

# live&learn

**In depth**

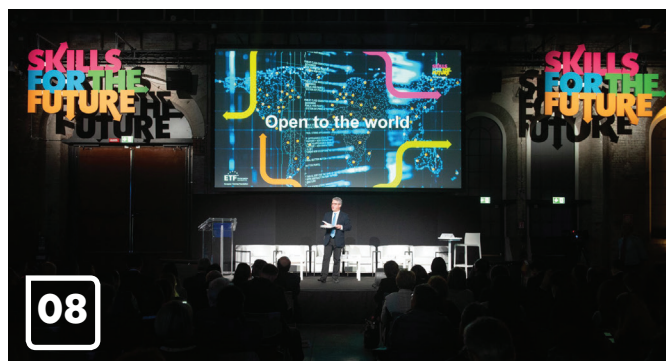
Looking forward | 08

**Country focus**

Belarus | 10



# INSIDE



## IN DEPTH

08 Looking forward

## COUNTRY FOCUS

10 Human capital development: the Belarus approach

11 Belarus in figures

13 Arkady Shklyar on the changing world of education in Belarus

15 Skills for innovation: the view of employers from Belarus

## PROJECT UPDATE

17 Torino Process 5th edition

19 Three reasons to be optimistic in South Eastern Europe

## NEWS&VIEWS

21 Trends in vocational education in EU neighbouring countries

22 Turkey's Education Vision 2023

23 Career guidance goes online in Kosovo

25 Georgian winemaker on Forbes' 30 Under 30 Europe list

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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

## CELEBRATING THE ETF'S 25<sup>TH</sup> ANNIVERSARY

**This year, the European Training Foundation (ETF) celebrates its 25<sup>th</sup> anniversary. Conceived in the aftermath of the fall of the Berlin wall as a vehicle for supporting the newly liberated countries of central and eastern Europe in adapting to democratic institutions and the market economy through education and training, the ETF was formally established in 1990.**

Four years elapsed, however, before a decision was reached on the location of the agency, allowing us to open for business in Turin in December 1994 following six months in temporary accommodation in Brussels.

As the agency's fourth director, looking back on 25 years of achievement, I see so much that has changed. The agency's locus of action has shifted outwards as its original partner countries have become EU Member States and the European neighbourhood, which is the ETF's main area of operation, has extended southwards and eastwards to embrace the Southern and Eastern Mediterranean, the Balkans, Turkey, Eastern Europe, the Caucasus and Central Asia. The agency's thematic remit has also expanded from its original focus on vocational education and training, to cover broader human capital development issues, including labour market and employment systems.

Yet so many of the ideals and principles that have animated the ETF since its inception have remained unchanged: the focus of its work on the interface between the worlds of education and work as a key to unlocking the potential of individuals and societies, its holistic and systemic view of human capital development, its insistence on fostering home-grown solutions, drawing on sound evidence and the widest possible range of experience, research and good practice from Europe and beyond, its capacity to bring people together from different spheres of government, business and civil society to share information and experience and build partnerships for change, our close links with the European Union services that enable us to leverage intra-EU policy developments and external assistance programmes to the benefit of human capital development in our partner countries. These strengths are part of the ETF's DNA and it is on them that we will build as we look towards the next 25 years.

For 2019 is a year for looking forwards as well as backwards. In June we have presented our strategy for the post-2020 period, something we have been working on intensely over the last 12 months. The Skills for the Future conference last November, and the work we have built around it, has been an opportunity to explore global trends affecting our partner countries and the challenges that factors such as technology, globalisation, migration and climate change create for them. This has given a clarity of focus to our work supporting countries in making the systemic changes needed to prepare their populations for the fast-moving living, learning and working environments of tomorrow.

So, watch this space! In the course of our 25<sup>th</sup> anniversary year, you will be hearing a great deal more about the future of the ETF and our vision for 2021 and beyond.

Cesare Onestini  
ETF Director



# TRANSFORMING THE ETF

## WORLD

**1989**

Fall of the Berlin Wall



**1991-95**

Collapse of the Soviet Union and war in Yugoslavia



**1996**

European Single Market comes into force



**1997**

EU membership discussions begin for the countries of Central and Eastern Europe



**2012**

Nobel Peace Prize awarded to the European Union



**2001**

The World Trade Center is attacked by terrorists



## ETF

**1989**

A European Training Foundation is proposed at the Strasbourg Summit by the European Council to support the newly independent countries next to the EU

**1990-1993**

**1994**

Opening of the ETF in Turin, Italy, under the leadership of Peter de Rooij

**1995**

The ETF starts working with the countries of the former Soviet Union

**1996**

The ETF starts working in the Western Balkans

**1998**

The ETF's geographical coverage expands southwards to the Mediterranean region

## SKILLS

**Phare**

**1989**

EU PHARE Programme



**1990**

Tempus Programme for higher education



**1991**

EU TACIS Programme



**1995**

Barcelona Process for the Southern and Eastern Mediterranean



**1997**

Employment and training emphasised by EU presidencies





**EUROPEAN  
TRAINING  
FOUNDATION  
TWENTY-FIFTH  
ANNIVERSARY  
1994-2019**

**2013**

Croatia joins the EU



**2015**

Sustainable Development Goals agreed by the United Nations



**2017**

The African Union-EU summit agrees on investment in youth and skills



**2018**

ETF conference on the future of work and skills

**SKILLS  
FOR THE  
FUTURE**  
Managing Transition

**2018**

Special focus on youth at the EU-Western Balkans summit



**2017**

Education, training and lifelong learning in the EU Pillar of Social Rights



**2011**

Small Business Act for Europe



**2010**

New Skills for New Jobs



**2010**

Launch of the Torino Process



**2009**

Madlen Serban takes over as Director of the ETF



**2009**

European Quality Assurance Reference Framework for Vocational Education and Training



**2008**

Global economic crisis shakes the world



**2008**

The recast regulation redefines the ETF's area of activity as 'human capital development'

**2007**

The ETF changes its approach to match the new EU instruments



**2004**

Muriel Dunbar becomes Director of the ETF



**2003**

ETF Advisory Forum discusses the results of over 10 years of work in vocational training reform

**2000**

The ETF begins to shift its role from project management to becoming a centre of expertise



**2001**

EU CARDS Programme for the Western Balkans

**2002**

Copenhagen Declaration on cooperation in vocational education and training



**2005**

EU guidelines on jobs and growth



**2007**

New instruments supporting the EU's external assistance goals





# NEWS IN BRIEF

## Torino Process: Round 5

Round five of the Torino Process has got off to a flying start. Launched at an international meeting in Turin in December 2018, national meetings have now been held in most ETF partner countries, many in the presence of ministers and other high-level officials. Work is now underway to gather the necessary data to analyse the progress that has been made in reforming skills development systems. Reports will be published over the coming year and a half, with regional meetings to analyse regional trends to be held between June this year and November 2020. Keep an eye on the ETF website for updates.

## Partnering up

Cooperating with other organisations active in the field of vocational education and training reforms in countries surrounding the EU is an important part of the ETF's work and helps to add value by combining efforts. In the past few months, the ETF has signed cooperation agreements with various organisations including UNIMED, the association of universities from the countries of the Mediterranean basin, ERISEE, the regional platform for cooperation in education and training in South Eastern Europe, and the International Labour Organisation, which is celebrating its 100th anniversary this year.

