

# Torino Process 2022-2024

Monitoring of policy and system performance for  
lifelong learning: **UKRAINE 2023**

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# TORINO PROCESS ARCHITECTURE

## Level 1

Monitoring policy and system performance

**How well do education and training systems deliver good and equitable opportunities for learning?**

- System-wide overview, all countries (annual)

## Level 2

Reviewing national policies and systems

**Which policies influence system performance for lifelong learning, and how?**

- In-depth analysis of selected policies and themes (on demand)

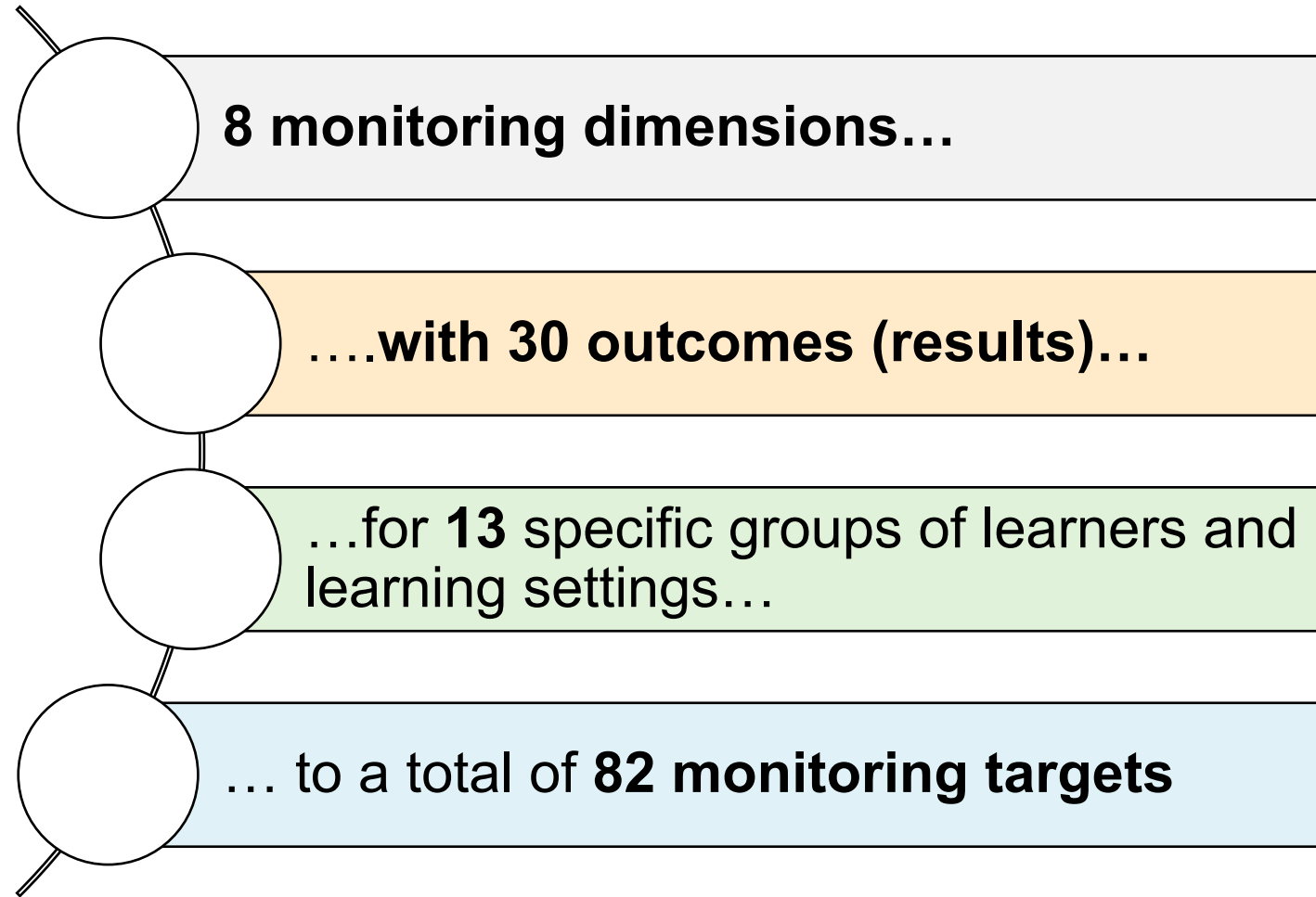


# MONITORING PERFORMANCE THROUGH OUTCOMES



**SYSTEM AND POLICY PERFORMANCE** = the extent to which countries deliver on their promises (**commitments**) to learners and other stakeholders in education and training

