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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 AND WORKING FOR THE FUTURE!

2019 marks the 25th year of the European Training Foundation's (ETF) activity supporting partner countries in modernising their education, training and labour market systems. This anniversary has been an opportunity to celebrate our achievements and look to the future.

Building on its quarter century of expertise and experience in skills development, the ETF has devoted a major effort to developing and adopting a new strategic framework for the 2021–27 period. The principal focus of the ETF's Strategy 2027 is delivering on the 2030 Sustainable Development Agenda and the EU's external relations priorities aimed at creating skilled and inclusive societies to promote stability, prosperity and social cohesion in its partner countries. More details are set out in *In Depth – ETF 2027 Strategy*.

As European Commissioner Marianne Thyssen's mandate at the helm of the Directorate General for Employment and Social Affairs ends, we share some of her thoughts on her tenure shared directly with the ETF as well as from the Opening speech at the ETF's 25th anniversary celebration during the European Vocational Skills Week event in Helsinki, 14–18 October.

The Commission presented the awards at the European Vocational Skills Week, including the ETF Entrepreneurship Award. We present the finalists and their outstanding practices.

This edition has two *In Depth* features. The first is dedicated to the ETF's toolkit 'Skills and qualifications: Benefits for people' and success stories. It highlights seven journeys of these practices on the road to success. Be sure to watch the videos in ETF Open Space, the ETF's new social platform.

Work-based learning is the second *In Depth* feature, and in particular getting small and medium-sized enterprises on board, which was the key focus of recent events – the second Eastern Partnership Forum on work-based learning in Lviv, Ukraine in October and the European Alliance for Apprenticeships fourth regional seminar for candidate countries in Skopje, North Macedonia in September. We present an inside look at the Montenegrin experience.

Finally, in celebration of the past, and in tribute to all those who have made our work possible, this edition has a number of interviews with our stakeholders in its different sections. These include a teacher from Georgia, a finalist of the Global Teachers' Award; three members of the ETF's Quality Assurance Forum from Egypt, Montenegro and Tunisia; an Israeli policymaker working on the national qualifications framework; a European Commission team leader active in the European Alliance for Apprenticeships; and an official from the World Bank prominent in its Human Capital Project.

The ETF thanks all of you for making the journey with us and counts on your continued support for our future endeavours!

Cesare Onestini
ETF Director





NEWS IN BRIEF

Skills and qualifications: Benefits for people

November 6 and 7 sees the ETF's major conference of the year. Based on contributions from across the ETF partner countries, examples of excellence will be showcased at Turin's conference centre, the Lingotto. Seven out of the total of 469 examples received, illustrate existing good practice, and how people benefit from it, showing that professionals, from school directors and teachers to careers counsellors and company managers, are the driving force behind success. These projects are the subject of seven new ETF videos. A new toolkit with sections on the changing environment for skills and qualifications was produced to coincide with the event.

Georgia

The launch of Phase 2 of the EU Skills4Jobs programme took place in October bringing together representatives from the Ministry of Education, VET colleges from different regions, employment services, universities, the EU Delegation to Georgia and experts from the ETF. The event was held at Gldani Vocational School, a pioneer in relevant skills provision and modern teaching and learning methods. Funds for phase 2 have almost doubled to EUR 48.85 million underlining the EU's commitment to improving Georgian vocational education and training, and labour market skills.

Azerbaijan

The ETF has been working closely with the EU Delegation to Azerbaijan on the design of a EUR 1.2 million EU project on skills matching to reinforce labour market information systems and support the rollout of the observatory. Azerbaijan's ambition is to become a competitive diversified knowledge-based economy for the 21st century. The country faces the challenge of a high level of mismatch between the needs of employers and the skills people acquire through education and training. Employers regularly report that people entering the labour market lack technical and professional competences, as well as the soft skills they look for in their recruits.

Torino Process update

The fifth round of the Torino Process is well underway with most of the work completed for South Eastern Europe and the Eastern Partnership region. National meetings took place to discuss the ETF assessments at country level. A regional meeting is planned in Minsk, Belarus in March 2020 to bring together Torino Process counterparts from across the region to discuss challenges that affect them all. Work on the assessments continues in the Southern and Eastern Mediterranean region and Central Asia with national and regional events planned for 2020.



European Alliance for Apprenticeships

The latest policy developments in apprenticeships and work-based learning in South Eastern Europe were discussed at the fourth regional seminar of the European Alliance for Apprenticeships, North Macedonia on 25–26 September. The event focused on engaging small and medium enterprises in work-based learning.

Work-based learning

A meeting for the Eastern partnership countries and Kazakhstan was held in Lviv in October. The focus was on increasing on-the-job training in small and medium-sized enterprises. Annual regional forums are held every year. The three-day seminar involved policymakers and social partners and examined the best ways to bring companies on board for quality training.

The ETF signs cooperation agreement

The ETF and the Western Balkans 6 Chamber Investment Forum (WB6 CIF) signed an agreement on 12 September in Trieste. It paves the way for mutually supportive regional endeavours on skills development. The WB6 CIF is a professional association of chambers of commerce and industry from Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Montenegro and Serbia, established and headquartered in Trieste in 2017. It works to enhance connectivity among people and businesses in the region and with the EU as well as providing the right skills for the labour market.

Continued cooperation with International Institute of Administrative Sciences

The ETF launched a successful call for papers on vocational education governance, in the framework of the International Institute of Administrative Sciences (IIAS) global conference 'Effective, Accountable and Inclusive Governance', which was held in Singapore from 18 to 21 June 2019. The ETF also contributed knowledge on the Torino Process, and the role of civil society in the VET policy cycle in the conference 'Public administration research and south-south cooperation for achieving the sustainable development goals in the Arab region', held in Ifrane, Morocco, from 28 to 31 October. The IIAS headquarters in Brussels is moreover hosting the workshop to discuss the ETF study 'Public-private partnerships for skills development' on 4 and 5 December. This intensive knowledge sharing and mutual learning is framed by the cooperation agreement, which the ETF and IIAS signed in 2012 and renewed twice since then.



World Reference Levels (WRL) of Learning Outcomes, 9th Experts' Group meeting, November 2019

A centrepiece of the meeting was reporting on the piloting of the digital WRL tool and discussion on new trends and challenges on digital credentials, led by Unesco and the Swedish Council from Higher Education. In addition, members presented updates on progress from regional organisations. Focus was given to the development of the African Continental Qualifications Framework with a presentation from Nicholas Ouma from the African Union Commission. The International Handbook on defining writing and using learning outcomes, led by Cedefop, was also presented. The ETF together with Cedefop and Unesco presented the next edition of the Global Inventory of National Qualifications Frameworks 2021.

Three new ETF initiatives for 2020

Centres of excellence in vocational education and training

Supporting partnerships to unleash the potential of centres of vocational excellence as drivers of change within a region and a country will be an important focus for the ETF in 2020. Building on its mapping of partner country perceptions of centres of vocational excellence, the ETF will establish a network of existing

centres of excellence to provide a platform for continuous exchange of practice and partnership.

Creating new learning

'How is learning changing?' is the key question that this initiative will seek to answer. The ETF will capture critical changes and reinforce the capacity of countries to address them by strengthening policy to practice and practice to policy links and via interventions such as disseminating success stories, new methodologies, tools and platforms and networks of actors. It will support professionals such as teachers and trainers, programme developers and system-level actors such as ministry officials and agency/authority experts.

Skills lab

Gathering knowledge, developing new methodological instruments and sharing experience will be the focus of this new ETF initiative. Special focus will be given to changing skills demands driven by global trends in technology, digitalisation of economies, globalisation, demography, migration and climate change. A network of experts from transition and developing countries and EU Member States will support this work and an advisory group involving other international partners will be created.