## Vision for the future in Turkey

Turkey's Education Vision for 2023 was the topic of a major conference held on 25–26 February in Ankara. More than 150 participants from all over the country and from EU Member States shared knowledge and examples of good practice to produce guidelines for the country to take its reform efforts to the next level. The plan is to bring the Turkish education system in line with international standards so that learners are equipped with the skills that they need to succeed in the 21st century. Complementing the work of the EU's External Action Service, the ETF brings together ministries and social partners to develop scalable projects.

## Qualifications Agency in Ukraine

Reforming qualifications and making sure that they benefit people will be the topic of the ETF's major conference in November this year. Ukraine is already off to a flying start. In 2018, the Ukrainian government agreed to create a single body, the National Agency for Qualifications, to support a new national system to ensure that qualifications in the country are fit for the future. In January, the ETF brought together all the key actors in the country to discuss and define the priorities of the new agency. Inspiration came from Portugal, Estonia and Turkey, where such reforms have already taken place.



## The ETF goes live on Facebook

Wednesday is Facebook live day at the ETF. Since the beginning of the year, the ETF has begun to live broadcast interviews with influencers via Facebook. Catch up with the interviews that have been carried out so far: Baia Abuladze, recently named as one of Forbes' 30 under 30 Europe young influencers; Mohammed Brik, award winning date farmer from Laghout in southern Algeria; Marcello Scalisi, director of UNIMED, association of universities from the countries of the Mediterranean basin; Zara Huseynova, a dynamic young entrepreneur from Azerbaijan and CEO of WoWoman; Wisam Shamroukh, entrepreneurship and innovation lecturer at Palestine Polytechnic University; Alex Salha from Fair Trade Lebanon; and Marina Khomich, personnel manager at



Viber's office in Minsk. Keep an eye on our social media channels to see who's up next and don't forget to tune in to Facebook every Wednesday at 15.00 CET.

### **The future of work: Today. Tomorrow. For All**

As part of the celebrations of the 100th anniversary of the International Labour Organisation, on 9 April the European Commission's Directorate General for Employment, Social Affairs and Inclusion brought together an impressive line-up of speakers, including European Commission President, Jean-Claude Juncker. The delegates from the EU institutions and Member States, international organisations, social partners, civil society, and academia discussed the main changes taking place in the world of work and how best to take advantage of them for workers, businesses, society and economies. Six parallel sessions also gave the participants an opportunity to take an in-depth look at how Europe's employment and social policies have to change to fit the world of today and tomorrow.

### **4th Union for the Mediterranean ministerial conference on employment and labour**

Ministers from the Mediterranean region met early April in the beautiful Cascais area of Lisbon to talk about their most pressing labour market challenges with counterparts from the EU. The meeting was opened by Marianne Thyssen, European Commission Director General for Employment, Social Affairs, Skills and Labour Mobility, and Portuguese Prime Minister Antonio Costa. The closing Declaration commits the countries to focusing further on concrete priorities, such as supporting decent job creation and entrepreneurship, mobilising public and private stakeholders to create partnerships and synergies, building inclusive labour markets to integrate potentially vulnerable and disadvantaged groups, investing in quality education and training for skills, and employability in a changing world of work. Ministers also invited the European Commission, and in particular the ETF, to provide relevant expertise to support their work in the future.



### **Directors General for vocational training meet in Romania**

The future of education and training in Europe post-2020 was the main topic of the first gathering of the Directors General for vocational education and training of 2019. Hosted in Romania under the auspices of the Romanian presidency of the EU (January–June 2019), more than 80 experts from the Member States, representatives of the European Commission, the candidate countries for accession to the EU, the EFTA countries, the ETF, the European Centre for the Development of Vocational Training (Cedefop), as well as delegates of representative social partners at European level attended. An inventory of approaches to encouraging the entrepreneurial spirit among initial vocational education pupils was also presented.



# LET'S BUILD **SKILLS FOR THE FUTURE**, NOT WORRY ABOUT **SKILLS IN THE FUTURE**

**Put 'future' in the title of an event and some people will think it's about making predictions, but that's the territory of astrologers and science fiction writers. Policy makers think about futures, because tomorrow's outcomes depend on multiple decisions taken today.**

## **Keep it local**

'Skills for the Future: Managing Transition' conference provided a wealth of insight, opinion, stories and data on urgent questions set by ETF director Cesare Onestini in his welcoming remarks. 'How do we shape policies today that take the future into account?' 'How do choices made today, determine the future?' Some 300 delegates and speakers shared their collective wisdom in an inspiring journey that stretched the boundaries of policy discussion, drawing on state-of-the-art visual and experiential elements.

The conference, on 21 and 22 November 2018, was held in Turin's OGR – Officine Grandi Riparazioni. This iconic former train repair yard now hosts conferences, concerts, exhibitions, and innovative work hubs. Its imposing size affords a flexible setting for any event, and its history of reinvention in the post-industrial era provided a perfect frame for discussing skills for the future.

The city of Turin, home to the ETF for the past 25 years, represents many aspects of post-industrial reinvention. The presence of local citizens, employers, and education and training providers in the opening session was testimony to the strength of the relationship between Turin and the ETF. But despite its 25 years of expert policy learning and support, the ETF does not rest on its laurels, as the quality and diversity of the event demonstrated to a crowd hailing from Italy and other EU member states, ETF partner countries, and international organisations.

## **Keep it human**

In keeping with the ETF ethos, genuine progress on complex issues can only be made by bringing different views together in a context of mutual respect. Despite, or perhaps because of the range of views expressed from a wide range of stakeholders (including many young people), a consensus emerged around some key trends for policy makers in managing transition.

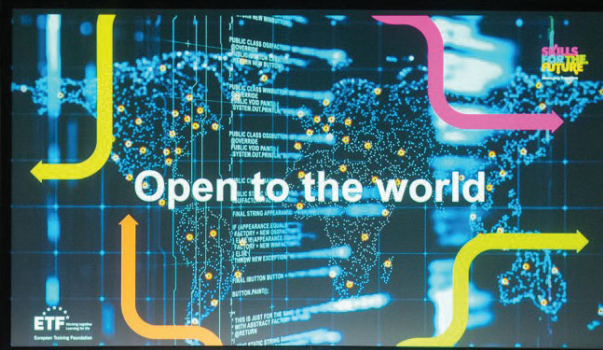
Technology featured prominently, particularly in relation to the digital challenges and opportunities within skills development, business innovation, and the demands of new and existing jobs. Although the hype around artificial intelligence grows daily, its impact is yet to be felt in most economies. Meanwhile, the consequences of current automation technologies, along with disruptive business and employment practices, are already very real, as ILO Director of Employment Shangheon Lee pointed out.

The dire predictions of a few years ago have not been borne out, and the ILO now strikes a note of cautious optimism. 'On average, technological changes in the past have been good,' Lee said, 'but there are always winners and losers, which is why it's important to make our policy solutions inclusive'.

That was echoed by both Microsoft's Thomas Roca and IBM's Silvia Cambié. For Roca, the challenge is that advanced use of algorithms is still largely confined to the technology sector. 'Most companies are not even at the beginning of digital transformation yet,' he asserted. Cambié added that IBM is working hard to fight the all-too human biases in algorithm programming that still cause people from diverse backgrounds to be excluded from digital opportunities.