# MONITORING ARCHITECTURE



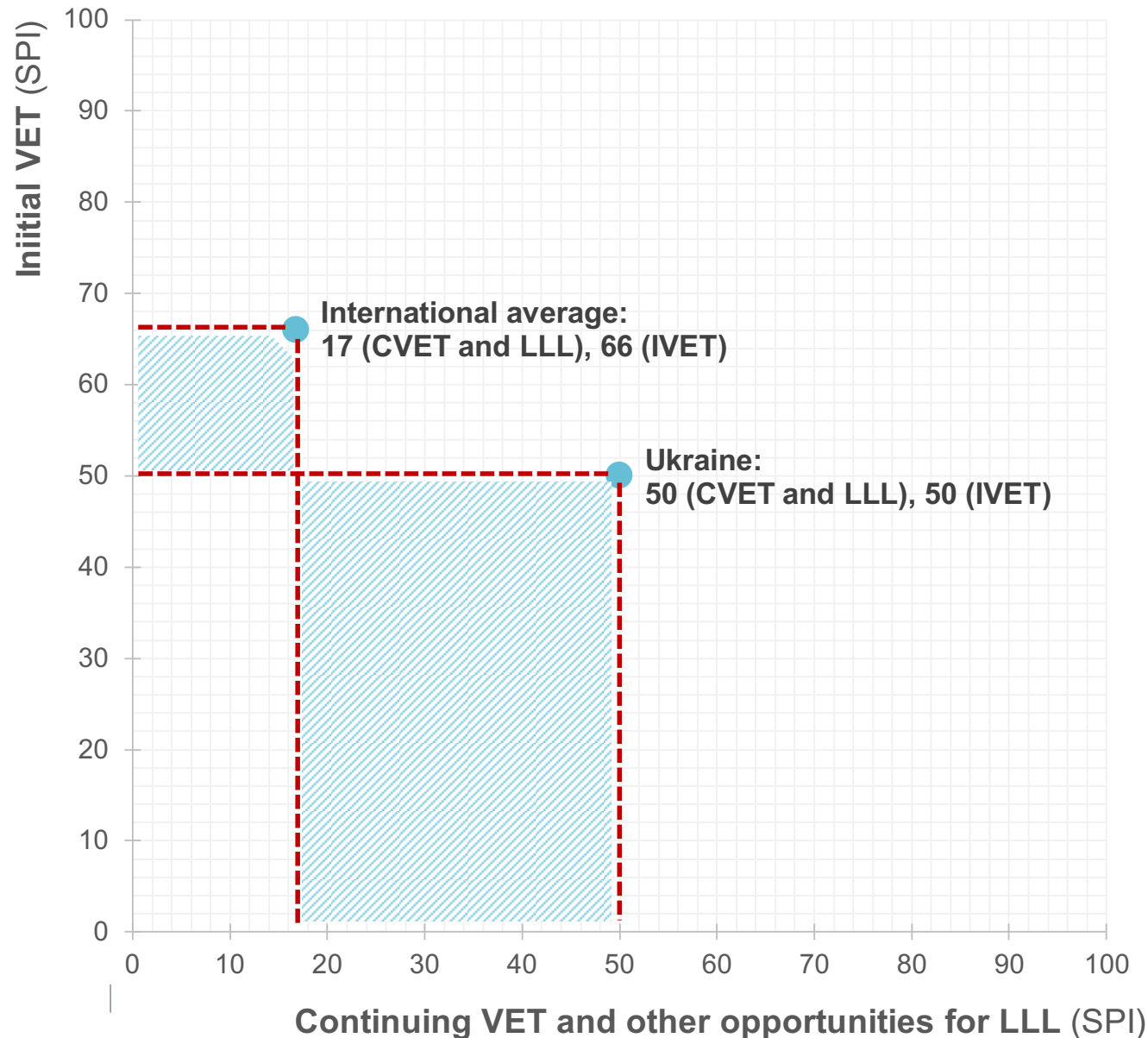
# COLLECTION AND ANALYSIS OF MONITORING EVIDENCE