ETF 2027 STRATEGY LOOKS TO THE FUTURE

The principal focus of the ETF's strategy 2027 is delivering on the 2030 Sustainable Development Agenda and the EU's external relations priorities aimed at creating skilled and inclusive societies to promote stability, prosperity and social cohesion in its partner countries.

The new strategy responds to important changes in the ETF's operating environment. Our partner countries are no strangers to the global forces of change that are transforming the world in which we live and work. Globalisation, digitalisation, automation, demographic shifts, migration, climate change are all factors affecting the countries where the ETF works in different ways. Our action in the coming years will be to support countries in adopting the system changes needed to make their education and training dynamic, inclusive and responsive to the needs of individuals, businesses and society. This requires a holistic vision of human capital development aiming at shaping joined-up lifelong learning systems embracing general, vocational, higher and adult education. In a fast changing world, people will need to be able to update their knowledge and skills as they move through their lives and careers. Their initial education and training needs must equip them with strong basic skills and key competences as a springboard for further personal and professional development. Hence, the ETF's future focus on lifelong learning and key competences including digital and entrepreneurial competences.

Another trend is the growing prominence of human capital development in the EU's external relations programmes and policies particularly in the middle-income countries where the ETF predominantly operates. This means a growing demand for ETF services and increasing pressure on its finite resources. In response, the ETF's 2027 strategy foresees a transparent approach to differentiating the services we provide according to objective criteria to ensure their impact and added value in driving durable system change. The ETF will also build more strongly on partnerships to ensure synergy between its contribution and the activities of the other national and regional actors.

The ETF's efforts in promoting policy and system change in its partner countries are underpinned by two key assets. One is its well-established long-standing networks of policy makers, experts and practitioners at national, regional and thematic levels. Another is its capacity for evidence-based policy analysis at system level, and in key thematic areas of human capital development, including skills relevance and anticipation, skills development and validation, and the quality and performance of education and training policies. This analysis lies at the core of its support to the European Union services in the identification, design, monitoring of external assistance actions, and the associated policy dialogue. It is also the foundation of the policy advice and policy coaching it provides directly to partner country governments and other stakeholders.

A key pillar of the 2027 strategy is to reinforce the ETF's role as a centre of expertise and position the organisation strategically as a global knowledge hub on human capital development in developing and transition countries. The ETF will enhance the digital dissemination of its knowledge products and use interactive online platforms to share and co-create knowledge, expertise and good practice with policy makers, practitioners and experts worldwide.

What remains unchanged are the ideals and principles that have animated the ETF since its inception: participative policy-making based on evidence and dialogue; objective analysis and home-grown solutions drawing on experience and expertise from across Europe and beyond; and conviction in the power of skills to drive economic growth and social cohesion as a basis for peaceful and prosperous societies worldwide. The ETF looks forward to continuing collaboration with all its partners and stakeholders over the next period with renewed focus and fresh impetus.

Text: Alastair Macphail



BEST WISHES **MARIANNE THYSSEN**, EUROPEAN COMMISSIONER FOR EMPLOYMENT, SOCIAL AFFAIRS, SKILLS AND LABOUR MOBILITY 2014–19



When the Juncker Commission took office five years ago, Europe had been weakened by the worst economic and social crisis since the Second World War. At the beginning of his mandate in July 2014, European Commission President, Jean-Claude Juncker, set out ten priorities for the next five years. At the top of the list was the push for jobs, growth and investment. An important role in this effort was allotted to Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility.

To this task, Commissioner Thyssen brought her background as a lawyer, her experience in small business advocacy, and a track record of two decades in politics at local, national and European levels culminating in her leadership of the Christian Democratic and Flemish Party.

Under Commissioner Thyssen, skills and the social dimension of the European project took on a new impetus with the New Skills Agenda and the European Pillar of Social Rights as flagship initiatives, alongside many other success stories such as the European Alliance for Apprenticeships, or European Vocational Skills Week. Looking back on her mandate, she told the European Training Foundation (ETF): 'I believe we have put the social dimension where it belongs: right at the heart of our European policy-making. I am very proud of the European Pillar of Social Rights. This is an update of our social rulebook to the 21st century,

it serves as a compass to steer necessary reforms in the right direction and face the social challenges that lie ahead of us.'

The first principle of the Pillar is the right to quality and inclusive education, training and lifelong learning. Speaking at the 25th anniversary of the ETF, celebrated during European Vocational Skills Week in Helsinki on 17 October 2019, Commissioner Thyssen said: 'It is essential to invest in people. To invest in their skills. Especially in a time of transition.' This is a sentiment that the ETF shares in a context of globalisation, demographic change, robotisation and digitalisation, and climate change, which are transforming the world we live and work in. Skills are central to economic and social policies; education and training are an investment for peace and prosperity in the European Union, its neighbouring regions, and globally.

Commissioner Thyssen's mandate has had its lighter moments, such as when, during European Vocational Skills Week 2017 she had to talk to a highly sophisticated anthropomorphic robot and it fell off the stage. 'We are doing the best we can to adapt to robots but maybe they also need to learn the skills to adapt to us!' she said. The serious point was the focus on how digitalisation and automation are changing our way of working and living, and the need to make sure people have the right skills for the future, another key theme of her mandate that is shared by the ETF.

Throughout her time as Commissioner, Marianne Thyssen has been attune to the international dimension of vocational education and skills and supportive of the ETF and its work. We are grateful for the leadership Commissioner Thyssen has shown over the last five years and send her our best wishes for a rich and fulfilling life beyond the Commission.

Text: Alastair Macphail



THE **BEST OF VOCATIONAL TRAINING** CELEBRATED IN HELSINKI

Following the success of previous years, the fourth European Vocational Skills Week took place in Helsinki on 14–18 October, organised in close cooperation with the Finnish Presidency of the Council of the European Union.

There were four award groups, one of which was dedicated to nominees from European agencies. This year's finalists for the ETF Entrepreneurship Award were the Education Hub, Azerbaijan and Alexandria University, Egypt. 'The "Entrepreneurship Award" at the European Vocational Skills Week 2019 aims at rewarding examples of excellence in making education and training more responsive to the needs of learners, businesses and society', said Cesare Onestini, ETF Director.

Public online voting and a final decision by the Award Jury selected Alexandria University of Egypt as the winner in the category and the Education Hub of Azerbaijan as the runner up in this category.

Alexandria University, Egypt

The winning candidate, the Alexandria University of Egypt offers an entrepreneurship course incorporating all 15 of the EntreComp (European Entrepreneurship Competence Framework) competences. 'This is "entrecomp in action" through business-education cooperation that provides entrepreneurship skills and certification to students on a large scale', said Dr Essam A. Elkordi, President of Alexandria University. Indeed, the course is listed in the EntreComp 'Into Action' publication as a good practice for alignment to the framework.

Developed in response to entrepreneurship and innovation policy promotion from the Egyptian Presidency, it is open to students from all 23 colleges and centres within the university, including the Centre for Vocational Training offering programmes to individuals from civil society and the labour market. Some 1,012 students took the course in 2018/19 and 22,000 have signed up for the programme in 2019/20.

A salient feature in this good practice is the comprehensive, yet flexible way in which the course is delivered. All higher education students undertake the course to develop the entrepreneurship key competence and at the same time, it is delivered flexibly so that adult learners can benefit. Moreover, it has clearly defined

learning outcomes and uses real life examples pertinent to students' university programmes. An entrepreneurship and innovation eco-system within the university includes curriculum for entrepreneurship and innovation as a graduation requirement for all students. The University Incubator supports in taking promising initiatives forward and obtaining globally recognised industry accreditation.

'We have a success story at Alexandria University providing an eco-system based on learning, training and scientific research which we are delighted to share at the European Vocational Skills Week', added Dr Elkordi, proudly.