## **Keep it agile**

Keynotes and panels were interspersed with pre-recorded video blogs created by people working in ETF partner countries who had responded to a call for contributions. Among them was Alma Shkreli, a vocational education consultant in Albania, who



demonstrated the flexibility so often associated with future skills needs. 'Every day is different for me,' she explained. 'One day I have to attend a conference on vocational education and training or adult learning. Another day, I have to travel to visit a project. Every day is very challenging and needs a lot of energy!'

In one of the workshops, 'Ready for an unpredictable future: Getting the skills mix right', the need for individuals and systems to become similarly flexible and adaptable was heard loud and clear. As ETF facilitator Mirjam de Jong noted, creating vocational education pathways that prepare learners for what actually happens in today's workplace demands 'fundamentally transforming education systems'. The view from a demand-side organisation was no different. We need 'a more active, dynamic approach' to skills, said S. Tuna Sahin of Turkish SME development organisation KOSGEB.

In the 'open space' session that concluded the workshop, delegates called for risk management to be given a higher profile in skills acquisition, helping learners to cope with – and learn from – failure. There were also calls for more blended learning opportunities, combining educational technology, traditional class-based learning, and work-based learning.

### Keep it real

Reports from the other workshops showed a logical progression of these ideas. Another workshop on preparing young people for the future highlighted the need to add lifelong career guidance – or 'co-careering' – to lifelong learning as a policy imperative. Lifelong learning itself cannot remain just an aspiration; people of all ages need creative, imaginative and strategic thinking to survive in ever-more complex environments.

To give such ambitions any chance of success there must be a strong evidence base drawing on agreed principles and methodologies. Workshop 2, focusing on uncovering skills needs, called for an exploration of how big data can be exploited, particularly in the context of high levels of informality in learning. And Workshop 3, exploring the importance of inclusivity at institutional level, called for building a culture of broad and empowered partnership for skills.

ETF Head of Operations Anastasia Fetsi illustrated how the ETF contributes to building the evidence base in her keynote presentation, which showed that, while the general direction of global trends may be apparent, each partner country will be affected differently. Basing a view on the current situation, the policy choices being made, and the strength and adaptability of a country's institutions can give a sense of how they might deal with future skills needs.

Briefly covering major economic indicators, Fetsi surveyed the varying circumstances that form partner countries' realities. By collecting, visually presenting, and interrogating data on, amongst other things, incomes, poverty rates, innovation and growth, the ETF puts facts on the ground above futuristic flights of fancy to inform decision making. But whatever a country's situation might be today, as the conference title makes clear, it is the skills and capabilities of its people – its human capital – that will most influence its development tomorrow. 'Skills for the future' is therefore more than just a description – it's an urgent call to action to manage transition today.

*Text: Ezri Carlebach*



# HUMAN CAPITAL DEVELOPMENT: **THE BELARUS APPROACH**

**In Belarus, employers are increasingly concerned about the disparity between the skills provided by the education system and the needs of the labour market. At the same time, the demand for employees with technical skills is growing, but the reputation of vocational education is extremely poor and this type of education is still considered a second choice.**

*Live&Learn* interviewed Timo Kuusela, the ETF's country coordinator for Belarus. We asked him about the status of vocational education and training in the country and the skills that will be needed in the labour market in the future.

**One of the biggest problems with vocational education in Belarus is that it is not popular. At the same time, the labour market is in desperate need of people with technical training. Do you think it is possible to make vocational education and training more attractive?**

Yes, this is a big problem, and it exists in many countries. In Belarus, vocational education institutions are not popular. However, the labour market needs people with technical skills alongside university graduates, but young people still prefer to go into higher education. This is often a result of parental pressure, but prejudices are also strong in society when it comes to technical schools and the education they provide.

In my opinion, one solution could be to create practice-oriented courses within higher education. In the EU, this is already happening. In essence, it is the same as professional education, but with a bachelor's degree at the end. In this way, the problem of the lack of prestige of vocational training can be partially solved. However, putting this concept into practice will require a huge overhaul of the education system. On the other hand, it is necessary to work on improving the quality of vocational education in order to raise its prestige. And this is also a very long process that will require significant resources.

In Europe, the situation differs greatly from country to country but, in general, the trend is towards an ever increasing number of students in vocational education. This can be seen in particular in the Nordic countries. In many ways, this is down to the fact that social prejudices towards people who take up technical professions are almost non-existent.

When we talk about higher education, we mean universities and institutes, while for vocational training we talk about colleges, lyceums and vocational education providers. We use these terms simply because we are used to them, while really the differences between the two types of education exist only in our heads. In future I believe these terms will disappear and become part of a single process – lifelong learning.



# BELARUS

Population of Belarus at the beginning of 2018

**9,504,700**  
people

Number of young people (aged 14-31) is

**20.2%** of the total population

## Education in Belarus

Literacy rate:

**99.6%**



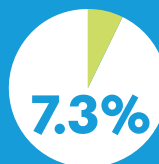
**53.7%**

of population has  
tertiary level diploma

**44.8%**

has secondary and  
vocational diploma

## Education VS Employment



Employment  
rate for **people**  
aged 15-29 is

**62.7%**



Employment rate  
for **VET diploma**  
holders is

**74.8%**

## Transition from school to work



The average period for job  
**searching** is shorter for  
young people than for adults



Average period:  
for young people

**1.3**  
**months**



for adult

**1.6**  
**months**



**22%**  
found their job using  
internet resources



**49%**  
found their current job on  
the advice of acquaintances



**30%**  
had contacted the  
employer independently

**What should the education of the future look like?  
What should people be taught so that they are able  
to keep up with the needs of a constantly changing  
labour market?**

I always think of education as a process, not an end. Education should be lifelong. And the main result should not be about obtaining a diploma... this is a milestone, but not the result. It's key competences that are essential for employment.

**What key competences are we talking about?**

The most important competences are communication and computer skills. Alongside, of course, knowledge of foreign languages, the ability to work with a computer and work in a team and so on. Furthermore, personal qualities like having an entrepreneurial spirit, creativity, and the ability to learn, solve problems and quickly adapt to new situations. In the labour markets of tomorrow, these core competences will play a role no less important than actual technical knowledge.

**When it comes to changes in the labour market  
related to digitalisation, high technology and artificial  
intelligence, there are a number of apocalyptic  
predictions that refer to the disappearance of most  
of today's jobs and the replacement of people with  
machines. In your opinion, are these fears justified?**

Of course, many professions will disappear, and some will undergo massive changes. In many areas, the role of the human will be reduced to monitoring the operation of machines. This is especially true for countries where labour costs are high, and employers simply cannot afford to hire large numbers of staff. In these cases, the full automation of production is inevitable and I think that such a revolution will occur in Belarus.

The rapid growth of technology may lead to an increase in the number of creative professions (those for which robotisation is not possible), but this does not mean that in the future there will be no work for people at all, it just means a change in priorities and different, new skills. New professions will emerge, which we can't even imagine today. That's why being able to learn and adapt to rapidly changing situations will be skills in great demand.

