make the bridge more obvious.'

## **The sweet spot**

Like dessert and cheese, vocational education and higher education go together, says Jean-Louis Gouju, an advisor with the French Higher Education Ministry. 'Just ask any Frenchman!' Sharing the EU best-practice approach, he highlighted the country's integrated approach that harmonises Level 5 diplomas from vocational and higher education with labour market needs, a process that is enhanced through the multi-stakeholder dialogue.

French employers are particularly happy with the 'employability' of Level 5, he says. 'We continue to try to reduce the gap between higher education and vocational competences, because the cross-cutting competences are absolutely necessary for employers: languages, IT, teamwork, etc. 'But we cannot keep using academic language on the one hand, and VET on the other. We need to build round tables, places in which we can learn to work together in order to share challenges. And this doesn't happen overnight.'



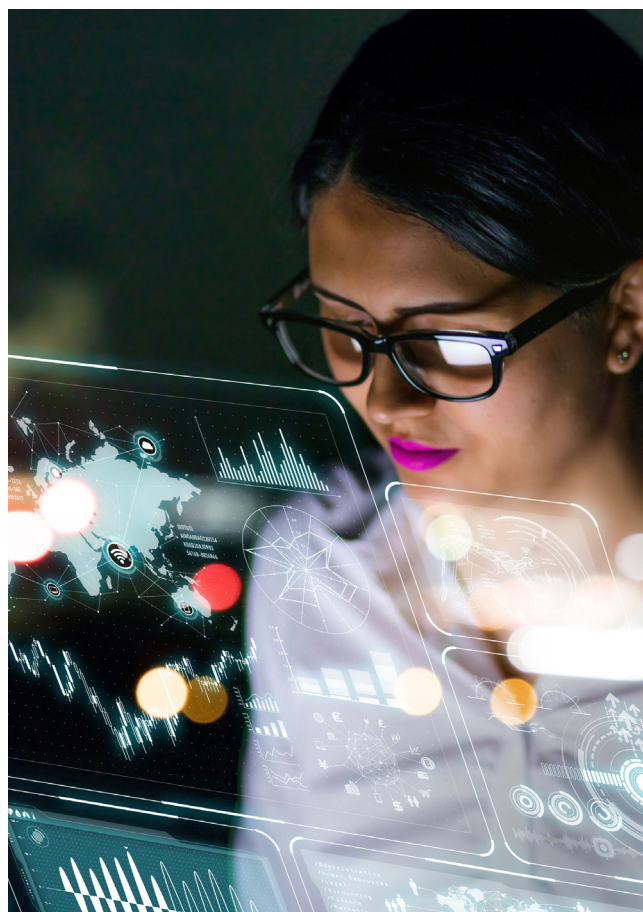
### Business on board

Mirjana Kovacevic, head of the educational division in the Serbian Chamber of Commerce and Industry, agrees that employers praise the Level 5. 'It offers a combination and harmonisation of practical and theoretical knowledge that is certified.' 'The voice of business is very important, for all countries,' she adds. 'We want to help shape education to meet the needs of the business sector.'

Ukraine's First Deputy Minister of Education and Science, Volodymyr Kovtunets, said employers want more vocational education Level 5s. The ratio between the qualification offered through higher education and vocational education is 1:5, he said, speaking in the context of Ukraine's recent educational reform. 'Many young people use the vocational Level 5 as a bypass to higher education. We are not securing the number of professionals with vocational qualifications and we need to change the situation.'

The two-day workshop provided a forum for participants from all countries to share their experience, challenges and opportunities to leverage better policy and practice outcomes.