# TORINO PROCESS VET SYSTEM MONITORING RESULTS UKRAINE 2023



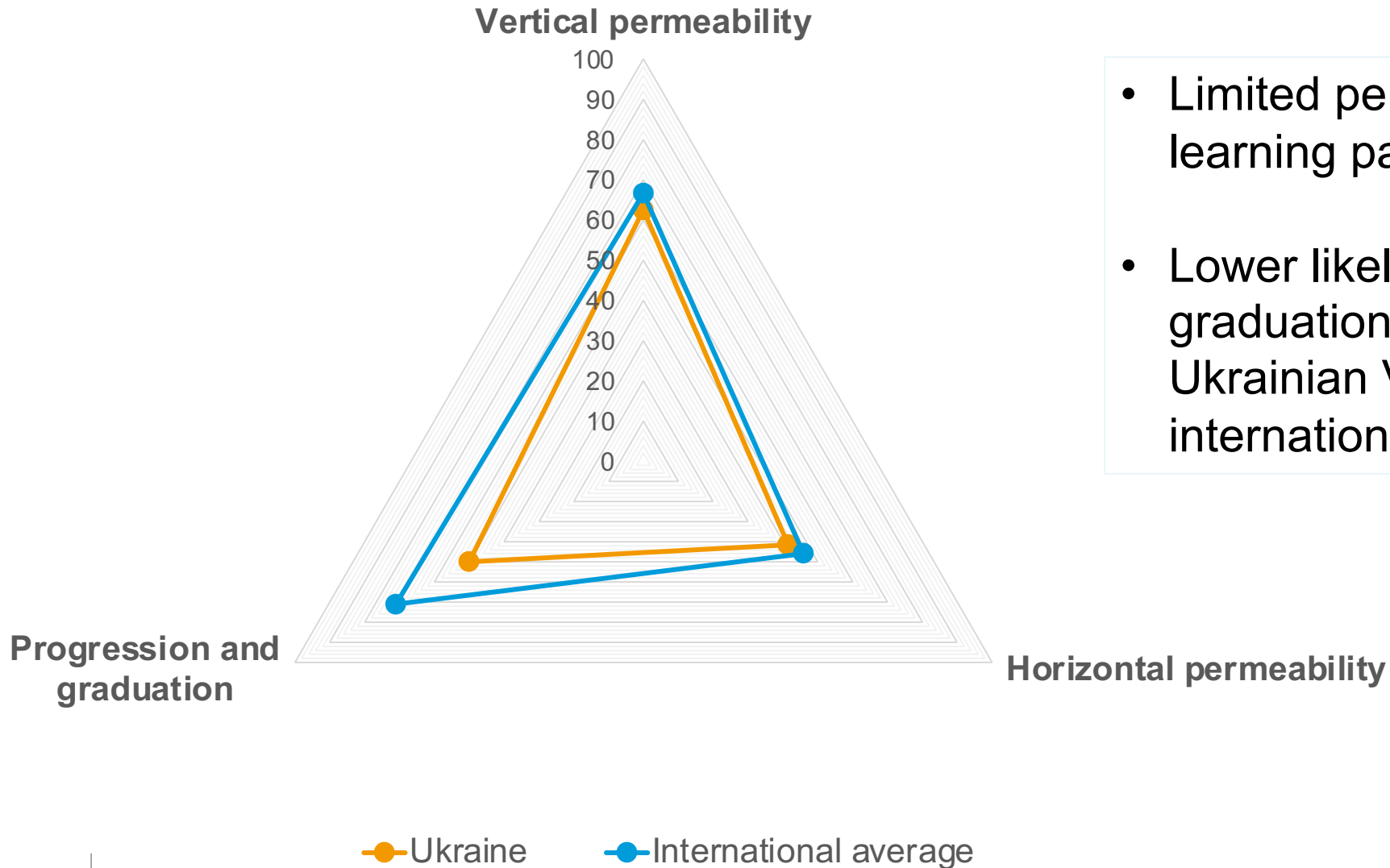
# ACCESS AND ATTRACTIVENESS OF LEARNING



- Unconventional results: Underperformance in initial VET access, overperformance in CVET and adult learning.
- Similar attractiveness of IVET and CVET



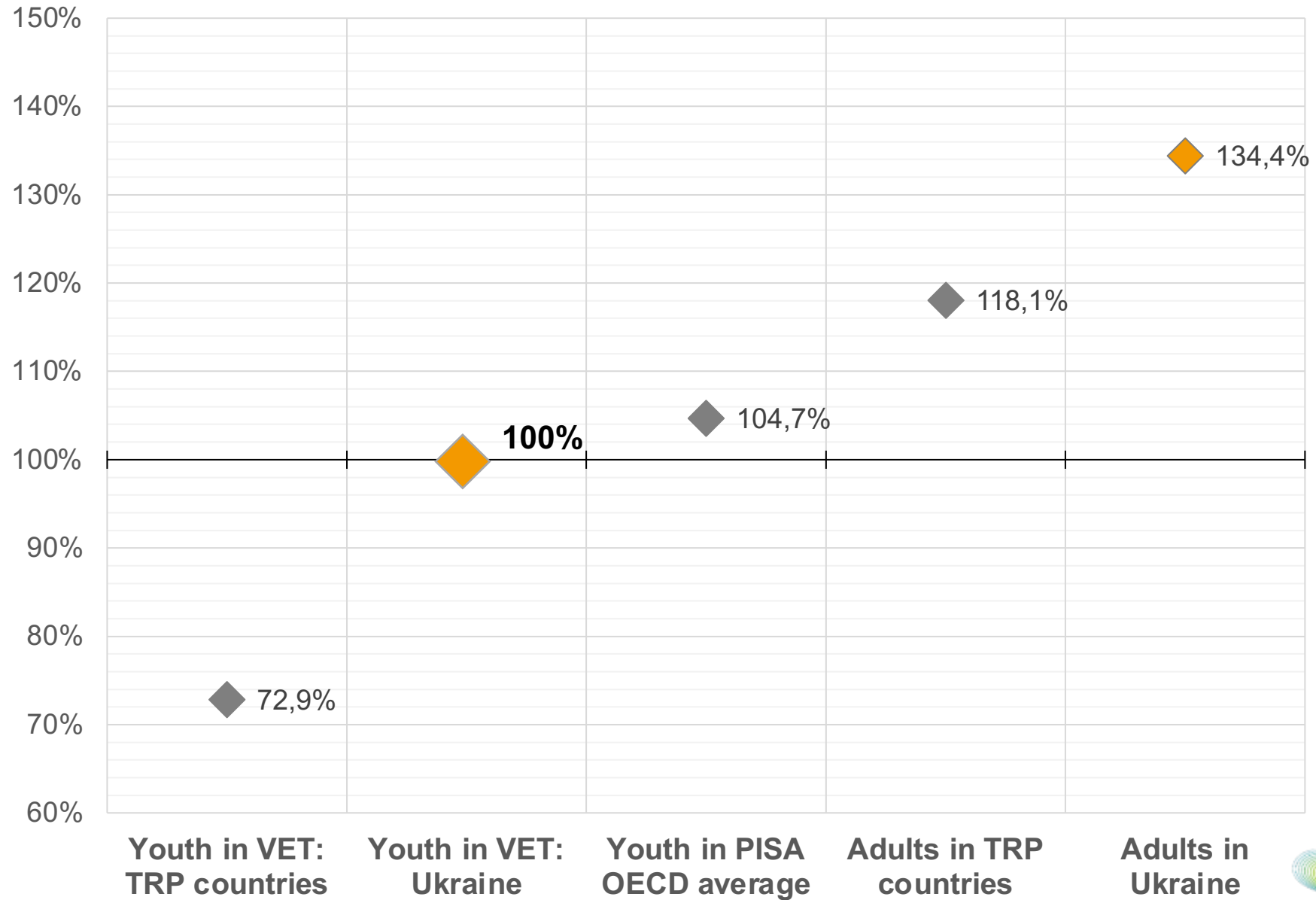
# PARTICIPATION IN - AND GRADUATION FROM - LEARNING