I don't worry about the labour markets of the future – new professions will appear and specialists will be needed to work with new equipment. However, education systems around the world, including in Belarus, must be prepared for, or must at least take into account, the fact that today's high school generation will enter a labour market that is completely different from the one we have now. The skills that school children are acquiring today will be key to the development of high-tech economies for the future.





# WE CAN'T PREDICT THE **FUTURE** **OF EDUCATION** BUT WE CAN START **BUILDING IT TODAY**

**No one can say for sure which skills and competences will be needed for the jobs of the future and how education systems around the world will go about providing them. Arkady Shklyar, Doctor of Education and Rector of the Republican Institute for Vocational Education in Minsk, gives *Live&Learn* a preview of how Belarus is preparing for the coming changes.**

In order to find some answers, we need to look at the trends which are already having an impact today and which will have an even greater influence on the worlds of education and work tomorrow.

One of the main trends in education is the spread of lifelong learning delivered in a wide range of settings – educational institutions, companies, online and more. The ability to learn and to keep on learning will be one of the most highly prized skills on the labour market of the future, since jobs for life will no longer exist. In order to meet the needs of a rapidly changing labour market, people will need to retrain several times during their working lives.

Another trend is the growing importance of global human values. Many routine processes will be automated and many tasks will be performed by artificial intelligence, which means communication between people and cooperation will play a key role.

Experts believe that in areas such as manufacturing, agriculture and energy, almost all processes will be fully automated and the use of robots will become standard. Local production systems will be able to create certain kinds of products on demand using new technologies such as 3D printing.

The challenges of introducing green technologies – ones that are environmentally friendly and based on the principle of

renewability – will be a second significant trend. These will form part of a new technological order and new standards and, in areas such as production, energy, agriculture, transport and services, will be increasingly delivered in a distributed fashion.

The third trend is that in 10–20 years' time information and communication technologies will have become pervasive. Seamless mobile connectivity, virtual and augmented reality and artificial intelligence, including solutions that imitate our own behaviour, will be widely used. In view of this scenario, a question arises: How can we best prepare future generations for this new and rapidly evolving world?

The first thing to do is to develop competences for working in a tech environment. This is mainly about programming and the



ability to deal with large amounts of information. The second is to develop a service-oriented economy. This is a central sphere, which will employ high numbers of people. People will need to be able to communicate with each other and understand each other's problems, so building emotional connections with other people will be a key skill for the future. The third is developing creative abilities. Education will be a fast growing industry, not in the traditional sense of lectures and seminars but rather as a way of accompanying and guiding an individual's personal development throughout their life. Tackling the challenges of today will lead to the emergence of new professions, for instance engineers may need to combine human traits and engineering solutions.

Being able to manage attention, empathy, emotional intelligence and cooperation will come first, because in complex systems, cooperation becomes a vital skill – critical thinking, creativity and working in multidisciplinary environments are all based on people cooperating with each other.

In complex systems, where occupations and tasks may come and go, the ability to learn, unlearn and relearn becomes very important. People may need to change their field of work five or six times over a lifetime so they need the skills to facilitate these changes of

direction. This is the main challenge for education systems because they are not set up to teach these skills for the future.

We tell people they have to be creative. But the main model of the existing mass education is learning how to solve standard tasks using common approaches, so a wholesale restructuring of education is necessary. We tell people they need to know how to work in a team. We need to develop cooperative ways of learning.

We tell people they need to learn continuously. Therefore, people need to learn how to learn as a standalone skill.

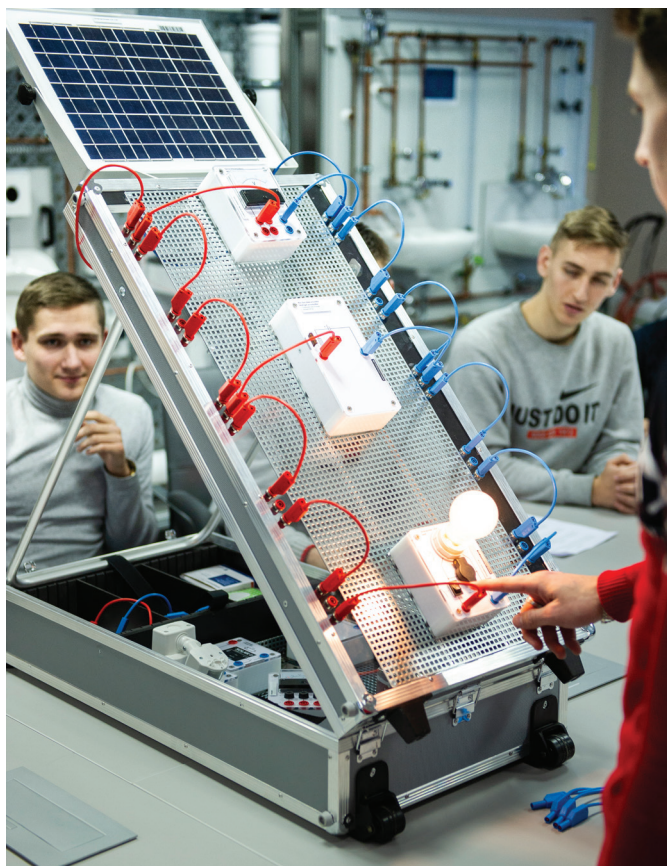
It will not be possible to approach the new information environment in the right way if the majority of teachers feel uncomfortable with it. So if we wish to equip people with 21st century skills, we must change the settings in which people study and improve the competences of teachers.

The rapid pace of technological development, changes in the nature of labour relations and the kinds of occupations and specialisms in demand have obliged us to analyse Belarus's continuing vocational education and training system and overhaul the paradigm of education and training, including a new interpretation of the purpose, structure and content of vocational education.

For the innovative development of the country and its entire education system, it is necessary to modernise the continuing vocational education system. A modern system can train and reskill the kind of workers needed for a technologically advanced, innovative economy. At the same time, it can help to create jobs by predicting how the labour market and skills needs will evolve over time.

The broad lines of how Belarus is reforming its continuing vocational education system include introducing innovative practices; developing the concept of an advanced education system which is focused on the new conditions of the knowledge society already emerging around the world; implementing a multidisciplinary approach to education; making education more practically orientated and encouraging the take-up of innovative methods of teaching and learning; increased use of interactive teaching methods and the modernisation of teacher training.

A constant and fundamental aim of the country's education policy has been the desire to integrate in the global education system while still maintaining its own national traditions. Today, no national system of continuing vocational education can aspire to develop successfully and be competitive without ensuring comparability of international professional and education standards, as well as using international criteria to assess its quality.





# SKILLS FOR INNOVATION

## THE VIEW OF EMPLOYERS FROM BELARUS

**Marina Khomich, Personnel Manager at Viber's office in Minsk, tells *Live&Learn* how she sees the future of skills and competences in Belarus.**

Viber was set up in 2010 by two young programmers, Igor Magazinov from Belarus and Talmon Marco from Israel. The company's main product is the messaging app for smartphones of the same name, which allows you to send messages, make calls and share media content. The company earned almost no revenue for the first two years, but in 2013 the app really took off and by 2014 had managed to attract more than 280 million users. In 2014 Japan's Rakuten bought Viber for USD 900 million.

Viber currently has almost 1 billion users worldwide and every 60 seconds there are more than 7 million people using the app. The company has offices in London, Luxembourg, Manila, Moscow, San Francisco as well as in other locations around the world.

