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EDITORIAL

CHANGING **SKILLS** FOR A **CHANGING** WORLD

The theme of the Torino Process 2017 conference – *Changing Skills for a Changing World* – has different meanings. It describes skills that are changing in response to the global environment, innovation and disruption. It is also about how we effect change in skills development. Education and training systems must engage in changing skills to ensure learners and workers acquire the adaptability needed to thrive in the fast changing world of work.

The future of skills, vocational education and training (VET) and labour market systems is at the forefront of the conference on 7–8 June in Turin, which brings together a broad range of stakeholders from ETF partner countries, Europe and beyond.

Future, innovation, diversification, delivery and cooperation are the key words that will frame discussions, debate and workshops at the conference. These words also describe the approach that the European Training Foundation (ETF) takes in its work with the partner countries. A good example is the ETF's flagship programme, the Torino Process, which came to life in 2010, inspired by the vision of ETF Director Madlen Serban. As her mandate draws to an end, Ms Serban's **Interview** takes us on a journey through the Torino Process participatory review helping partner countries to assess progress in human capital reform.

The **future** of Ukraine's VET system is in the spotlight as it moves towards decentralisation. Plans to devolve responsibility for the delivery of VET across the country of 45 million people are underway. There is potential for profound social and economic benefits, so long as the country can get these far reaching reforms right. The roadmap towards decentralisation is explored **in depth** this issue.

Innovation in work, technology and society presents both opportunities and challenges for policy makers and practitioners in VET. The ETF's working definition of innovation is: 'The application of better solutions that meet new requirements, unarticulated needs, or existing market needs. Accomplished through more-effective products, processes, services, technologies, or business models that are readily available to markets, governments and society.' The new Torino Process web tool, covered in **News&views**, fits this definition. Users can easily extract and compile facts and figures from the trove of information captured in the Torino Process country reports. 'There is a need to find ways to make content more accessible,' says Manuela Prina, the ETF's Torino Process strategic project leader. 'People want quick answers to diverse questions and a way to examine the same evidence from many different viewpoints.'

Diversification and multiplicity are key components of good multi-level VET governance. Standing at the intersection of education, training, socio-economic and labour market policies, VET, by nature, is a multi-stakeholder system, with different parties playing different and important roles. Knowing, understanding and engaging these stakeholders helps to promote sustainable policy development, as the ETF's VET Governance strategic project leader Siria Taurelli explains in the **Project update**.

Delivery is being improved in Kyrgyzstan and Palestine* through VET graduate tracer studies. Developed with the assistance and expertise of the ETF, these tracer studies are helping policy makers and practitioners to better understand and anticipate the demand side of skills. In Kyrgyzstan, the **Country focus**, results are so positive that plans are now underway to widen the scope to include higher education institutions. The **Project update** from Palestine shows how tracer studies are also a way to help learners with the transition into work.

Cooperation between stakeholders from the worlds of work and education is being facilitated through the European Alliance for Apprenticeships, which is working to promote the quality, supply and image of apprenticeship and work-based learning. The platform, which celebrated four years in May, brings together companies, chambers of commerce, VET providers, youth organisations and social partners to work together with the European Commission and national governments. More than 30 countries have committed to the alliance so far, including newcomer Serbia. As covered in **News&views** this commitment means all of the EU candidate countries are on board. European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen, a keynote speaker at the Torino Process 2017 conference, says companies can benefit enormously from this type of cooperation. 'In particular from better access to talents skills and innovative ideas.'

We very much welcome the commissioner, speakers and participants to Turin for the *Changing Skills for a Changing World* Torino Process 2017 conference. We look forward to bringing you all the highlights and insights in the next Live&Learn. In the meantime, we hope you enjoy Issue 39!

* This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.



INTERVIEW

MADLEN SERBAN ETF DIRECTOR

Madlen Serban has been the ETF's Director since July 2009. As her mandate comes to an end, she shares insights on the Torino Process – the participatory analytical review involving a wide range of stakeholders.

The story so far

In setting up the Torino Process (launched in 2010), everything revolved around understanding, having and sharing knowledge, and talking with many partners. But from the beginning, we wanted to go beyond that – to arrive at action. This, then, is the Torino Process.