Text: Susanna Dunkerley/ETF  
Photos: Gary Bonge/ETF and iStock



### European Qualifications Framework (EQF) levels

EQF level 8	Academic level	Doctorate
EQF level 7		Master
EQF level 6		Bachelor
EQF level 5	Post upper secondary level	Higher national diploma
EQF level 4	Upper secondary level	Higher national certificate, Upper secondary diploma
EQF level 3	Secondary level	Secondary diploma or vocational diploma
EQF level 2	Primary level	Secondary school with no diploma
EQF level 1		Primary school

[www.maintworld.com/R-D/Application-of-European-Qualification-Framework-EQF-in-Maintenance](http://www.maintworld.com/R-D/Application-of-European-Qualification-Framework-EQF-in-Maintenance)





# WORK-BASED LEARNING IN THE SPOTLIGHT IN EU CANDIDATE COUNTRIES

**Work-based learning is fast becoming a key feature of vocational education and training (VET) strategies for boosting the employment prospects of students in EU accession candidate countries.**

At a gathering of VET stakeholders, international experts and agency representatives late September in Tirana, Albania, widespread backing from public and private agencies for dual education was evident. Co-hosted by the ETF and the European Commission's European Alliance for Apprenticeships (EAfA), the conference – the third in a series of regional seminars for candidate countries – brought together representatives from Albania, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey.

Cesare Onestini, the ETF's director, noted that the conference demonstrated an 'increased interest' in work-based learning across EU Member States and candidate countries. 'All five candidate countries have chosen work-based learning as a medium-term deliverable,' he said, referring to the 2015 Riga declaration on mid-term aims for the development of education and training across the EU until 2020.

The Riga declaration emphasised the importance of apprenticeships in preparing young people for the labour market, stating that work-based learning should be promoted 'in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.'

The ETF is 'fully committed to continue supporting [EAfA] networking and the candidate countries,' Onestini added. 'There are already plans for future seminars.'

Nearly 100 delegates at the conference, including 37 from the five candidate countries, heard about developments in work-based learning and apprenticeships in EU Member States before discussing their own progress and priorities for the future.

Dajna Sorensen, a deputy minister at the Albanian Ministry of Finance and Economy, noted that the 'seminar provides and excellent opportunity for local, regional and international experts to share insights into improving work-based learning,' adding that in Albania a key focus of the National Employment and Skills Strategy 2014–2020 is to 'motivate the private sector to become close partners of VET providers... with the ultimate objective of ensuring a quality' skills training system in the country.

Jürgen Horschinegg, head of division at the School and Quality Development Policy Department of the Austrian Federal Ministry of Education, Science and Research, said that experience from his country – where more than 70% of 10th grade students are enrolled in VET courses – demonstrates the high value an advanced economy puts on training skilled workers. 'Flexibility and excellence are keys to ensuring the popularity of VET and apprenticeships,' he said. 'We try to ensure we have no dead ends and that if you go the VET road all other avenues remain open – skills training or academic pathways.'

Looking beyond the 2020 horizon, – the date at which many current EU education and skills programmes are hinged around – he said that increasing diversity of provision to include a wider range of students (adults, migrants for example), the digital challenge and a focus on the adaptability of learned skills were among the areas that would be highlighted.

All five candidate countries are demonstrating progress in implementing work-based learning throughout their VET systems, delegates heard.

In **Albania**, a system of school-business liaison officers first introduced in 2006 is still being rolled out and improved as VET institutions and companies in areas including IT, tourism and agriculture continue to agree new partnership deals.

Ejvis Gishti, director of the Albanian National Agency for VET and Qualifications, said: 'A recent report found that the role [of liaison officer] had had a positive influence on many aspects of VET schools in Albania. It has led to an initiative to formalise it as a role in all VET providers, to ensure the delivery of quality work-based learning that reflects labour market needs.' VET officials were also looking into beefing up the role of in-company trainers to share responsibilities with the school-based liaison officers in implementing curricula, she added.

In **Serbia** the main recent development has been the passage of a new law that provides for a regulated framework on work-based learning. Ana Stojanovic, head of the department for dual education and educational policies at the Serbian Chamber of Commerce and Industry, said the new law on dual education – adopted last November – was due for implementation starting in September 2019.

Aneta Petrovska-Rusomarski, head of Human Resources at energy supply and distribution company EVN in **the former Yugoslav Republic of Macedonia**, said that an ageing workforce meant there was a pressing need to train a new generation of technicians. The company has supported an innovative programme '20-20-20' where trainees are paid EUR 320 a month – equal to around an average wage for a worker with several years' experience – which is now being taken nationwide.