### **What skills and competences does Viber look for when someone comes to you for a job?**

We are primarily looking for analytical skills. In a future employee, we would like to see the ability to look at the system as a whole as well as its constituent parts, and the cause-effect relationship. They also need to understand and see the bottlenecks in information systems and in software development processes in order to quickly find solutions to problems.

**As a recruiter you can see how the need for skills is changing. The labour market is evolving rapidly, factors such as digitalisation, artificial intelligence and globalisation will contribute to making many occupations disappear and others emerge. The skills requirements of high tech companies will be very different in the near future. In your opinion, what skills and competences will be important in the future and for Viber in particular?**

The ability to communicate with other people, the ability to convey information and discuss problems will always be needed. Another skill that will be of great importance in the future is a



person's ability to learn and to keep on learning as well as being able to adapt. It is clear that the world is changing fast and the world of technology even faster. These changes now affect almost all spheres of human existence. I can still remember the era before the Internet and mobile phones were everywhere.

As society is becoming increasingly information-based, people are required to deal with a lot of information so one of the most important skills is the ability to adapt to changing conditions, to quickly learn new skills, to learn how to work with new systems and to change our working lives to take these factors on board.

Another extremely important skill is the ability to process information and pick out what is necessary and important. The ability to separate what is true and what is not. There is a lot of disinformation, especially online, and it is vital that people learn to analyse it and distinguish between what is based on facts and what is not. This skill will be key to good decision making.

When they want to learn something, many people look for courses online or watch videos on YouTube – this use of technology for learning is common. Borders are losing some of their significance and in many cases a person can learn something new online, even if the local market for educational services does not offer this kind of training. In such cases, the skill to select the right information and to separate the truth from lies can help in choosing the right learning path.

In the world of recruitment and skills' assessment, there is an active debate right now. Is it better to have what are called T-shaped skills? This means having a narrow specialisation in one area of expertise (the vertical line in the letter T) but also some knowledge in several areas (the horizontal line in the letter T), thereby giving you the ability to work with experts from other areas. Or is it better to be an all-rounder with superficial knowledge of many areas and to undertake many different areas of work?

My opinion is that in the future the demand will be for specialists who have knowledge of several different areas, since it is very difficult to predict what changes will occur. The ability to take your knowledge and areas of expertise in one direction or another or change it at any time is very important. My own work at Viber provides an example of this. Over the past five years, the range of my responsibilities and the nature of my work have changed dramatically. This is down to several factors, from the way the company has developed to shifts in its strategic goals. This is why I am confident that the flexibility and the ability to adapt to change will be even more in demand on the labour market.

### **Do you have problems recruiting people with the right skills? Are there any jobs for which you cannot find qualified people?**

At Viber last year, we conducted about 280 interviews for positions within different teams at our Minsk office. For certain vacancies we have problems finding people, especially those with specific technological competences. In those cases we can hire employees without those skills and train them on the job. But in such cases, the first and foremost criteria for selecting candidates will be their ability to quickly and efficiently learn something new.



### **Does Viber do any work with the education sector and employment services to help the younger generation decide on a choice of career?**

In the past few years, Viber has been working with schools and centres of higher education, organising for school children to visit the Minsk office. I must say I am surprised by the children who come to visit us. Schoolchildren from grades 10–11 enjoy reading and are really interested in the issues of the high tech market and this is wonderful to see. They know where they want to go.

### **You often hear people say that getting a qualification is not the key to a successful career. For you, as a recruiter, how important is higher or vocational education when recruiting future employees in Viber?**

I see this as optional criteria when applying for work in the ICT field in general, and at Viber in particular. For us, higher education is not essential if we are talking about a candidate with relevant work experience, knowledge and skills. It is always the guys who did well at maths in school, but who just happened to choose work instead of continuing their education. But this does not mean that they did not study at all. In the ICT field, there are many opportunities to get non-formal education through online and offline courses. However, in order to achieve good results, a person needs to have a clear idea of their own potential and aims for the future.

Higher education is not an obligatory requirement when applying for a job, but it provides certain skills that can be very useful. The majority of our company's employees have completed higher education.

### **What advice would you give to 12 and 13-year-olds in Belarus who are considering their career path?**

Today's younger generation may feel confused by the range of possibilities compared to previous ones because they live in a globalised society, which means their choice of where to study or work is not limited to one country. If you are especially interested in something, you only need to learn one foreign language – English – and the whole world of education is open to you. My advice to young people who are now finishing school and need to make the most important choice in life, is that they should feel free to search, explore and not be afraid of opportunities. You need to be active and look for new opportunities for yourself and your own personal development.



# TORINO PROCESS

## LAUNCHES INTO THE FUTURE

**As the Torino Process enters its second decade, the latest cohort of coordinators met in Torino on 5 and 6 December 2018 to launch the next round. With change being the watchword in almost every sphere of life, it's no surprise that there are upgrades in store for the ETF's flagship programme.**

### Partnership and principles

The event was both the kick-off session for the new round of the Torino Process, and a celebration of its first ten years in operation. Almost all ETF partner countries were present at the event, including Algeria, participating in the Torino Process for the first time. Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, sent a video message stressing the importance of investing in people and opting for vocational education as a first choice.

Acknowledging that this was his first direct involvement with the Torino Process, Cesare Onestini, ETF Director, has nonetheless witnessed its development as an important instrument for cooperation. Cooperation in preparing the analyses, involving social partners, donors and other actors; developing and building on innovation for the future; using outputs for country strategy development or monitoring as well for EU and donor policy dialogue are some of the key words with which Onestini summed up his views on the Torino Process. The commitment was apparent in the case of Libya, returning to the Torino Process after a four-year absence. Mokhtar Jwaili, Senior Technical Vocational Education and Training Advisor to the Ministry of Education in Libya, shared a moving account of the difficulties his country has faced since the war of 2014.

'We managed to issue the Torino Process Libya report in 2014. After that, the country went into war, and division. Nevertheless, our aim was to continue our partnerships with all strategic institutions across Libya. We managed to unite the organisations within vocational training through the Torino Process in 2017, holding a workshop in early 2018 with people from all over the country. This is really important to us, because it kept us all together. We are really happy to be in the Torino

Process, and I must say a big thank you to the ETF for helping us through this.'

This story illustrates how the four principles of the Torino Process inspire people well beyond the collection and analysis of data on education and training and labour market systems. The four principles were visible throughout the event. The story of Libya links to **participation**, which was also raised by Vesna Puratic, a vocational training expert at the Ministry of Civil Affairs of Bosnia and Herzegovina.

'We have a complex constitutional structure,' she observed, 'yet we have managed to get all the relevant stakeholders equally involved.' She went on to highlight **ownership**, which she felt had been implemented in her country. 'Our report was presented to the Council of Ministers and then they all knew about the Torino Process, and supported the implementation of its recommendations.'

### Sailing in a new direction

Taking a **holistic** view of vocational training and building the **evidence base** both came into focus as ETF experts introduced a new strategic orientation. While the Torino Process has established beyond doubt its added value, it must respond to trends in order to ensure future relevance.