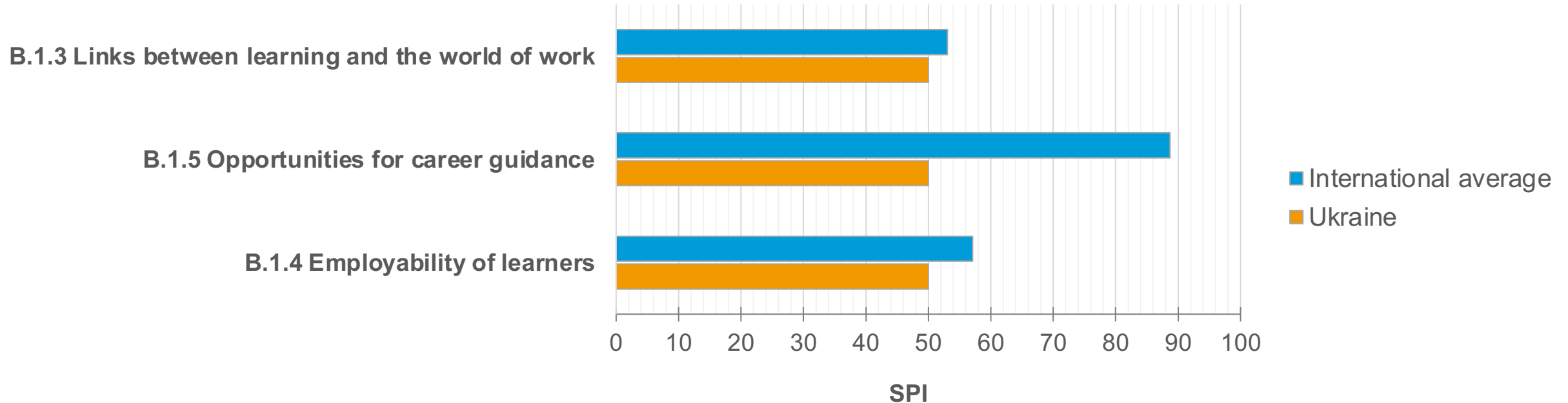
- Limited permeability between learning pathways in Ukrainian VET.
- Lower likelihood of successful graduation and transition for Ukrainian VET students compared to international peers.



# QUALITY OF LEARNING AND SKILLS



# RELEVANCE OF LEARNING: THE LEARNER PERSPECTIVE (EMPLOYABILITY)



- Weak links between VET programs and labour market, notably in work-based learning.
- Despite improvements, career guidance remains weak and requires attention.
- Consequently, modest international employability of young and adult VET graduates.

