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?

Level 2
Reviewing national policies and systems
Which policies influence system performance for lifelong learning, and how?

• System-wide overview, all countries (annual)
• 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

8 monitoring dimensions…

….with 30 outcomes (results)…

…for 13 specific groups of learners and learning settings…

… to a total of 82 monitoring targets
COLLECTION AND ANALYSIS OF MONITORING EVIDENCE

Collection of qualitative data

Reporting to countries

Collection of quantitative data

Calculation of system performance indices (SPIs)

In-depth analysis through policy reviews (Torino Process Level 2)

Ukraine: drafting of a section on the impact of the war
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

Youth in VET: TRP countries
Youth in VET: Ukraine
Youth in PISA OECD average
Adults in TRP countries
Adults in Ukraine

- TRP countries: 134.4%
- Ukraine: 118.1%
- OECD average: 104.7%
- Adults in TRP countries: 72.9%
• 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.
• 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.
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

System-wide performance in areas of excellence promotion – Ukraine 2023
PROMOTION OF NOVEL SOLUTIONS: INNOVATION IN VET

System-wide performance in areas targeted by innovation – Ukraine 2023

- Access and attractiveness: -17
- Participation and graduation: -7
- Quality of skills and competences: -4
- Relevance of learning outcomes: 4

Innovation performance
System-wide performance
International average
ORGANIZING AND MANAGING THE VET SYSTEM: 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

- Data availability
- Participatory governance
- Internationalisation
- Capacity of staff in leadership positions
- Public accountability and reliable QA

Ukraine vs. International average
HUMAN AND FINANCIAL RESOURCES FOR VET: 
ALLOCATION AND UTILISATION

- 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.
**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.
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