Aziz Jaouani, the ETF's Torino Process coordinator, introduced the main changes, as a focus on increasing quality and coherence; a broader scope of analysis; and a more holistic view of vocational education and skills. This involves the availability and access to more data, particularly those related to lifelong learning and the wider concept of human capital development. For the first time, the ETF will also carry out a vocational training policy assessment, which will be the final product of this round of the process and will be published under the ETF's responsibility. These reports, will be independent, concise, analytical, and based on the same structure across countries.

Details of the National Reporting Framework were introduced with a colourful metaphor that resonated with colleagues. In the image, the Torino Process is a boat, on a journey towards an island, relying on the skill of its crew and the direction of the wind to reach its destination. On the way, it may encounter obstacles,

and have to sail through dangerous rocks. Without adjusting course to mitigate the effects of the environment, the boat might not arrive safely.

Colleagues discussed the opportunities and challenges of the new elements in detail, supported by the technical expertise on hand from ETF staff. Definitive conclusions were never on the agenda at a session designed to start the conversation, but pointers emerged for how Torino Process coordinators and their stakeholders will integrate the new elements.

Rimantas Dumcius, the Torino Process project external evaluator, who opened a panel discussion with experts from partner countries and European Commission bodies declared: 'The Torino Process is a brilliant and very cost-effective idea,' adding that someone at the ETF should 'claim authorship, because it's worthy of a prize.'

*Text: Ezri Carlebach*





# HUMAN CAPITAL DEVELOPMENT IN SOUTH EASTERN EUROPE: **THREE REASONS TO BE OPTIMISTIC**

**The findings of the Torino Process 2018–20 in South Eastern Europe give an overview of the situation of human capital development, and identify a series of challenges and some notable achievements in vocational training and lifelong learning in the region.**

The countries of South Eastern Europe share a number of challenges in human capital development. Some are linked to demographics, such as the ageing of the workforce and the emigration of highly skilled workers, and others to unemployment, such as the underuse of human capital potential. Arguably, one of the most important challenges in the region – as well as in most countries worldwide – is to match labour market skills with the needs of the future. According to the European Commission, there are skills gaps mainly in the areas of analytical skills, problem solving, adaptability and decision making. This is where vocational education and skills can play a part, adding knowledge in key competences like digital skills, entrepreneurship, language skills or social competences.

The Torino Process is a periodic review of vocational training systems in the context of human capital development and inclusive economic growth led by the ETF. The results of the current round show that South Eastern European countries have been making progress and have attained three major achievements in their vocational training and lifelong learning systems.

## **Better matching between skills provision and the emerging needs of the economy**

Progress has been made by monitoring education outcomes, for example, by participating in international assessment programmes such as PISA or TIMSS. Though some challenges remain, progress in monitoring skills demand and initiatives to strengthen career guidance and orientation are proving effective in reducing unemployment rates.

## **Modernisation of vocational training provision**

Since many employers complain about the lack of relevant skills among graduates and new recruits – especially insufficient practical skills – South Eastern European countries are addressing these shortcomings through apprenticeships, post-graduate internships or traineeships schemes, as well as through enhanced school-business cooperation.

Albania prioritises the introduction of work-based learning in vocational education and is boosting cooperation between schools and business. Kosovo<sup>1</sup> has implemented a model of 'practice firms' – practice companies mirroring the profile of real companies – to provide students with job-related skills and improve practical training in vocational schools. The service centre for practice firms monitors around 130 virtual companies and there are success stories of graduates running their own businesses thanks to the experience they gained in virtual companies. Montenegro is also encouraging apprenticeships, which are currently implemented in three-year vocational programmes. Students spend one day a week in a company in the first year, two days the second year and three in the third year.

Reinforcing key competences in vocational education is also a key goal for these countries. In response to increasing demand for ICT skills, Bosnia and Herzegovina has prioritised the development of digital skills by including them in the country's key competences for lifelong learning. The country has also developed a new digital competence framework with the support of the ETF.

## **Ensuring access to learning opportunities and establishing flexible and inclusive learning pathways**

National qualifications frameworks have been established over the last decade in all countries. In Serbia for instance, the adoption of a law on the national qualifications framework in 2018 was a long awaited and important step towards a more relevant qualification and education system. Kosovo plans to expand implementation of the recognition of prior learning (RPL). The National Qualifications Authority has also created a set

<sup>1</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244/99 and the ICJ Opinion on the Kosovo declaration of independence – hereinafter 'Kosovo'.

of guidelines on RPL policies and procedures and prepared a draft procedure for the accreditation of RPL providers, which is expected to be adopted soon.

The inclusiveness of vocational education and overall skills development has become an important priority in the region. Countries have allocated additional teaching resources to help integrate and retain learners with special needs.

Upskilling and reskilling offer flexible solutions for continuing human capital development to address low employment and limited participation in lifelong learning.

Montenegro also prioritises adult participation in education and training. Improvement in the quality of lifelong learning has been ensured through specific training in adult education for teaching staff and by expanding the education information system. This database provides full information on adult education, covering programmes, participants and graduates. It is linked

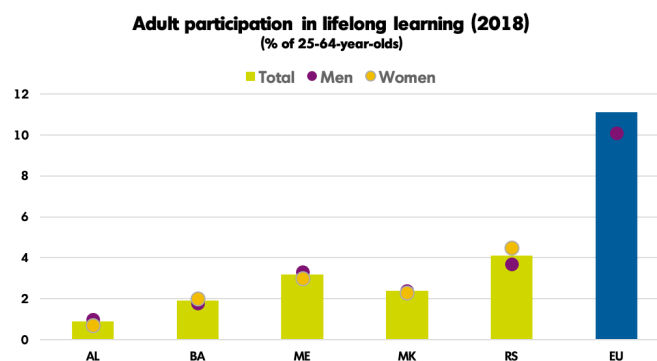
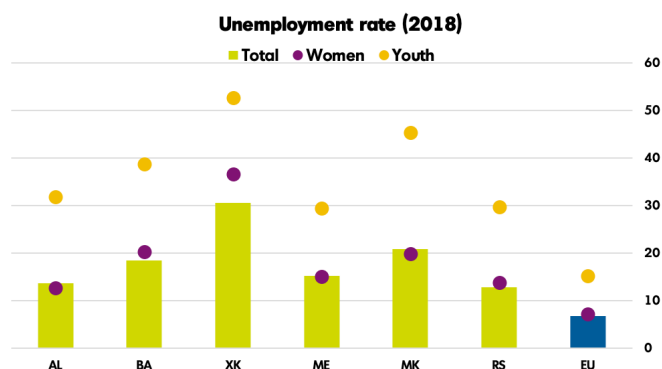
to the database of the Employment Agency, ensuring effective monitoring of adult education planning, delivery and outcomes.

### Post 2020 strategy: What's next?

In conclusion, further policy development is needed to address the social, economic and technological challenges of a changing world. The Torino Process report indicates that the next strategy cycle in South Eastern Europe should focus on improving the quality and relevance of educational outcomes for inclusive economies, ensuring that governance mechanisms for education and training continue to be built in coordination with businesses, and addressing the pressing need for upskilling and reskilling of both the adult and youth population.

Further development of skills intelligence systems are another key ingredient of education and training policies, together with the consolidation of monitoring and evaluation to avoid data gaps.