Education Hub, Azerbaijan

An alternative, but equally impressive practice, is the Education Hub (EduHUB) from Azerbaijan, established in 2015 – a small company providing educational programmes on social entrepreneurship to strengthen the economic capacity of young women living in rural areas of Azerbaijan. It focuses on developing their entrepreneurial mindset as well as practical training, inspired by the Entrepreneurship Competence Framework. EduHUB empowers women to become active members of their community. It hosts a Social Entrepreneurship Forum bringing together relevant actors to share inspirations and good practice. Through policy advocacy, working closely with the Ministry of Economy, EduHUB is working to legalise the status of social entrepreneurship in the country.

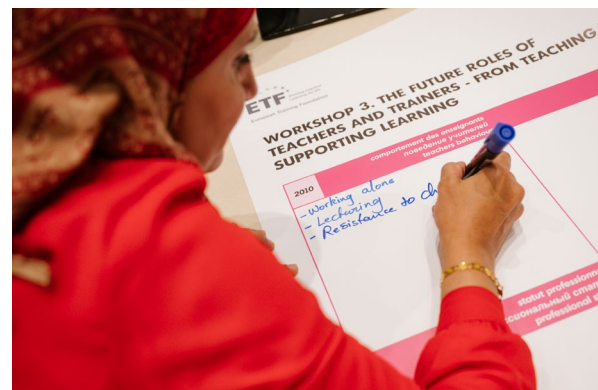
Key elements of this competence development approach include team support to develop participants' transversal skills, experienced mentors to develop their business ideas and the use of virtual education tools to reach those in rural areas. Participants learn by doing and receive the support necessary to implement and develop seed projects.

'This project is special because it inspires and empowers young women to become role models of their community in Azerbaijan', said Gulnara Ismailova, Project Leader of EduHUB. 'I am delighted to participate in the European Vocational Skills Week to share, for the first time Azerbaijani social enterprise – Education Hub in the European Union and to be inspired by other good practices', she added.

Vocational Education and Training Excellence Awards

The Vocational Education and Training Excellence Awards are an important element of the European Vocational Skills Week. They highlight best practice and recognise excellence in vocational education and training all over Europe and in the EU neighbouring countries. Showcasing the best examples of vocational education and training gives recognition, fosters network building and leads to new career opportunities for participants. Winners of the awards become real ambassadors in their field.

All nominees in the ETF Entrepreneurship Award category come from the EU's neighbouring countries. Strong basic skills and key competences are a real springboard for further personal and professional development. In his presentation at the awards ceremony, Onestini highlighted how 'supporting EU neighbouring countries in creating joined-up, inclusive, lifelong learning systems is about supporting our neighbourhood to embrace better education and bring citizens more opportunities'.



MAKING IT HAPPEN

THE ETF LAUNCHES DRIVE TO CONNECT POLICY TO PRACTICE

'Are qualifications still relevant?'
ETF director Cesare Onestini asked the question rhetorically in his opening address to the 2019 conference 'Skills & Qualifications: Benefits for People'

'Yes, qualifications are relevant, and even more so in the future,' Onestini answered himself. 'We can shape and reshape them, but they are the international currency that allows us to talk the same language in the world of education and training.'

In fact, the currency of qualifications was proven many times during the one-and-a-half-day event and in discussions of the ETF's implementation of its new strategy calling for, among other things, stronger links between policy and practice.

The event was built up around the ETF's new toolkit and the virtual platform 'Open Space' developed by the ETF specifically for practitioners, and an ETF call for examples of good practice which received 469 replies, mostly from ETF partner countries. The practices gave a wonderfully upbeat picture of what is happening on the ground in schools and training centres from Morocco to Tajikistan. A selection were presented as video cases, tied together with the event's mantra: 'We're making it happen, so can you!'

The workshops of the days helped to further explore how reforms of qualifications and qualification systems are affecting learning and teaching practice and, more simply and generally, people.

Changes in skills needs

Qualification frameworks have become mainstream in record time. The European Commission's Alison Crabb reminded the audience that just ten years ago, at the establishment of the European Qualifications Framework, only three EU countries had a national qualifications framework. And change is not slowing down. 'The World Economic Forum estimates that in five years from now, half of the people currently in the labour market will need to reskill considerably,' she said.

How to respond to these tremendous changes in skills needs has been the million-dollar question in education and training in the last decades. During the opening of the event, one of the people who took a shot at providing a simple answer was Mika Saarinen of the National Council for Education in, where else, Finland. Saarinen explained how, in 2016, Finland had a vocational education system that was atypically prestigious and quite universally considered to be near-perfect. Some 40% of students entered vocational education and this corresponded precisely with the need for vocationally trained graduates in the Finnish labour market.

'First of all, we recognised that much of our success in the past had been based on slow reforms,' Saarinen said. 'At the same time, we saw that skills needs were changing too fast to allow us to rest on our laurels.' The Finns recognised that, if they wanted to continue to build on the success of gradual change, they needed to keep changing even though all seemed good for the moment. The essence of Saarinen's message reverberated through much of the event. Presenters of good practice from partner countries as well as participants in the working groups agreed that adaptability and enterprise (in the non-entrepreneurial sense of the word) are key requirements for qualifications to maintain their status as the currency of the labour market.



People

But they also agreed that such adaptability and enterprise require the collaboration of all parties involved. Because, in the words of qualifications expert Mirjam de Jong: 'Things don't change because of systems; things change because of people.' Or, recalled from South African experience by Rooksana Rajab: 'Technology is easy, it's the people that are the challenge.'

On that topic, participants in several working groups referred to the roles of teachers and how to motivate them – itself a dilemma that is not new. ETF qualifications expert Arjen Deij reported that on their quest to find ways of connecting theory to practice, employers typically asked: 'When can we start?' Students would chime in, but teachers would often be more cautious.

'Motivating them and securing their collaboration is essential and their motivation must be internal, not external,' said ICT teacher Goce Nedelkoski from North Macedonia. But ETF figures reveal that in the Western Balkans, only one in three VET teachers are in touch with teachers at other schools.

There's still a tremendous challenge there, and perhaps one that the ETF Open Space can help to address by allowing professionals to show their colleagues how they revitalised the value of their qualifications. How they are making it happen.

Text: Ard Jongsma





SKILLS & QUALIFICATIONS: BENEFITS FOR PEOPLE A **NEW ETF TOOLKIT**

The ETF's new toolkit is about skills and qualifications, and the benefits they provide for people in a changing environment. The world is undergoing a major transformation that requires new skills and qualifications, new ways for people to know about skills and qualifications, and new ways to acquire skills and qualifications.

Usually, we work with policy makers in vocational education and training (VET), and related areas. With the new toolkit, we focus specifically on professionals in schools, companies, training centres, employment agencies and careers guidance settings. Our goal is to open a dialogue with and among professionals, because we believe that the success of policy change and reform in skills and qualifications is largely a function of the degree to which professionals are included, empowered and resourced to deliver change. The toolkit is made up of 'layers'. The first layer is a 'narrative' which tells the overall story. The second layer provides more information and explanation about specific topics and is available online¹.

To discover what is happening in practice the ETF recently launched an open call for success stories about the benefits of skills and qualifications. We received 469 responses mostly from our partner countries, as well as some from EU Member States and other parts of the world. The following selection of success stories – presented at the ETF's conference 'Skills and qualifications: Benefits for people' on 6–7 November in Turin, Italy – illustrate existing good practice, and how people benefit from it, showing that professionals, from school directors and teachers to career counsellors and company managers, are the driving force behind success.

Lebanon – Training and certification for employees and job-seekers

The Lebanese Training Centre (LTC) offers training for employees, entrepreneurs and family business owners to update their skills and help them get better in their jobs. Unqualified jobseekers can get training for a qualification for the labour market. Successful trainees receive a certificate signed by the Lebanese Chamber which operates the LTC. The certificate is valued by the Chamber's 15,000 member companies.