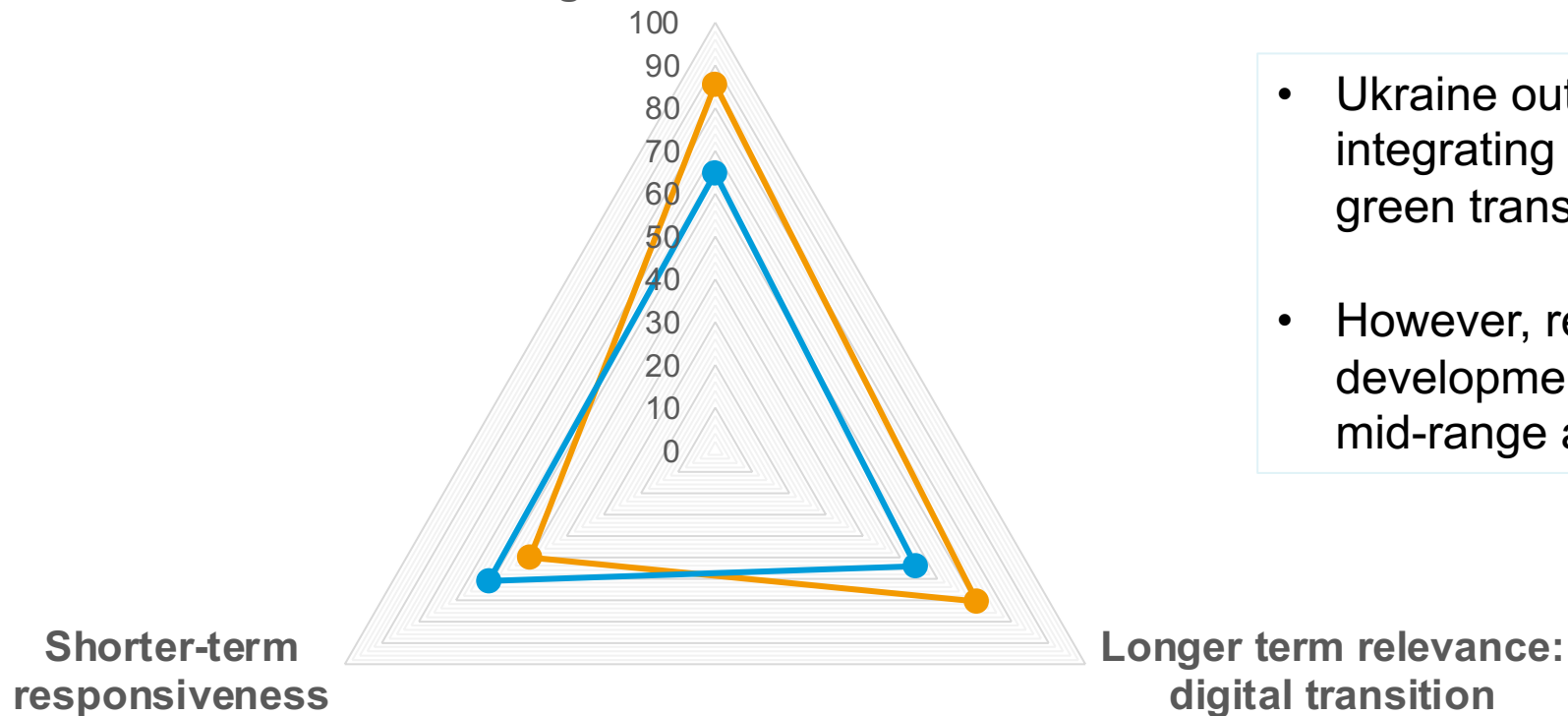


# RELEVANCE OF LEARNING: THE SYSTEM PERSPECTIVE

Quality and  
relevance

## (RESPONSIVENESS)

Longer term relevance:  
green transition



- Ukraine outperforms other TRP countries in integrating themes pertaining to the digital and green transitions into VET curricula
- However, responsiveness to shorter-term developments, i.e., in the labour market, is only mid-range and below the international average.