*Text: Agustin Millan/ETF*





# PROVIDING TRAINING, EMPLOYING PEOPLE: TRENDS IN EU NEIGHBOURING COUNTRIES

**Vocational education to prevent people from leaving school too early and counteract the persistently high numbers of inactive young people. Upskilling for equality and addressing imbalances between men and women, young and old. Matching skills to labour market needs to boost employability.**

Even though there are local and regional differences, these are the main trends in almost 30 countries surrounding the EU – from Ukraine to Turkey to Morocco – as highlighted in the ETF's *Key Indicators on Education, Skills and Employment 2018*<sup>1</sup>. The document presents the main findings from the 2018 collection of statistics that helps countries to evaluate and compare their progress in human capital development.

## **Vocational education: an effective solution to be equally distributed**

Vocational training is proven to be a fast track from school to work, with higher employment rates among young adults who graduate from vocational training in nearly all countries. Nevertheless, not all countries offer the same opportunities: while almost 100% of Uzbek upper-secondary students are enrolled in vocational programmes, only 10% of Georgian, Palestinian and Tunisian students follow this type of education. This has an impact on the dropout rate: in countries with many upper-secondary students enrolled in vocational programmes (75%) – such as Bosnia and Herzegovina, Israel, Montenegro, North Macedonia and Serbia – up to 10% of students leave their studies early.

## **Tackling social exclusion with basic skills**

In most countries neighbouring the EU, students are aged 15 when they begin vocational education, and it is common that they lack basic skills, such as reading, mathematics and science. Vocational education programmes, therefore, have to complement the provision of skills for employment with basic

competences. Succeeding in this has a positive influence on persistently high youth unemployment rates – half of young people in Kosovo<sup>2</sup>, around 45% in Bosnia and Herzegovina, North Macedonia and Palestine<sup>3</sup>, and about one in three in Albania, Montenegro and Serbia.

## **Increasing knowledge: yes, and matching with job market needs**

While in some countries (such as Algeria, Jordan, Lebanon, Morocco and Palestine) about two thirds of adults attain at most lower secondary education, in most countries increasing numbers of better-educated young people are entering the labour force. Although in line with a growing demand for a knowledge-based labour force, this does not always lead to better employment prospects. Indeed, school-to-work transition remains problematic in most areas surrounding the EU and, in some countries, holding a university degree does not always mean being able to get a job.

## **Taking care of workers throughout their lives**

Access to training remains rather imbalanced in most countries: men are more likely than women to attend continuing training, and young adults and those who are better educated enjoy more training opportunities than older workers. Upskilling through training can have positive consequences and, therefore, ensuring equal access is a necessary step – but this should not be pursued in purely quantitative terms. The content and focus of skills should match future labour market contexts.

*Text: Daria Santucci/ETF*

<sup>1</sup> The ETF publishes its key indicators on education, skills and employment every year. It presents nationally comparable statistics to assess developments in vocational education, skills and labour market topics. More here: [europa.eu/!Dd98cB](http://europa.eu/!Dd98cB)

<sup>2</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244/99 and the ICJ Opinion on the Kosovo declaration of independence.

<sup>3</sup> This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue – hereinafter 'Palestine'.



# THE EU AND TURKEY WORKING TOGETHER FOR **THE FUTURE OF EDUCATION**

**On 25–26 February, Ankara hosted the event ‘Turkey’s Education Vision 2023 in the context of the EU Education and Training Framework’, where Turkey and the EU exchanged knowledge and best practice.**

Jointly organised by the Turkish Ministry of National Education, the EU Delegation to Turkey, the ETF<sup>1</sup> and the European Bank for Reconstruction and Development, the event welcomed more than 150 participants – both national, EU Member States and international from relevant public/private institutions, academia and civil society with expertise in the education and training sector – with the purpose of producing recommendations for follow-up cooperation.

‘As a new industrial revolution unfolds globally, education and training systems face a common challenge: how to equip citizens with the skills needed to be resilient and fulfil their potential. This shared challenge is also at the heart of EU and Turkey cooperation. This cooperation is getting closer by working together and sharing experience between the EU education and training policies and programmes, and the vision for the future of Turkish education,’ said ETF director Cesare Onestini.

In October 2018, the Turkish government presented its Education Vision 2023, providing a comprehensive roadmap that covers the whole education system. The document aims to guide a holistic reform process that responds to the changes Turkey and the world are undergoing. It should bring the education system in line with international standards so that learners can be equipped with the skills they need in the 21st century.

EU Member States are also working on reforming their education systems, following a set of common objectives and benchmarks. The EU framework, which is based on the lifelong learning approach, provides opportunities to gather and share knowledge, and seeks to implement and advance educational policy reforms at national level. It addresses outcomes from early childhood to adult vocational and higher education, and is designed to cover learning in all contexts – formal, non-formal and informal.

*Text: Daria Santucci/ETF*



<sup>1</sup> The ETF has been supporting Turkey in developing education and training to boost employability, increase access to opportunity and promote social cohesion since 2005. Complementing the work of the EU’s External Action Service, the ETF brings together ministries and social partners to develop scalable projects.



# CAREER GUIDANCE GOES ONLINE IN KOSOVO<sup>1</sup>

Kosovo has launched a new online career advice platform, **Busulla.COM**, a public-private partnership between Swiss consulting company Smart Bits and the Ministry of Education, Science and Technology. It offers stakeholders a simple way to match qualifications to labour market needs.

## International support

Financially supported primarily by the Luxembourg Agency for Development and Cooperation as well as American and German international aid agencies USAID and GIZ, it offers students, parents, teachers, training institutions, businesses and government bodies 'a comprehensive platform for career guidance information system' in the country, its founders say.

Busulla.COM is broadly divided into two areas, one aimed at providing students and parents with career guidance; the other designed to give vocational education and training institutions, policy makers and stakeholders tools for better aligning the education system to labour market developments and demands.

Student benefits include:

- help in identifying career goals, interests, skills and potential;

- better connections between studies and work;
- understanding the importance of continuing education and lifelong learning.

Institutional advantages include:

- support in setting up school and college-based career guidance services;
- improved employability of students;
- encouragement to eliminate occupation bias and stereotyping.

## Stepping stones

The platform offers a step-by-step process to help students understand where they want to go in the world of work and how to get there. It helps students recognise their interests and best-matched occupations through specially designed career tests.



Busulla.COM

<sup>1</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244/99 and the ICJ Opinion on the Kosovo declaration of independence – hereinafter 'Kosovo'.

There are self-assessment apps for use on phones or the Internet to help youngsters understand if their skills and aptitudes match their career hopes.

Once choices have been narrowed down, students can access information on 251 specific occupations available in Kosovo's labour market. The next step is to identify the schools and institutions that offer the best courses to achieve their career ambitions. Further online advice helps users access job or internship opportunities.

Students can deepen their understanding of career choices and viability by accessing the platform's 'online advisor' – authoritative articles based on credible sources with an allied discussion forum.

### **Labour market alignment**

Businesses, policy makers and school managers have four modules to help them create a better balance between skills training and labour market needs: industrial liaison, training needs assessment, skills and knowledge needs assessment, and monitoring and evaluation.

The tools facilitate better cooperation between the education system and the labour market; more formal needs' assessment based on real-time information; and the creation of a feedback loop to help schools and policy makers ensure that training courses offer students viable pathways to the workplace. Monitoring and evaluation tools enable school managers to measure the quality of training according to 10 indicators that include curricula adequacy, the availability of teaching and learning materials, and student success rates.