See more: www.ltc.org.lb

Serbia – Real-life learning for students

Students at Mihajlo Pupin school make toys from the electrical components of old circuit boards, and sell them at student fairs. The project makes students aware of the environment, because they recycle electronic waste. Making the toys develops students' creativity, and selling them increases their business experience. The proceeds of the fair are donated to charities, which creates empathy towards other children.

See more: www.etspupin.edu.rs

Georgia – How one career guidance manager can make a difference by building partnerships

Career guidance manager Fati Jikidze of Community College 'Iberia' connects with employers to increase scholarship and employment opportunities for her students. She talks with employers about their business, and tells them about the college. This creates a win-win situation, because employers go to her when they have vacancies, and college graduates can start their working careers and improve their skills.

See more: www.iberias.ge

¹ See <https://openspace.etf.europa.eu/pages/toolkit-skills-and-qualifications-benefits-people>

Georgia – Work Skills Development programme makes VET an attractive option for young people

Georgians care about education, but not many pupils choose VET pathways when they transit to secondary education level. Beyond structural issues, there was another, simpler problem: pupils had no information on professions. The Work Skills Development programme brought to schools lively classes teaching real tasks, actions and roles of dozens of professions. The programme's motto is 'Taste and try!'

See more: www.wsd.geclasses

Kyrgyzstan – Innovative learning and guidance with employers

VET school No 98 in Kyrgyzstan offers enterprise-oriented dual education and training for young students and adults, in close cooperation with employers. Programmes vary from short skills development courses to information technology. Workers from companies and state services come to the school for further training. The school also provides career guidance and follows graduates through tracer studies. The school has agreements for internships and employment of graduates with over 200 companies.

See more: www.pls98.kg



Skills & Qualifications: Benefits for People

How learning and guidance professionals make it happen





A DEMOCRATIC REVOLUTION AT SCHOOL

HOW A GEORGIAN TEACHER BECAME A FINALIST FOR A GLOBAL TEACHER PRIZE

‘What association do you have with a lighted candle?’ – This is how Vladimer Apkhazava starts his masterclass with teachers during the Global Teacher Prize. He brings a candle and lighter to each of his trainings. Answers like ‘light’, ‘fire’ or ‘heat’, are not answers he is looking for. The only right answer is ‘sharing’. ‘With only one lighted candle we can light thousands of candles. This is how sharing works and sharing experiences is the best way to obtain knowledge,’ says Apkhazava, noting that sharing the knowledge led him to Global Teacher Prize.

Apkhazava is a civics teacher at a public school in the village of Chibati. Life in Georgia can be challenging; some children give up their studies to work. Vladimer’s contribution to his school and community is quite philanthropic. Currently he is living in social housing with eight teenage boys who had to leave their parents’ homes because of difficult economic conditions and the risk of domestic violence.

The experienced teacher is still observing and learning from lessons of other teachers across the country and says that his teaching style is somehow a mixture of every Georgian teachers’ approach towards the learning process.

Vladimer Apkhazava, or Lado Mas as his students call him (Mas is the short form of teacher in Georgian language), was orphaned when he was still a teenager. At an early stage of his life, he realised, that he was neither ready for the future, nor for the challenges life gives us. Nowadays, he is one of the best teachers

worldwide, but when he finished school, he was not accepted into a pedagogical faculty. In 1993, the second year of Georgia’s independence, when civil war, extreme poverty and instability led the country into total corruption, enrolling in higher educational institutions was only possible by paying money and Apkhazava could not afford it. Despite his difficulties, he did not lose sight of his goals. He believes that school is a place that should prepare students for the future. He emphasizes, that teachers should be abreast of today’s modern challenges, things like digital literacy and competence.

‘Developing competence is the only way for teachers to meet the needs of young people. For instance, digital competence, literacy, ecology, loyalty – children should learn these skills in school. There is a lot of information in school books, but the internet provides an additional opportunity to gain knowledge. In the 21st century one cannot depend on limited sources and we should teach our students how to reap all the benefits introduced by the digital era.’

By preparing pupils for the future Apkhazava engaged in a democratic revolution at school. Informal education is a relatively new concept in Georgia and Apkhazava was one of the first teachers to introduce it to his pupils, where main actors in power are the students.

‘In our school, the initiators of various activities are the students themselves. We have a blackboard at the entrance of the school and this inanimate object is managing our school. That’s how it works: the names of each class are listed on the blackboard. In case they discover any problems at the school or municipality, or introduce ways to solve them, classes receive marks.’ That’s how Apkhazava’s students are developing their civic competence. So far, they have convinced the municipality to paint crossing stripes on the pavement for pedestrians in a nearby village, build a bridge on the way to a school, and plant walnut seedlings on the eroded land.

Shortly after being nominated for the global prize Apkhazava became an inspiration for other students and teachers in Georgia. He says that nowadays a lot of students tell him that they want to become teachers.

'More and more teachers from Georgia fill out the application for the prize. Civil society is developing rapidly in the country, and society recognises more how the education system is instrumental.

Nevertheless, being a teacher is one of the lowest paid jobs in Georgia. According to the National Statistic Bureau the monthly salary of teachers is almost half the average salary in the country.

'Money from the state budget should be focused on strengthening schools and teachers. If the teachers are not properly appreciated, reforms will not work. Moreover, there should not be a unified approach to all schools, as each of them have their own specific problems and challenges.

For instance, schools in the cities work in totally different ways and schools in small villages have their own strategies, and these strategies are tailored to the needs of the municipality.'

The main actors of the educational system are children and every teacher should appreciate them, this is the main message that Apkhazava wants to convey. Consequently, his dynamic teaching process, where children have the right to play, leave the class for a few minutes if they get tired or walk in the classroom, become the most favorite part of the day for them.

Text: Nick Holdsworth





DIGITAL TRAINING

ON EMPLOYMENT

Skills mismatch is a major challenge facing many countries. Either workers do not have the right skills, or may be under or even over skilled. Deploying skills anticipation and matching tools requires expertise.

Following a training on skills anticipation and matching tools at ETF headquarters in 2016, the ETF identified the need to create a digital toolkit with instruments to offer the course virtually. In the subsequent years, the ETF worked together with the European Centre for the Development of Vocational Training (Cedefop) and the International Labour Organisation (ILO) to develop Methodological Guides to Anticipation and Matching of Skills and Jobs to create a complete course with a self-guided format open throughout the entire year.

In order to assist local practitioners in gathering, analysing and using data to anticipate skills needs and match skills supply and demand, the toolkit enables its users to self-train and learn at their own pace, providing them with the methodologies and their application. It is divided into eight interactive modules.

Its primary target learners are vocational education and training and employment policy makers and experts. It is also of benefit for young people in particular and job seekers generally who are looking to improve their knowledge on employment and labour market policies.

The practical approach enables users to implement what they have learned using guides, presentations, exercises, simulations and self-assessments, structured in surveys, tracer studies, forecasts, foresight or sectoral approaches. On the basis of the existing labour market needs this toolkit provides stakeholders effective instruments and learning pathways to close the gap between skills and labour market needs.

After the completion of the online course, learners will have a full understanding of different anticipation tools, their interactions, the conditions for their development and their implementation.

The toolkit is available to the public in ETF Open Space, where it can be consulted and used: openspace.etf.europa.eu

Text: Maria Teresa Garcia de Oliveira Bento





QUALITY ASSURANCE FORUM

PEER VISITS

National contact persons from Tunisia, Montenegro and Egypt share their experience on the Forum's Peer Visit Methodology.

The ETF's Forum for Quality Assurance in Vocational Education and Training is a transnational collaboration initiative between national institutions with VET and/or VET quality assurance mandates in ETF partner countries. The Forum, established in November 2017, is in its third year and recently held its annual meeting at ETF premises. We interviewed national contact persons from Tunisia, Montenegro and Egypt about the Forum's Peer Visit Methodology, piloted during a peer visit to Tunisia in April 2019, which was hosted by the Tunisian Ministry of Vocational Training and Employment, in cooperation with the Tunisian National Centre for the Training of Trainers. The next peer visit will be in Montenegro in March 2020, hosted by the Centre of Vocational Education and Training of Montenegro. The third visit will take place in the second half of 2020.