—●— Ukraine

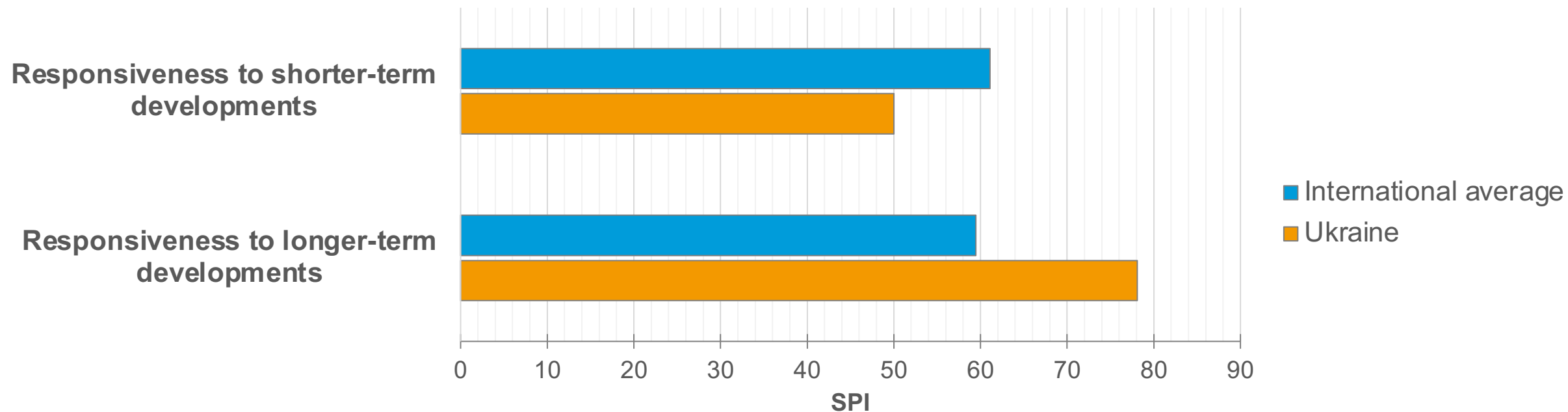
—●— International average



# RELEVANCE OF LEARNING: THE SYSTEM PERSPECTIVE

Quality and  
relevance

## (RESPONSIVENESS)

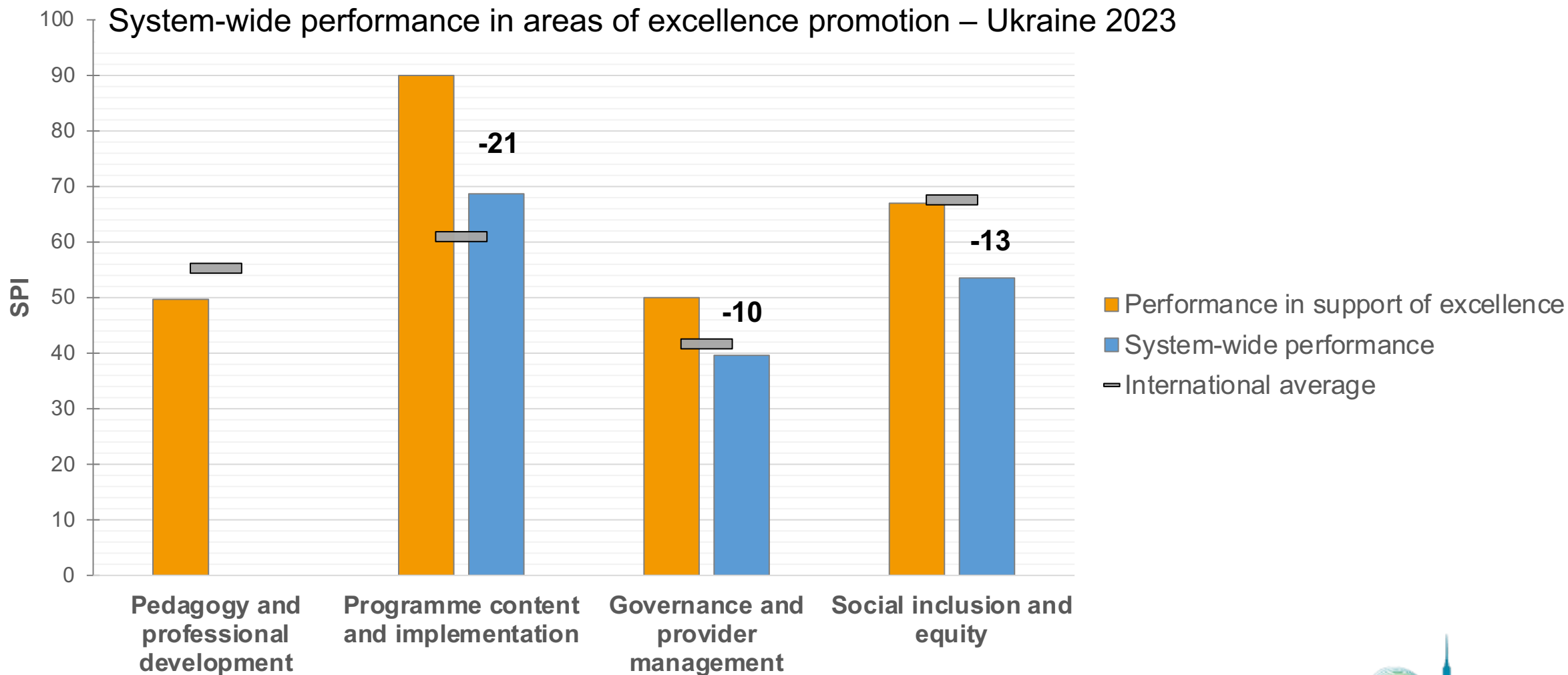


- Ukrainian VET system demonstrates a stronger inclination towards addressing long-term trends rather than immediate, short-term necessities.