Dual education, introduced in **Montenegro** in 2006, now involves 26 vocational schools. Companies are responsible for paying students a percentage of the basic wage during training, Zora Bogicevic, head of VET at the Ministry of Education, said.

In **Turkey** a key challenge is to find ways to create financial sustainability for its dual education system, where weaning companies off established government subsidies is proving difficult, Mehmet Uvez, a senior policy advisor at the European Bank for Reconstruction and Development, noted.

Drawing the conference to a close, Alessandra Frontoni, programme manager at the EU Delegation to Albania, said: 'I see this network of stakeholders as a rich, functioning process, with good connections and partnerships between candidate countries and Member States within the EAfA.' 'As an educational psychologist I tend to focus more on the students than the teaching environment, and I think that one of the challenges we need to focus on more is the professional identify of young people – nudging young people towards their career or professional choices,' she added.

Text: Nick Holdsworth  
Photos: Gary Bonge/ETF





# ETF GOOD PRACTICE IN TRAINING AWARDS 2018

**On 30–31 May, training providers, policy makers and ETF experts celebrated good practice in training for SME internationalisation, culminating in the ETF's 2018 good practice award ceremony in Chieri (Italy).**

Focused on identifying excellence in training to support SMEs to internationalise, seven training programmes were selected from a long list following an open call and a rigorous international peer review by SME training experts.

Presenting the awards, ETF director Cesare Onestini congratulated the training providers for competing in the good practice call, underlining that their support to SMEs was critical to the wider drive for innovative, competitive, job-generating economies.

The award ceremony followed a lively exchange between policymakers, training providers and business support organisations and the European Enterprise Network, on how policies can be improved through access to examples of good practice. National coordinators for the Small Business Act from Egypt, Georgia, Bosnia and Herzegovina, Turkey and Moldova, experts from the European Commission, the European External Action Service, the EU SME Agency and the OECD all contributed to the interesting debate.

A market to showcase the selected example of good practice allowed policymakers to get first-hand knowledge from each of the training providers on their work, which ranged from introductory training for SMEs, to mentoring services for export managers to intensive training to sector-specific SMEs keen on exporting to the EU single market.

The event gave policymakers the opportunity to identify the training programme which most impressed them. The 2018 'ETF Policymakers Choice Award' was awarded to the 2017 Summer Academy for SMEs (SME Albania and Köstinger Consulting) (see next article).

The ETF supports the European Commission with assessments of the Small Business Act in the EU's pre-accession region, the Eastern Partnership and Southern Neighbourhood regions. This includes the identification, quality assurance and dissemination of examples of good practice.

*Text: Anthony Gribben/ETF*

*Photo: Gary Bonge/ETF*



## ETF Good Practice in Training Laureates 2018

Country	Training provider	Training programme
<b>Albania</b>	Köstinger Consulting and SME Albania	SME Summer Academy 2017
<b>Belarus</b>	Chamber of Commerce, Antwerp	EU market access (agri-food)
<b>Italy</b>	New International Business Institute	Business Focus Europe
<b>Turkey</b>	Istanbul Apparel Exporters' Association	Market-Oriented Design Model for Istanbul Lingerie Cluster
<b>Turkey</b>	Zobu Consulting	Ex-Point (Export Mentoring Programme)
<b>Turkey</b>	Izmir Chamber of Commerce	The Footwear Design Workshop
<b>Ireland</b>	Optimum Results	MAGNA SME Line and Middle Management Training





# ALBANIA'S SUMMER ACADEMY FOR SMES BEARS FRUIT

**Laurat Mulliqi started his company in 2014 with five employees, trading fruit and vegetables in the Albanian market. The company, Tomato AL, soon began exporting to neighbouring Kosovo\* and Serbia.**

Fast-forward to 2018 and the company has grown to 60 employees, doing business with 500 Albanian farmers, exporting to 22 markets, including the European Union. 'We are using many tactics to continue expanding our exports,' the 27 year-old says, 'and we continue to see expansion, particularly towards the EU every year.'