Fayçal Ben Brahim, Ministry of Vocational Training and Employment, Tunisia

What were the main issues addressed by the peer visit in Tunisia?

We selected certification of pedagogical trainers and prepared the peer visit with national stakeholders. Based on the feedback we received we prepared an Action Plan to implement recommendations reviewing certification of trainers processes.

What advice would you give to countries hosting a peer visit?

Be attentive about the quality assurance measures selected, engage with stakeholders and national actors open to receiving feedback from external peers.

Vladislav Koprivica, Centre for Vocational Education and Training, Montenegro

Why have you proposed to organise a peer visit in Montenegro?

We have some experience in external evaluation of quality assurance mechanisms and want to build on this from Forum members' feedback through a peer visit. The Forum's Quality

Assurance Guidance and Training Manual is of great use for the peer visit preparation.

Dalia Taha, National Authority for Quality Assurance and Accreditation of Education, Egypt

What has been the value for you of the ETF Quality Assurance Forum?

Knowledge and exchange with counterparts from other countries on quality assurance enhanced by social and cultural exchange!

What was the highlight for you from being a peer visitor to Tunisia?

Being challenged to grasp all the information about a different country and context and give constructive feedback. On top of this, peer visitors have different backgrounds and communicate in different languages! I really developed my skills in undertaking a peer visit at this international level.





ISRAELI DELEGATION AT THE ETF

An Israeli delegation attended a workshop at ETF premises on 23 and 24 September, as part of the ETF's country support and a Twinning project funded by the European Union, for the development of the Israeli national qualifications framework (NQF).

During the visit, the Israeli working group learnt from the expertise and experience of the establishment of different qualifications frameworks and European best practices. The group leading the qualifications framework development is composed of representatives from different Israeli ministries. In the Twinning project, the group was partnered with the Italian organisation CIMEA – Information Centre on Academic Mobility and Equivalence.

The ETF provides advice to Israel and other neighbouring countries of the European Union on developing their national qualifications framework with reference to the European Qualifications Framework. The ETF has produced a toolkit covering the relationship between qualifications and curricula, and the functions of guidance, verification of non-formal and informal learning, and communication services (see pp. 10–11).

A national qualifications system facilitates the professional and geographic mobility of students, workers and professionals through recognition of qualifications, including lifelong learning, enhancing transparency and mobility of qualifications.

The ETF interviewed Tsipi Weinberg from the Ministry of Education and Team Leader of the EU Twinning project together with Manuela Costone from CIMEA.

Tsipi Weinberg, tell us why you are here at the ETF?

We want to know from other relevant institutions how to tackle issues on the development of the Israeli qualifications system. We are not inventing the wheel so it is good to learn from others' experience. The ETF has a lot of knowledge and experience, which is of great use.

What have been the highlights of your work with the ETF and the workshop on the NQF?

The ETF has accompanied us on our journey to create an NQF right from its conception. The idea emerged during a study visit, supported by TAIEX, five years ago. Then, starting in 2015 the government decided to progress with the NQF as part of efforts



to enhance Israeli human capital development, which the ETF supported. We are learning about all aspects of the NQF, and in particular about the APEX governing body, and the four pillars of NQF: laws, stakeholders, institutions, and quality assurance. We use the ETF NQF toolkit a lot and really appreciate the global inventory with the summaries of different countries' NQF systems. The exercises from the workshop also gave us a chance to thrash out for ourselves the various elements we need to address.

How will this experience help your work when you return to Israel?

We had very good insights about the significance of discussing between Ministries and lifelong learning, about how and why to implement this. We will share everything with our stakeholders and discuss about having a lifelong validation body in Israel. The information on databases and inventories is valuable and we will surely make use of these upon our return.

Manuela Costone, would you like to share with us the benefits of participating in this Twinning project?

It is a wonderful international experience. What's more, it really facilitates national dialogue between the countries' stakeholders. Sharing at a cultural and technical level with our Israeli partners has been a great learning experience for CIMEA and we are delighted to be connected with them through the NQF and the EU's Twinning network.



WORLD BANK'S HUMAN CAPITAL PROJECT

Harry Anthony Patrinos, the Practice Manager for the Europe and Central Asia region of the World Bank's education global practice, came to the European Training Foundation in July to present the World Bank's Human Capital Project¹, and a recent policy research paper *Measuring Human Capital* (2019) of which he is co-author².

During his Facebook Live³ interview Mr Patrinos described the outcomes of research using the Human Capital Index methodology, and its measurement of learning (Harmonized Learning Outcomes) in 164 countries, from 2000 to 2017. Many ETF partner countries feature in this research. Findings include, amongst others, increased enrollment in education worldwide but a stagnation in learning; and, positive and negative gender gaps whereby girls outperform boys on learning but underperform on years of schooling.

The Human Capital Project aims is to help people enhance their productivity and innovativeness through improvements in their skills, health, knowledge and resilience, as key drivers of sustainable growth and poverty reduction. The Project's goal is to translate the school time of children into better learning so that they grow to be productive adults. Gaps in human capital investments need to be overcome, for which awareness raising on the costs of inaction is necessary. Country engagement is crucial in the Human Capital Project's assessment and analytical work using Human Capital Index assessments results.

'Increased learning is needed for greater growth, and this must be inclusive learning for inclusive growth,' according to Mr Patrinos. He highlighted four global trends influencing education: use of neuroscience for better understanding of learners to improve learning design; MOOCs – massive online learning opportunities – for greater learner outreach; use of

technology, such as blockchain, allowing people to build and document their skills; and multilingual learning, which can widen access to quality education.

The next phase of the Human Capital Project is to work with countries to develop their human capital development plans, to assist implementation, and to identify opportunities for further research.

The ETF and the World Bank cooperate on Human Capital Development through country level knowledge sharing and exchange.

Text: Denise Loughran



¹ <https://openknowledge.worldbank.org/handle/10986/30498>

² Angrist, N., Djankov, S., Goldberg, P., Patrinos, H., *Measuring Human Capital*, Policy Research Working Paper 8742, World Bank, Washington, DC, 2019. See: <https://openknowledge.worldbank.org/handle/10986/31280>

³ www.facebook.com/etfeuropa/videos/563889920681980/



APPRENTICESHIPS AND WORK-BASED LEARNING: GAINING PACE

The ETF interviewed Norbert Schöbel in Skopje during the European Alliance for Apprenticeships regional meeting in September.

Norbert Schöbel has been working since 2014 as Team Leader in the Directorate-General for Employment and Social Affairs of the European Commission. His main task is to promote apprenticeships and other forms of work-based learning.

How has the European Alliance of Apprenticeships (EAfA) changed since its launch in 2013?

A lot has changed since then. I think that today, our stakeholders are aware of our joint efforts and good work. Increasingly, we get invitations from our members to organize meetings in their region or their city to show their efforts in a company or training institution. The mind-set of companies has changed as well. Initially, we had to contact businesses to convince them to join the EAfA, but now often they contact us and ask how they could contribute to the work of the European Alliance.

What is the future of apprenticeships and work-based learning?

Although important reforms have taken place in almost all countries, apprenticeships remain a relevant topic in the years to come. Since March 2018, we have a European Framework on Quality and Effective Apprenticeships and at a global level, the International Labour Organisation has started to work on international standards for apprenticeships. A lot has been done, but there is still a lot to be done. There is huge potential for further improvements. For instance, we need to address issues like digital apprenticeships, the role of regions and cities in apprenticeships, and also how to contribute to a circular economy. Additionally, we need to empower apprentices to contribute with their ideas.

How can SMEs offer more opportunities for apprentices?