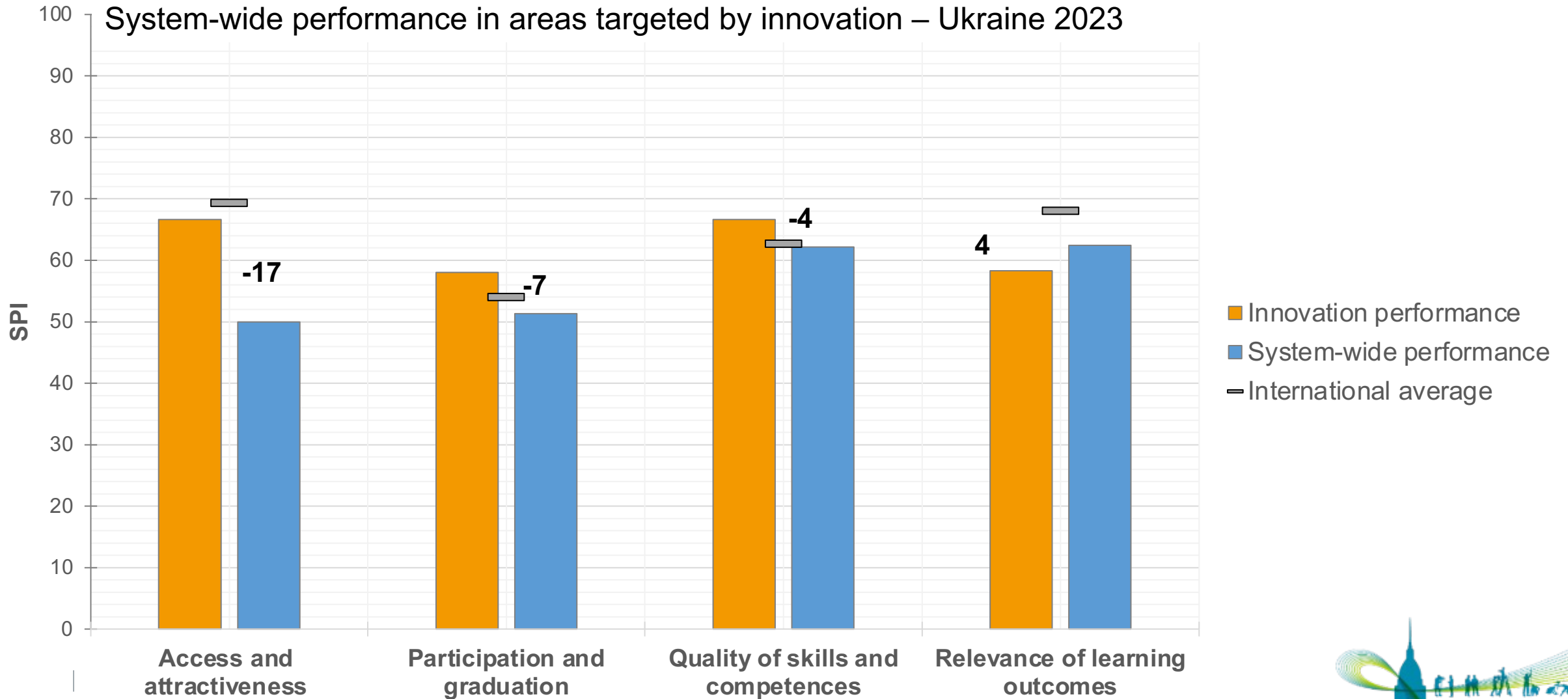


# PROMOTION OF HIGHEST QUALITY PRACTICES: EXCELLENCE IN VET

Quality and  
relevance



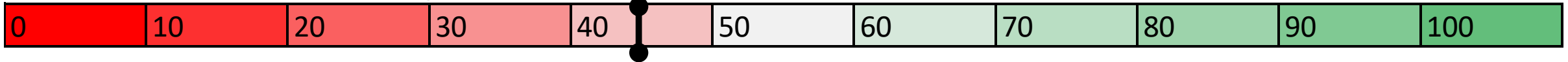
# PROMOTION OF NOVEL SOLUTIONS: INNOVATION IN VET



## DATA AVAILABILITY AND USE

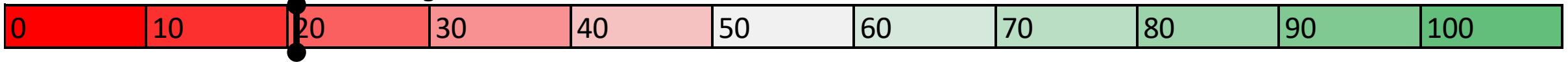
**International comparability of performance results (0=least comparable, 100=fully comparable)**

