

FLASH REPORT

Event name

Torino Process 2018-2020 – Key issues from the National report and ETF assessment – main findings and the way forward - Lviv, Ukraine, 25 October 2019

Main objective(s)

Following the preparation of the national and regional reports, the workshop had as primary objective to present and discuss key findings and recommendations as main outcomes of the process.

Specific objectives of the workshop were the following:

- Share with participants the state of progress and key findings of the national and regional reports
- Discuss the key issues and recommendations of the ETF assessment
- Identify specific actions to address the recommendations (both short quick-wins and long-term actions)

Background

For key stakeholders in Ukraine, improving human capital is urgent and vital, not only because it lifts productivity and prevents structural and long-term unemployment, but because education remains the engine behind social mobility and the safety net against social exclusion.

A large number of Ukrainian citizens are affected by ongoing changes in the labour market, including technological change, jobs, growth and investments, which are at the core of the discourse. The focus of the Government of Ukraine is to invest efforts to reach the objectives of recently adopted new vision for VET.

This event has been organised in the context of the fifth round of implementation of the ETF Torino Process, a process implemented under the leadership of the Ministry of Education and Science (MoES), and with the participation of all regions in Ukraine. With the MoES decree, a Torino Process working group was formally established to involve relevant key institutions for the implementation at both national and regional level. The role of VET for regional economic development has been an important part of the discussion in the Torino Process

SHORT DESCRIPTION OF THE EVENT

This one-day workshop gathered almost 100 participants, representing all the regions in the country, EU delegation and Commission, and international donors. The Minister and Deputy Minister of Education and Science of Ukraine addressed the audience in the opening and closing session of the meeting. The programme of the day was designed to boost interactivity and encourage active participation and sharing from all participants. The relevant discussion is about the future of Vocational Education and Training policy and systems, and which skills and knowledge should be acquired through it. If the strategy is about delivering growth that is smart, sustainable and inclusive, then Vocational Education and Training should also be smart, sustainable and inclusive.

KEY OUTCOMES/CONCLUSIONS

Preliminary findings of the ETF assessment have been presented, with a focus on Human Capital Development trends. The Assessment Report gives an external view of the ETF to the country authorities on the situation with VET and Human Capital Development. It could be useful for Ukrainian national policy discussions, for the European Commission in the context of programming cycle of

investments in the country, for different implementation partners for development and cooperation in the country to see what the possible options and challenges are. It is not only focused on VET because the exercise has been broadened in this cycle to cover human capital development challenges in Ukraine.

Human capital, in this context, is understood as knowledge, skills, talents and abilities that foster people's economic, social and personal development. The purpose is to provide a reliable source of information for planning and monitoring national education and training policies for human capital development, as well as for programming and policy dialogue in support of these policies by the European Union and other donors.

The key Human Capital issues identified for Ukraine can be summarized as follows:

- Need for integration of upper secondary level provision combining VET and general education
- Need for differentiation between secondary VET and professional pre-tertiary through vertical integration, optimisation of related providers, and labour market relevant qualifications
- Need to develop skills and competences of teachers and use them better
- Needs to ensure that providers are enabled to address LLL

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