Laurat is one of 40 participants who took part in the 2018 Summer Academy for SMEs on 25–29 June in Tirana. Aimed at small businesses, start-ups and students in international trade, the one-week boot camp began in 2017 as a joint initiative between the not-for-profit SME Albania and Austria's Köstinger Consulting.

Recognised as an entry point for SMEs looking to internationalise, the Academy featured in the ETF's 2018 good practice in training awards following a rigorous international peer review. It additionally picked up 'Policymakers Choice Award' at a policymaker-practitioner forum this summer for good practice in training in the SME internationalisation.

Based on survey feedback from companies, SME Albania focused the 2018 programme on export management, covering access to financing, marketing, customs and regulations and social media strategy. Academy director Daniel Guçe says SME Albania are 'one team, with one goal, and one mission: to support Albanian SMEs to be competitive. That's why we are listening to them, helping define their needs and designing a programme that helps to solve their problems.'

Laurat is satisfied with the approach, saying he learned new skills in marketing, how to get closer to clients and make faster sales. 'In practice, my business has been very professional but I needed refine and reinforce my work and this is where the Academy has helped fill knowledge gaps,' he says.

Business consultant and certified trainer Eneriko Hajdaraj was part of the 2017 Academy where he ran practical exercises on business planning, marketing production and negotiation. 'This type of training is very effective and we see the results

immediately,' he says. 'This year I was involved as a guest speaker because I want to give space to the new trainers, new methods and knowledge-sharing.'

## **The policy perspective and the path towards EU integration**

Just like Laurat's business, the Academy is growing fast. In the first two years, 75 participants have graduated. In 2018, the Embassies of the Netherlands and China (in Albania) and the Italian-Albanian Programme for the Development of SMEs partnered up.

Mr Guçe says in 2019 the aim is to take the Academy to 12 locations nationwide. 'We will go door-to-door, to the places where the SMEs are doing business. We will go to them!'

Migena Muslli from the Albanian Investment Development Agency welcomes a broader reach. 'By going to a wider number of companies we can understand what their needs are. We support these initiatives because we want to be closer to the SMEs to know what they need to improve their business, and to be able to address this to policymakers.'

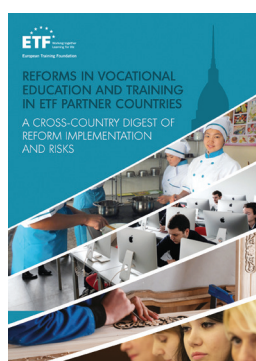
The European Commission's renewed strategy to support Albania's path towards EU integration includes initiatives to boost private investment, trade and SME development (read about it here). Evisi Kopliku, director for European Integration at the Ministry of Tourism and Environment, says initiatives like SME Summer Academy play an important role. 'With Commission recommendations to open EU negotiations, internationalisation is inevitable. SMEs need to compete and get into European markets, and further.'

'It is very important to prepare SMEs and help them get ready for the challenges that internationalisation brings and how to be competitive in the European markets. In this regard, the SME Academy could benefit from taking a regional dimension across the Western Balkans to share experience, know-how and good practice', says Kopliku. 'I am sure we have a lot to learn from each other,' she adds.

*Text: Susanna Dunkerley/ETF*

\* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

# NEW PUBLICATIONS



## Reforms in vocational education and training in ETF partner countries: A cross-country digest of reform implementation and risks

Based on findings from the Torino Process, this cross-country digest describes common approaches to the implementation of new policies for vocational education in the ETF's partner countries and evaluates the advantages and disadvantages of different approaches to reform implementation from the point of view of common risks to reform success.

[europa.eu/!Gq36TR](http://europa.eu/!Gq36TR)

## Financing work-based learning as part of vocational education and training: A handbook for policy makers and social partners

Effective financing is key to achieving improved access to and quality of vocational education. This handbook looks at the issues involved in financing work-based learning programmes (combining learning in the workplace with learning in the classroom) – how to make better choices between policy options when designing and improving such programmes.