*Ukraine: 45.1/100    Intl. average: 33.6/100*



**Risk of bias regarding system performance (0=highest risk, 100=lowest risk)**

*Ukraine: 20.2/100    Intl. average: 45.6/100*

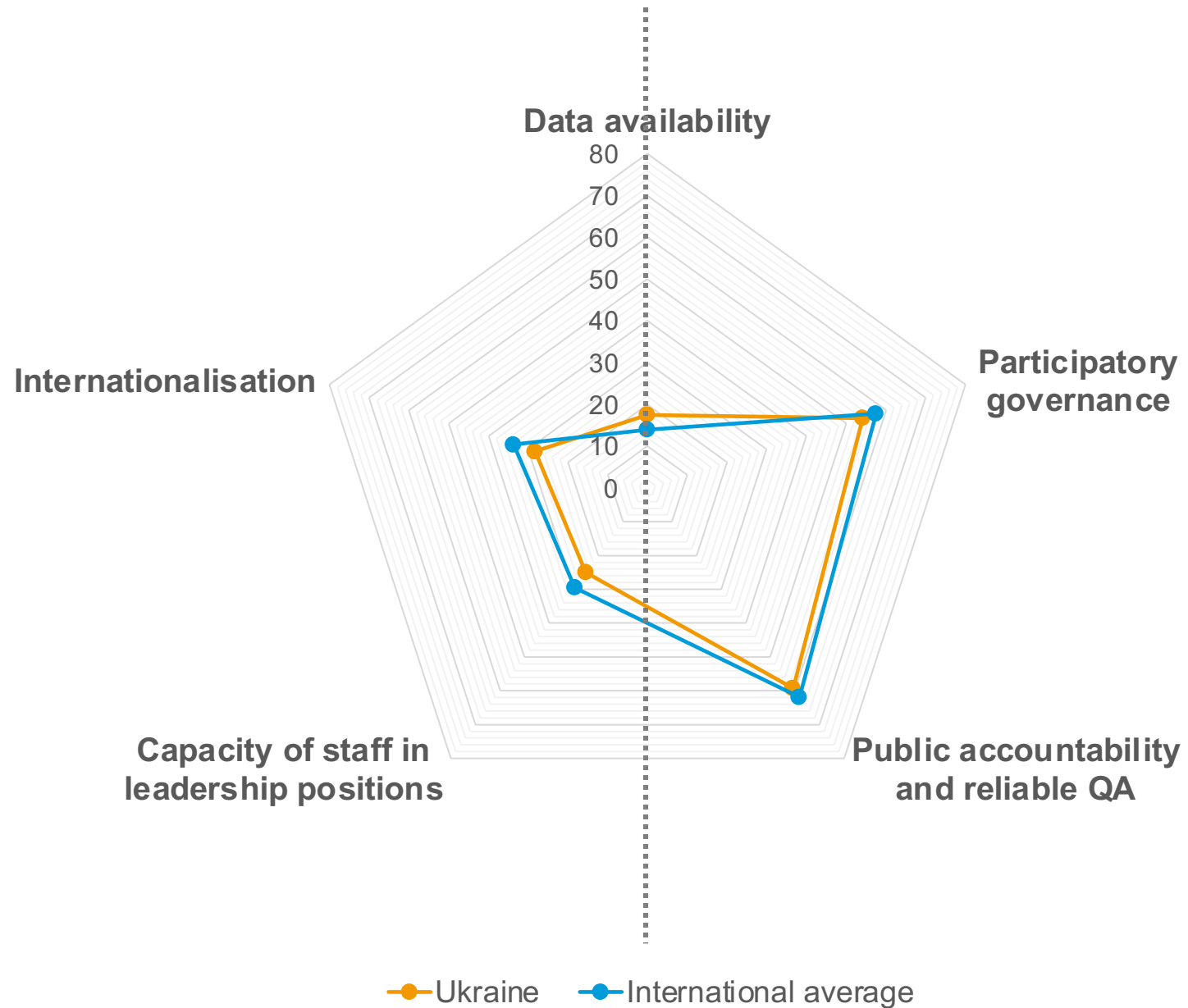


**Tendency to be self-critical regarding system performance (most critical=0, neutral=50, least critical=100)**

*Ukraine: 51/100    Intl. average: 52.8/100*

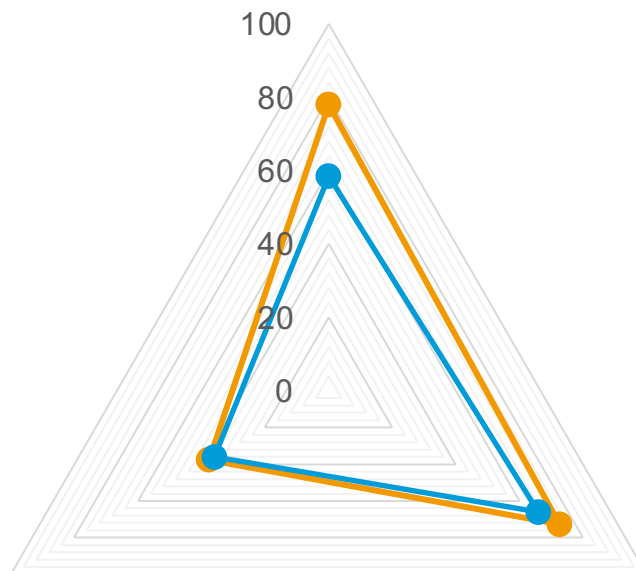


# ORGANIZING AND MANAGING THE VET SYSTEM



## ALLOCATION AND UTILISATION

Adequate financial resource  
allocations and use



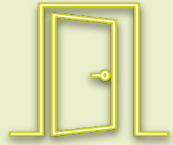
Adequate human resource  
allocation and use

—●— Ukraine —●— International average

- Ukraine is less effective in employing financial resources for VET than other countries in the TRP, on average.
- Despite outperforming other countries in financial commitment to VET, this doesn't result in satisfactory teaching and learning environments.
- Issues with teaching material adequacy and infrastructural investment allocation may pose bigger challenges than the total resource allocation to VET.



# KEY TAKEAWAYS



**Access and Attractiveness:** Despite challenges in initial VET program access and attractiveness, Ukraine surpasses others in adult continuing VET access and related learning opportunities. Several new measures, intended to boost lifelong learning, are expected to take effect in the coming years.



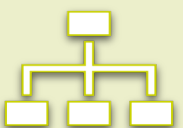
**Quality and Participation:** Ukraine's VET system lacks permeability between learning pathways, making graduation challenging for many. Despite this, the system offers quality learning to youth better than other countries, and adults generally possess more essential skills.



**Relevance and labour market outcomes:** Employability for VET graduates in Ukraine remains low, necessitating stronger learning-labour market links. However, Ukraine performs well in incorporating green and digital transitions into curricula, despite average responsiveness to labour market demands.



**Excellence and innovation:** Ukraine's VET system promotes program content excellence and innovation but lags in pedagogy and teacher professional development. The full benefits of innovation haven't yet permeated the entire system.



**System Management and Organisation:** Participatory governance within the VET system is satisfactory, and resources allocated to VET are relatively high. However, issues with teaching materials and infrastructure investment present larger challenges than resource allocation.



# THANK YOU!

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<https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>

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