Unlike big companies, SMEs often face some difficulties to train apprentices, particularly in countries where this is not part of their culture. Therefore, intermediary bodies, such as chambers of commerce, industry and crafts can play a crucial role in supporting SMEs. They can also work together, e.g. by creating

a joint training centre. However, this arrangement often needs financial support from the public sector. Generally, SMEs need financial, and even more importantly non-financial support, e.g. through technical assistance.

How can we make apprenticeships more attractive?

I think it is important to invest more into state of the art equipment and attractive learning environments, wherever the learning may happen. This could for instance start in the premises of a company, as I have seen in a vocational school in the Netherlands. We should also think about finding attractive locations for the school-based learning part. Why not in the heart of our cities? We always talk about dual education, but it can be 'triple' education, e.g. in the school, the company and the training centre, or even 'quadruple' education, adding an 'online' dimension, taking place anywhere.

We are currently meeting outside the EU, in North Macedonia. What are the plans of the Alliance for candidate countries?

All candidate countries are already members of the EAfA. So far, we have been successful in organising exchanges between the candidate countries and the members of the European Alliance for Apprenticeships. We could not have done it without the valuable support of the ETF, which assists candidate countries in their reform processes. Next year, we will review the work done so far and draw some conclusions upon how the cooperation can be strengthened in view of better training for young people and adults.





DUAL EDUCATION: A PRIORITY FOR MONTENEGRO

The Montenegrin vocational education system is offering a new type of three-year programme, dual education, which has been available since 2017/18. Learning at the workplace is compulsory within the dual programme, and continues to be an option within regular three-year programmes.

Students in dual education spend one day per week at the workplace in their first year, two in the second, and three in the third year for which the company and the student sign a 'contract on practical education'.

The Minister of Education, Dr Damir Šehović, refers to 'dual education as a priority for Montenegro'. Zora Bogicević from the Ministry describes how 'interest from both students and employers has steadily increased since its introduction'.

The Centre for Vocational Education and Training (VET Centre) plays a key role by developing programmes in close cooperation with the private sector. The VET Centre is a governmental research institution, responsible for the development and improvement of the vocational and adult education system. Social partners are represented on the Governing Board of the VET Centre.

In dual education, a cost-sharing mechanism between government and employers ensures that learners are compensated for their work in all three years. The Ministry of Education subsidises at least 10% of students' minimum net wage in the first grade, increasing to 15% in the second grade. Employers cover the costs in third grade (at least 20% of the minimum net wage).

'The project has really come to life,' explains Duško Rajković, Director of the VET Centre. 'Enterprises want to participate to create a quality work force, and their contribution to funding underscores their commitment,' he adds.

The Chamber of Economy works to involve companies in the education system. 'The implementation of the dual education system is proof of their engagement,' says Mladen Perazić, Director of the Sector for Education and Quality from the Chamber of Economy. 'Companies participating in the dual system see it as the best way to recruit employees, meeting their needs and national labour market needs. They avoid recruitment expenses and the risk of not selecting the right person for the job,' adds Perazić.

The dual education programme is implemented in Montenegro in line with the Law on Vocational Education. The rights and obligations of both students and employers are defined by the individual education contract, signed by students' parents, employers and school.

The VET Centre is also responsible for accrediting companies planning to assume students for dual education. A portfolio for each employer has been created containing data on material and human resources at the company as well as standard information. 'We ensure our students are in good and safe hands,' confirms Rajković.

Montenegro's efforts to introduce learning at the workplace within its traditionally school-based VET system is in keeping with the EU's 2015 Riga conclusions aiming to promote work-based learning. The country is a member of the European Alliance for Apprenticeships (EaFA) which was launched in 2013 to strengthen the quality, supply, image and mobility of apprenticeships.

The ETF has been supporting Montenegro in work-based learning since the launch of the Riga conclusions. In 2016, an ex-ante impact assessment by the ETF helped identify policy options and in 2017 and 2018, the ETF supported the further development of the national Education Management Information System (EMIS) to be ready to monitor work-based learning, and the development of a training package for company mentors. The ETF is currently working, in cooperation with the ILO regional office in Budapest on the evaluation of the first two years of the three-year VET dual programme in ensuring continuous progress within the system.

Text: Stefan Thomas



ENGAGING SMES IN WORK-BASED LEARNING IN EASTERN PARTNERSHIP COUNTRIES

Ruslan Sorochnytskyi is one of Lviv's top chefs. His signature restaurant, the Park Art of Rest in a leafy corner of the ancient western Ukrainian city, is a magnet for weddings, tourists and society events, where sumptuous recipes influenced by local and international cuisine grace the tables in a minimalist, modernist setting.

He is also a patron of one of the city's top vocational training schools – the Lviv Professional College of Hospitality, Tourism and Restaurant service. 'Whenever I have staffing needs, I run there for help and they are always ready to help,' Ruslan says.

The top chef, who also runs a network of seven other restaurants across the old Hapsburg city, adds that as many as 90% of his employees are graduates – or students – of the college.

'The students are top class. They are a new generation, motivated and ready to learn and move on in their profession. We motivate them, offer them good salaries and take care of them,' he adds. 'The college is like our mother – always ready to help.'

A tour of the college, in a pleasant suburb where the uniformity of old Soviet apartment blocks is softened by colourful shop fronts and parks, demonstrates the degree to which Ukraine is making progress in embedding work-based learning in small and medium enterprises.

Students across a range of disciplines – from bar, restaurant and hotel service to bespoke confectionary and baking – combine their studies with working placements and fulfil commercial orders from within the college premises. Earnings are ploughed back into the purchase of new equipment and fitting out state-of-the-art commercial kitchens and restaurant premises.

Anna Balyshchak, the college director, says there is strong competition for places at the college and they easily identify stakeholders and partners with whom to work.

'Employers find us,' she says with a smile. 'They are always asking us for the people they need. Once they have started cooperating with us they never look anywhere else for workers.'

Ihor Heryliv, a chef at the city's Atoria Hotel's Mon Chef restaurant, graduated eight years ago, but comes back frequently to leader masterclasses and help out with the college's wide range of activities. 'In all the jobs I have had, we have always looked for graduates from this institution, because we know they have a good grounding in their professions,' he says.

The college is an example of the leading edge of a new revolution creeping up in VET across Eastern Europe, where the countries of the EU's Eastern Partnership (EaP) – Azerbaijan, Armenia, Belarus, Georgia, Moldova and Ukraine – are pushing reforms to increase work-based learning and dual education in skills training.

The college visit – organised as part of the second EaP regional forum on work-based learning (WBL) in VET, late October – demonstrated the art of the possible at an event where delegates assessed the progress they were making on combining the worlds of training and work in their own vocational education systems.

Although, as Carmo Gomes, head of the ETF's Country Intelligence Unit, noted, it is 'not easy to bring employers to the table ... to organise and fund students at their workplaces'. The widely known fact that students who successfully complete work-based learning training courses are better at getting jobs (often at the company where they have trained) makes widening WBL in VET a goal worth pursuing.

Delegates from the EaP countries – and forum guest Kazakhstan – described progress in extending WBL from larger enterprises to smaller businesses, the kinds of workplaces that account for around 95% of companies in the region and employ between a quarter and nearly half the workforce in its countries. Bringing work-based learning to this sector offers tangible economic and social benefits, delegates agreed.

Petro Korzhevskiy, Ukraine's deputy minister of education and science, said that work-based learning could help young people become 'more creative and successful' and that the country planned to increase VET school graduates from under 20% to 45% of tertiary education students in the coming years. Working with policymakers, ministries, schools and stakeholders from the labour market was essential to achieving that, he added.

Although implementing WBL in smaller companies offered 'no silver bullet', Didier Gelibert, the ETF's specialist in private sector engagement in VET, said that the crucial role such companies played in the economies of EaP countries demonstrated the need to engage with them. Improving communications, building trust and designing high quality, flexible content was essential to creating a workable system.