[europa.eu/!cJ79hQ](http://europa.eu/!cJ79hQ)



## Work-based learning: How ready are we? A tool for ETF partner countries

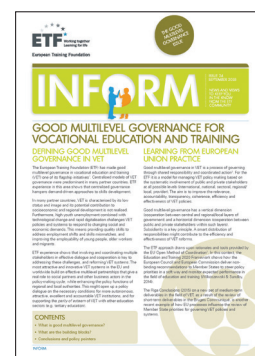
Designed to help those who have a stake in work-based learning – employers, vocational school teachers, policy makers, leaders of employer associations... – this interactive tool provides a means to work through the key issues that need to be addressed when introducing or improving work-based learning arrangements as part of vocational education and training.

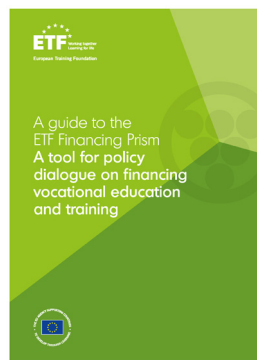
[europa.eu/!dk78KB](http://europa.eu/!dk78KB)

## Good multilevel governance for vocational education and training

Involving multiple stakeholders in effective dialogue and cooperation in ETF partner countries is key to reforming vocational education and improving its image and quality. This policy briefing examines the building blocks of good multilevel governance and provides some policy pointers to move vocational education reforms forward based on good multilevel governance.

[europa.eu/!Fm43Bn](http://europa.eu/!Fm43Bn)





### A guide to the ETF Financing Prism: A tool for policy dialogue on financing vocational education and training

Aimed at supporting partner country policy makers in facing challenges in vocational education financing, this guide presents the ETF 'financing prism', a tool designed to facilitate dialogue between the actors involved in the development and reform of vocational education systems, in particular between public authorities and private enterprises. The guide describes the components of the prism and outlines a series of steps to organise policy dialogue.

[europa.eu/!Jr74mt](https://europa.eu/!Jr74mt)

The guide is accompanied by a series of **policy guidance notes** on specific funding and financing instruments.

### Financial incentives for companies

Supported by case studies from Austria, Ireland and France, this paper explores financial incentives targeted at enterprises to increase their vocational education expenditure.

[europa.eu/!tb98HK](https://europa.eu/!tb98HK)

### Training levies

Supported by case studies from Hungary, England and Spain, this paper explores the introduction of training levies in enterprises to collect resources for vocational education.

[europa.eu/!pb84Tf](https://europa.eu/!pb84Tf)

### Formula funding

Supported by case studies from England and Denmark, this paper discusses the use of formula funding as the mechanism for calculating and allocating vocational education budgets to individual providers.

[europa.eu/!rN39JC](https://europa.eu/!rN39JC)

# TUNE IN ON THE TUBE

Did you know there are 200+ mini movies on the ETF YouTube channel? [www.youtube.com/etfeuropa](https://www.youtube.com/etfeuropa)

### Skills anticipation and matching

Matching skills supply and demand is a challenge in most of our partner countries. Watch these short videos to find out how stakeholders from the Netherlands, Portugal and Georgia try to meet the challenge and bridge the gap between the worlds of education and business.

School-business cooperation  
in the Netherlands

[https://youtu.be/h\\_PKChd8mK4](https://youtu.be/h_PKChd8mK4)



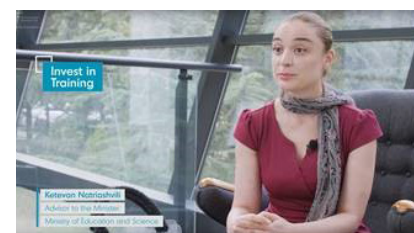
Bridging the gap  
in Portugal

<https://youtu.be/rHl8zcfMMzc>



A tool for training needs analysis  
in Georgia

<https://youtu.be/jmb52fYYWQg>







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