Future plans include linking the platform to the development of 'career clubs' in vocational schools in the country, Busulla.COM's founders say.

In May 2019, Busulla.COM was awarded 'The best public service of the year in Kosovo' by Albanian ICT Awards that identifies the most innovative products and services across Albania, Kosovo and North Macedonia.

*Text: Sovran Berisha*



# EU-SUPPORTED **GEORGIAN WINEMAKER** ON FORBES' 30 UNDER 30 EUROPE LIST

**25-year-old Baia Abuladze is a Georgian winemaker who has received entrepreneurial support from the EU in the areas of informal education, the improvement of contacts, sales and the promotion of products. She was named by Forbes for the 30 Under 30 Europe 2019 list.**

'Winemaking had always been our family business, but we used to make it for ourselves and not for commercial purposes,' says Baia Abuladze, who comes from Obcha village in the Bagdati Municipality. 'Then it became an interesting job for the younger members of the family and we took steps to turn our family's tradition into a business.'

That business was Baia's Wine, launched in 2015. Today, Baia sells her wines not only in Georgia, but also in the EU. She runs the company with her sister Gvantsa, and the products they manufacture are famous wine brands from the Imereti region: Tsolikouri, Tsitska, Krakhuna and Otskhanuri Sapere. Baia also plans to revive a 'lost' vine that is no longer used in agriculture and has only been preserved in laboratories.

Baia has received entrepreneurial support from the EU in the areas of informal education, the improvement of contacts, sales and the promotion of products. 'I gave a presentation at the EU-supported conference for women entrepreneurs and established some interesting contacts. The event was organised in Brussels by the WEgate platform supported by the European Commission,' she explains. She also took part in the Women's Entrepreneurship Laboratory in Ukraine, organised by the ETF, where she learned about the types of assistance offered to women in different countries and the ways they succeed in growing their businesses.

While Baia has been with the company since its inception, Gvantsa joined later and brought a wealth of new experience thanks to the year she spent with the European Voluntary Service programme in Sweden. 'Gvantsa has joined us with new and innovative ideas,' Baia says. 'She not only manages our wine production, but is also involved in tourism development. She

registered us on TripAdvisor, Booking.com and Airbnb. My sister has introduced the European experience and knowledge she gained into our environment.'

Baia's success is also a success for EU support to young women worldwide. Gender equality is a necessity to achieve peace and economic prosperity around the world. The EU supports initiatives that promote gender equality, access to opportunity and education throughout the neighbourhood region.

*Text: Daria Santucci/ETF*

More on EU support to Baia: [europa.eu/!Bb68Tq](https://europa.eu/!Bb68Tq)  
More on Baia: [www.baiawine.com/](http://www.baiawine.com/)



# NEW PUBLICATIONS



## Skills for the future: Managing transition – Conference conclusions

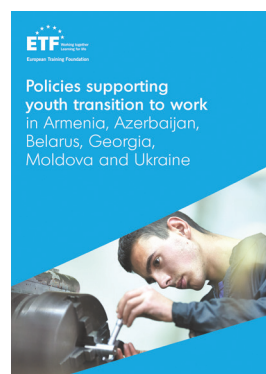
The future of skills was the inspiration for a major conference that the ETF organised in November 2018. With the help of experts, decision makers and practitioners, we looked at the impact of global trends on the developing and transition countries where the ETF works and considered what action they need to take to prepare their people for the world of tomorrow, and manage their transitions towards uncertain futures. These conclusions will guide the ETF's work over the coming years.

[europa.eu/!dq98Ku](https://europa.eu/!dq98Ku)

## Start-up training: Tailor made for better impact

Start-up training gives entrepreneurs the confidence they need to succeed and to grow their businesses. Growing businesses are more likely to create jobs. Aimed at policy makers who shape education and training to support small business development, as well as the training community in the front line of services to businesses, this policy briefing answers some key questions: What makes start-up training effective? How could it be improved? Who should be targeted?

[europa.eu/!YV67rC](https://europa.eu/!YV67rC)



## Policies supporting youth transition to work in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine

Providing an overview of youth labour markets in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, and a description of the policy frameworks and measures in place to support youth transition to work, this report identifies the main challenges that young people face during their transition from education to work and priority areas for future action by governments to address these challenges.

[europa.eu/!wp66NF](https://europa.eu/!wp66NF)

## Skills mismatch measurement in ETF partner countries

Matching skills supply and demand is a major challenge for many countries around the world. In 2017–18 the ETF carried out a project on skills mismatch measurement in seven countries – Egypt, Georgia, Moldova, Montenegro, Morocco, North Macedonia and Serbia – to better understand the nature and incidence of this complex phenomenon. Based on the findings of the country analyses, this report describes and interprets a series of indicators and the way they are interrelated, and provides information on the methodology and data sources used to measure skills mismatch.

[europa.eu/!wD89mX](https://europa.eu/!wD89mX)





### **Governance arrangements for vocational education and training in ETF partner countries: Analytical overview 2012-17**

This report takes stock of trends and progress in vocational education governance mechanisms in 23 countries of Central Asia, Eastern Europe, South Eastern Europe and Turkey, and the Southern and Eastern Mediterranean, with a view to informing policy development and providing a tool to help modernise vocational education country systems.

[europa.eu/!YW84WU](http://europa.eu/!YW84WU)

## TUNE IN ON **THE TUBE**

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

### **Azerbaijan and the European Union: Partners in progress**



[youtu.be/I-5EdpgaCL8](https://youtu.be/I-5EdpgaCL8)

### **Torino Process 5th round: Introduction by ETF director Cesare Onestini**

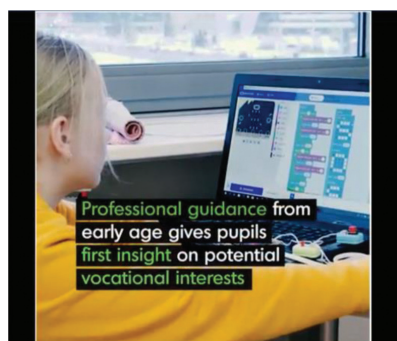


[youtu.be/mEXR5aMioMM](https://youtu.be/mEXR5aMioMM)

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Have a look at our broadcasts and stories on ETF Facebook page: [www.facebook.com/etfeuropa](http://www.facebook.com/etfeuropa)

### **STEMbridge: Success story from Belarus about the skills for the future**

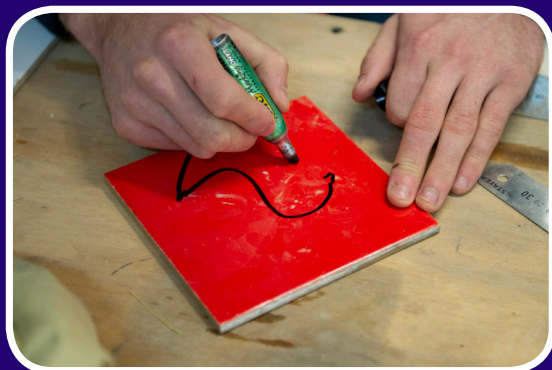




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Student from Minsk Construction Lyceum 12 preparing for WorldSkills 2019 Competition to take place in Kazan, Russia, in August 2019



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