

TORINO PROCESS 2022-24

TOWARDS LIFELONG LEARNING





The ETF and the Torino Process

The Torino Process is a biennial review of vocational education and training systems. It was established by the European Training Foundation (ETF) in 2010 and has been carried out in partner countries in South Eastern Europe, Turkey, Eastern Europe, Central Asia and the Southern and Eastern Mediterranean ever since.

Focus

The Torino Process is designed to describe and analyse developments and challenges in human capital development and the ways in which national vocational education and training systems address them.

Since its inception in 2010, the Torino Process has gathered a valuable repository of information and data, which is used for monitoring and policy planning purposes by national and regional governments, international partners and increasingly by researchers working in the field.

Features

- ✓ Ownership - A commitment to national stakeholder participation and decision-making ensuring the Torino Process outcomes have a sustained influence on national policy.
- ✓ A holistic approach - to take into account not only the elements of the system, but how it responds to the economic and social environment in which it operates.
- ✓ An evidence or knowledge-based assessment - so that countries can make informed decisions about policy developments and measure progress. It also helps to scale up good practice from a pilot to system level

Furthermore, the Torino Process has constantly adapted itself to changing needs, circumstances and country priorities. Every round has had its own specific focus and corresponding adaptations to its analytical framework and evidence collection, interpretation and presentation methodology.

The sixth round: Towards lifelong learning

The Torino Process 2022-24 looks at system performance and lifelong learning. A new analytical framework has been designed accordingly. The focus is on two levels:

1. MONITORING SYSTEM PERFORMANCE FOR LIFELONG LEARNING

to track the performance of education and training systems in terms of creating suitable and equitable opportunities for lifelong learning; and

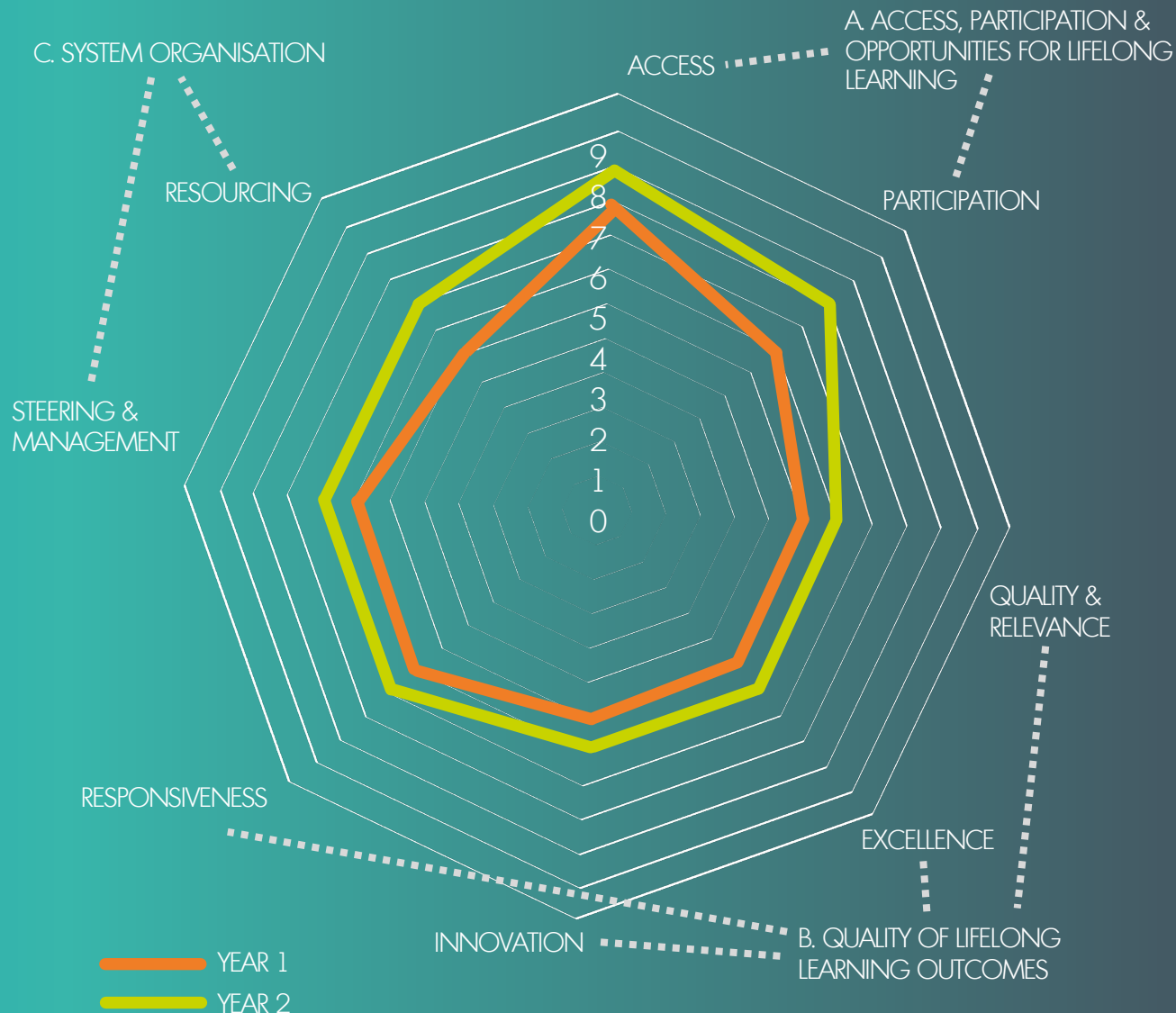
2. REVIEWING POLICIES FOR LIFELONG LEARNING

to explain the results from level one and analyse relevant policies in order to put forward recommendations for improvement

LEVEL 1 includes a carefully selected set of indicators to track system performance in areas linked to lifelong learning. These include areas shown in the diagram.

LEVEL 2 covers a selection of thematic policy areas to support the interpretation of monitoring results and the identification of ways to improve system performance in a lifelong learning perspective. It is designed to be highly participatory, and involves documenting and interpreting the effectiveness of policies and systemic arrangements against the backdrop of:

1. Demand for learning opportunities; and,
2. Relevant socio-economic and demographic developments which may influence demand



Themes

1. Governance and financing

- Multi-level and multi-stakeholder governance
- Sustainable funding system

2. Career orientation and responsiveness of skills provision

- Career guidance
- Evidence on skills demand
- Adult learning, re-skilling and up-skilling

3. Access to and flexibility of skills provision

- Modularisation / micro credentials
- Work-based learning
- Digitalisation

4. Recognition of (the value of) skills and learning pathways

- Qualifications
- Validation of skills
- Key competences and soft skills

5. Quality of skills provision

- Teaching and learning
- Quality assurance
- Monitoring and evaluating

Implementation

There are two implementation stages in the new round of the Torino Process:

	LEVEL 1	LEVEL 2
WHAT	Collects information and communicates about policy and system performance	Prepares national review reports of lifelong learning policies
HOW	Using system performance indicators (SPIs)	Reviewing policies through desk research and highly participatory field interviews with national stakeholders
WHY	To document the progress of each country towards lifelong learning goals with a specific focus on the contribution of initial and continuing vocational training	To provide a more in-depth understanding of the reasons behind the results of the monitoring level and how policies for lifelong learning can be improved
WHEN	Over the course of one year	Over several years
WHERE	All ETF partner countries	On a voluntary basis, on demand and/or region by region

Timeframe

The timing can be adjusted to accommodate specific national and regional needs and developments in order to ensure smooth implementation and maximise the added value of deliverables for all participating countries.

For further information, please visit our website: www.etf.europa.eu

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