Delegates from countries that ranged from Azerbaijan – where after many years VET is back on the political agenda – to Georgia, where an innovative 'work shadowing' scheme enabling students to sample different trades and workplaces before opting for

training in a particular sector – noted that creating a solid legal framework, creating quality assurance, building trust and underpinning WBL with clear contracts between learners, schools and companies, were key factors.

Priorities for EaP countries for increasing WBL differ. Armenia is focusing on incentives to bring companies into the WBL fold as a priority for 2020. While Azerbaijan is aiming to design and adopt a national legal framework on WBL, and Moldova is set to introduce a new law on apprenticeships.

Despite the differences, there was a surprising degree of consensus on what the focus should be for next year's third regional EaP forum on WBL: creating and building strong sector employers' associations and as a means to strengthening the uptake of WBL in small companies.

Text: Nick Holdsworth





THOUGHTS **FROM SINGAPORE**

ETF Director Cesare Onestini gives his views following his recent visit to Singapore where he met with representatives from national agencies – SkillsFuture, Workforce Singapore, and the Employment and Employability Institute – as well as the Asia-Europe Foundation, and the National University of Singapore.

Since 1995, enrolment in vocational schools in Singapore has doubled, representing 65% of 16–18 year-olds. Which factors do you think were the most important for this turnaround in vocational education appeal?

Singapore is one of the undisputed economic success stories of today. There are many reasons for this, but one is the high level of investment in education and training, consistently over a number of decades. As part of this deliberate policy, Singapore has prioritised the development of its human capital with multiannual strategies, including close planning between the world of education and the world of work. I spent a year in Singapore as a research fellow, and more recently I had the chance to catch up with their employment and education agencies to compare notes on their approach and I could see first-hand the priority assigned to education and training. The growing appeal of vocational schools is the result of a diversified strategy and of a centrally driven effort to increase quality and visibility.

Singapore leads in international global ranking for student assessment results. The OECD PISA results even show that Singapore outperforms other countries that spend more on education. Were there elements of your mission giving insight as to why this is the case, which could be beneficial for ETF partner countries?

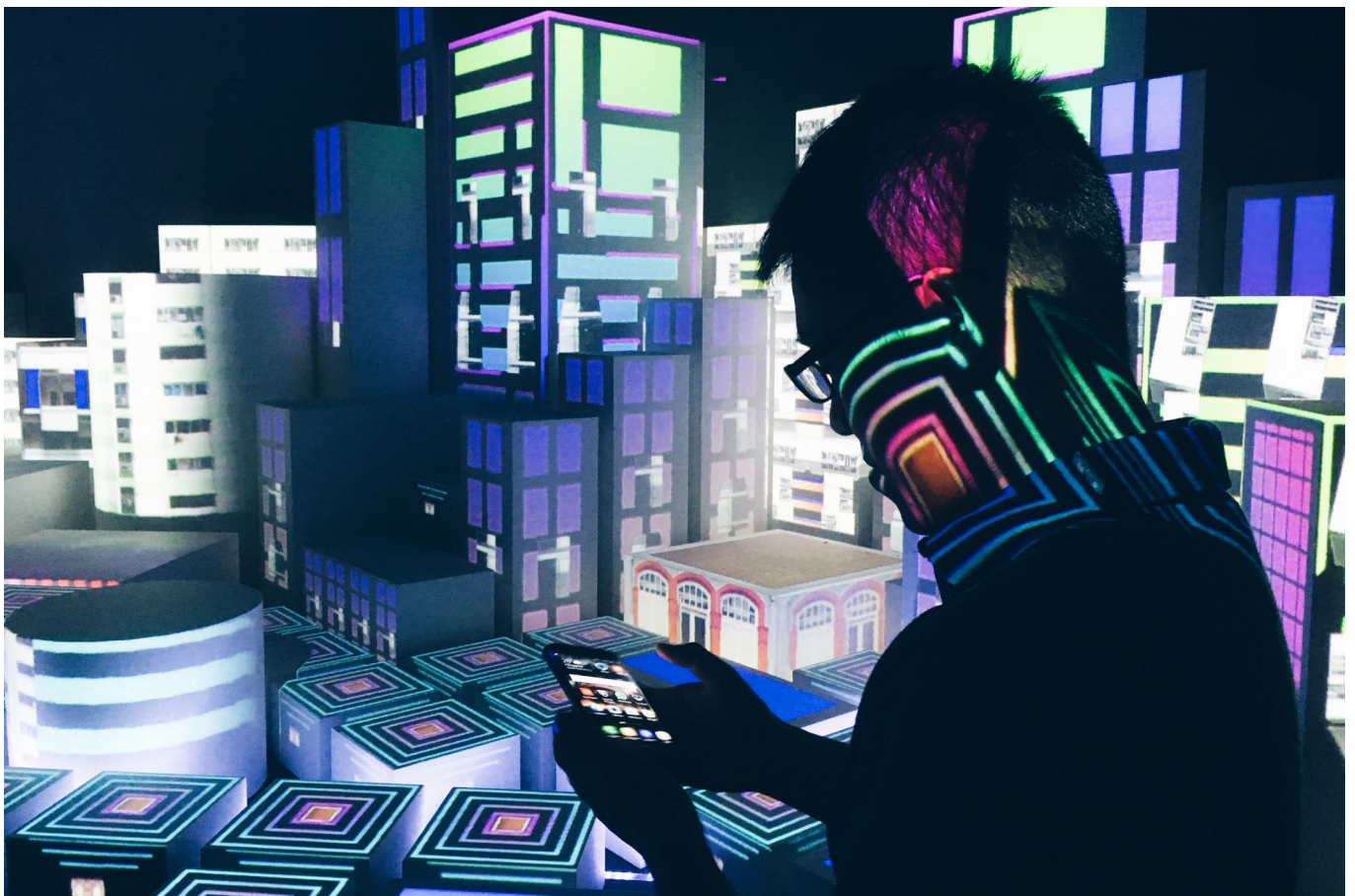
Singapore over the past fifty years has been an example of the power of education and training reforms. International rankings are one way of looking at the impact of these reform efforts. Obviously, solutions that work on the scale of a city-state cannot be directly translated to other contexts, but they can be a great source of inspiration. In particular, I would stress three aspects: firstly, a whole of government approach to skills development, secondly consistency of reforms over time, and thirdly a lifelong learning approach.



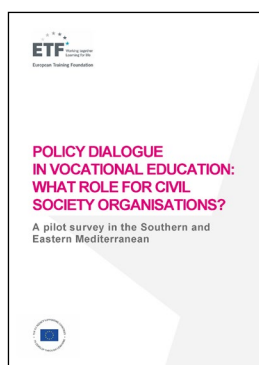
Like the European Union, lifelong learning is a policy priority in Singapore with a number of initiatives in place. What would you say are the common elements and how might we learn from each other?

Indeed lifelong learning is an approach that shapes the EU's policy towards skills development. In my latest visit to Singapore, I had the opportunity to discuss this in particular with SkillsFuture, the lead agency in Singapore on education and training managing individual training accounts for all citizens and funding over 10,000 courses. We shared ideas on challenges and priorities and over a day of discussion with different agencies it became clear that there a number of areas where we share very similar concerns. For example, we are all trying to look at how lifelong learning could become an individual entitlement for all citizens: Singapore is already implementing individual training accounts for all, and their experience is of great interest for our work.

Foresight and how to connect the fast evolution of jobs to skills creation and updating is another shared challenge: we discussed how big data can be used or how qualification systems can evolve to take into account online learning or micro credentials. At SkillsFuture they have appointed an expert with the catchy title of Chief Futurist to focus mainly on the challenge of matching today's skills development with job-market needs. Demographic challenges are also similar and point to the need for more agile upskilling. In short, comparing our experience and approach is mutually enriching and supports ETF in its mandate to promote skills policies across our partner countries.



NEW PUBLICATIONS



Policy dialogue in vocational education: What role for civil society organisations?

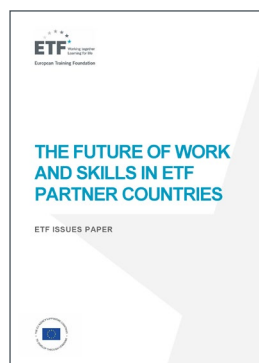
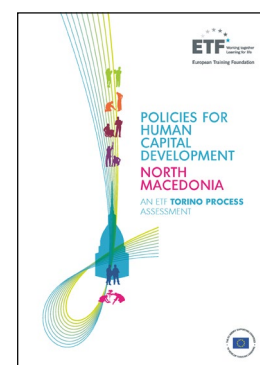
Developments in vocational education intersect with social, economic and labour market policies, impacting young people and adults, as well as the employed and the unemployed. Governments across countries establish dialogue and cooperation with a wide variety of stakeholders to respond to the diverse needs of these groups through formal and non-formal learning. This paper investigates the specific role of civil society organisations in the vocational education policy cycle and governance ecosystem, drawing on the results of an ETF pilot survey carried out in 2018 in a selected group of countries from the Southern and Eastern Mediterranean.

europa.eu/!vc94nF

Policies for human capital development: North Macedonia An ETF Torino Process Assessment

The European Training Foundation's assessment of human capital development policies in North Macedonia relies on evidence collected within the country with the ETF's support (Torino Process). It provides up-to-date information on education, training and employment policies and results, identifying progress and challenges. The assessment includes recommendations for policy makers for the future of the education and training system.

europa.eu/!mm39Cj



The future of work and skills in ETF partner countries

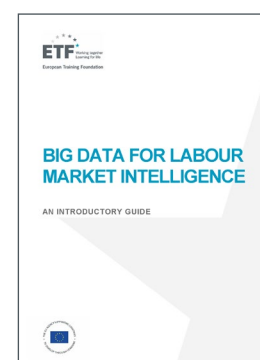
This Issues Paper is a first attempt to collect and analyse existing information and data on the skills demands of the future in ETF partner countries, and to explore responses for better managing the transition towards an inclusive future for the benefit of individuals and societies.

europa.eu/!CU76hy

Big Data for labour market intelligence: An introductory guide

Aimed at statisticians, researchers, policy analysts and decision-makers in the ETF's partner countries who are confronted with the challenges of anticipation and dissemination of insights on the dynamics of demand for jobs, skills and qualifications, this paper addresses key conceptual, methodological and organisational aspects in using Big Data for labour market intelligence. It clarifies how Big Data can be used to go beyond the frontiers of conventional approaches to labour market information systems and add value to established statistics.

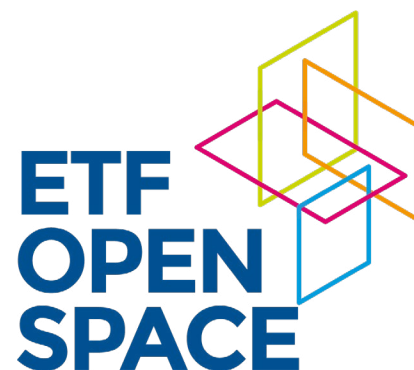
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MEET US ON **ETF OPEN SPACE**

Launched at the ETF's 2019 conference on skills and qualifications, this online platform allows experts and partners to discuss and comment on different aspects of ETF work on human capital development. Removing organisational and geographical barriers, the platform offers a simple interface for interaction and the use of multimedia resources, such as images, videos and wikis. The ease of networking within the community is intended to connect thinkers, doers, learners, educators, researchers, stakeholders, experts and everyone interested in joining in.

openspace.etf.europa.eu



TUNE IN ON **THE TUBE**

Benefits 4 People

Curious to know how schools and training centres in ETF partner countries make things happen? Have a look at our new videos showcasing some examples of good practice from Georgia, Kyrgyzstan, Lebanon, Serbia and Ukraine.

Georgia – An effective top-down approach & An individual initiative can have an impact

www.youtube.com/watch?v=0Mxk1aHWUNk

www.youtube.com/watch?v=D8z1W_FnyT4

Kyrgyzstan – Competence-based learning can be a solution

www.youtube.com/watch?v=vzUf0QLenDI

Lebanon – Making a difference with lifelong learning

www.youtube.com/watch?v=PPRXTK0r0aE

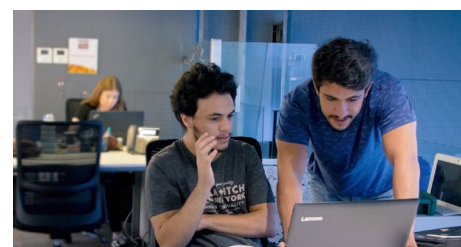
Serbia – Learning through play while saving the planet & Competing to develop entrepreneurship with community support

www.youtube.com/watch?v=xr9VOIPqRe0

www.youtube.com/watch?v=BnhJMM9bQmI

Ukraine – How high-tech benefits everyone

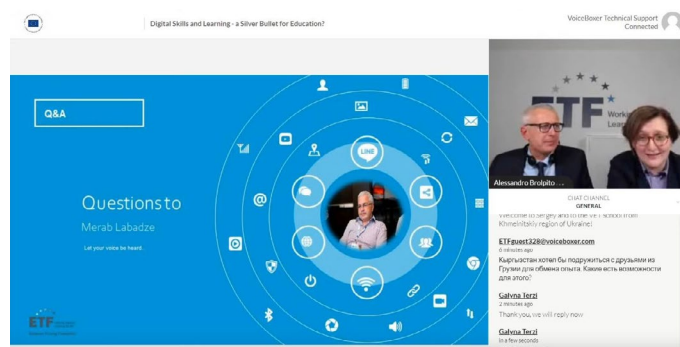
www.youtube.com/watch?v=cYB45x_ETjs



Digital skills and learning in Georgia, Moldova and Ukraine

The ETF held its first multilingual webinar presenting the preliminary findings of three studies focusing on policies and practices in digital skills and learning in Georgia, Moldova and Ukraine. Using Voiceboxer allowed remote simultaneous interpretation in five languages (English, Georgian, Romanian, Russian and Ukrainian). Participants put questions to the experts involved – Veronica Midari from Moldova, Merab Labadze from Georgia and Natalia Morze from Ukraine – using chat.

www.youtube.com/watch?v=268reTAUibY

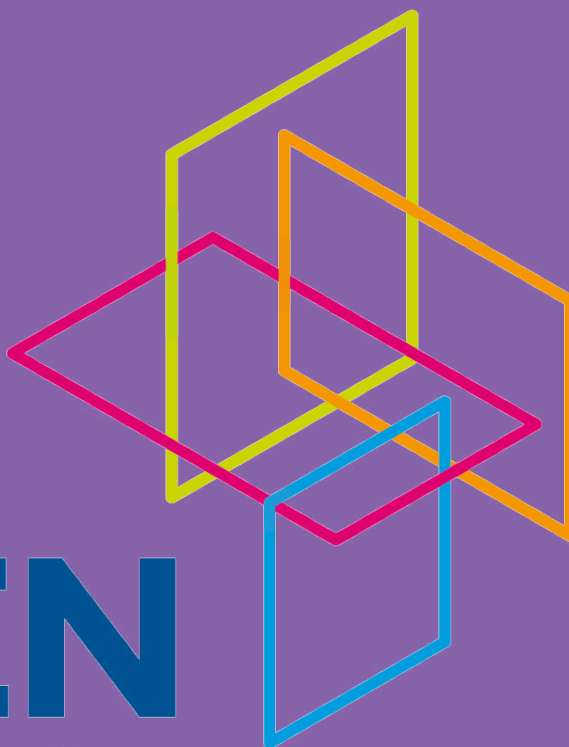




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