It starts with predictable steps. Policy analysis itself is a *learning* method and therefore aims at learning achievements. As the saying goes, we are not here to give people fish – together, we are learning how to catch fish. That's why the Torino Process is not a review of a particular policy or policies, but an analysis that offers the instruments, setting and meaning for those responsible for education and training policy to act, based on what they analyse as being potentially a successful policy choice.

Are we achieving this?

We are now at the stage where our partner countries understand that the definition of VET is a moving target, which requires a strong ability to adapt. It's important to articulate that definition, and that of skills and human capital development in the context of each country.

The Torino Process is an evidence-based policy analysis. There is progress in our partner countries in terms of *knowing*, and *applying* that knowledge. But we are not there yet. This is partly because there are limits to evidence-based policy making – it's not a crystal ball that shows you what to do. It takes time to identify the evidence most relevant for building successful policies.

From process to structure

We are seeing an important development in many of our partner countries – local research undertaken to find the evidence. Developing evidence at the local level to guide and suggest policy

action is the purpose of the Torino Process. In a nutshell, it's understanding, knowing, talking with others and then taking action.

This links to the question of VET governance, which is complex in every country. How do they reconcile their different interests given different organisational settings and objectives? I see a lot of progress in this area, and in the number of actions taken to apply what policy makers understand and know.



Of course it's not at the same level in every country, but there is some progress everywhere. We are seeing that the sharing of experience between EU Member States and partner countries is growing, to the benefit of both. Some countries are already capable of carrying out the whole exercise of policy analysis for the purposes of monitoring by themselves. The ultimate success factor comes in knowing that a country is capable of doing quality-assured self-assessment, while respecting the principles of the Torino Process.

Going 'glocal'

What's next for our partner countries? Making sure the process is run according to its rules, and encouraging more peer reviews between countries. However, the purpose is not to transfer the Torino Process as such, but to embed it within the structure and the logic of each country's public policy making, since ownership has always been essential to sustainability.

So let's return to the question of VET governance. We respect the countries' type of organisation, their economic model, but the principles of the Torino Process still apply. It's not a question of social and economic organisation, but of the functional model of governance. The role of the ETF is to help our partner countries understand the responsibilities of the different institutions set up to deliver VET.

VET should be delivered by providers and linked to the labour market, both in terms of responding to and anticipating skills needs. The labour market is local – or 'glocal', taking in the effects of globalisation. What we see and hear is that local empowerment is essential for delivering results. Of course, empowerment is also essential at the central level, but this alone will never be capable of delivering results. Nor can the local level in isolation create a systemic capability for ensuring opportunities for citizens.

Action stations

One key added value of the Torino Process, acknowledged by our partners, is that it sets up a framework for action. If we undertake the diagnostic process together, and set a direction for action together, the local level becomes active. If we do not support local initiatives to scale up, they risk remaining isolated.

Those responsible for governance at the central level must maintain a framework for action. So, when they observe gaps in provision or in participation, they must establish support programmes, or risk social exclusion. This is what the Torino Process offers: a framework for action.

We are very supportive of multi-level governance, applying policy analysis to the different levels. This is particularly important, for example, in both Ukraine and Tunisia. In Ukraine, a political decision was taken on decentralisation. In Tunisia, EU support is following the Torino Process recommendations based on local action. There are, however, concerns about the capability of the institutions in Ukraine

that are involved to follow through. A support programme will help to empower these institutions. This is one of the main areas, in my view, for the future of the ETF's work – *empowering and creating resilience in institutions*.

A recipe for success

At the Torino Process 2017 conference *Changing Skills for a Changing World* (7–8 June, Turin), debate needs to lead towards the logic of well-being. Social and economic criteria, as well as cultural, social, intellectual and human capital. What do we want to create with VET? We want resilient citizens; adaptability is a key competence for resilience. If we want resilient institutions, capable of adapting to an uncertain future, then we need a system that can empower learners to be capable of adapting.

We need VET systems that are capable of going beyond the social and economic narrative, to look at the well-being of citizens and of society as a whole. The immediate questions are: How do you measure this? How do you know if public policy is working? If not, what are you going to do? Unless we can offer our citizens a future, then VET, with all due respect to industrial and human capital development policies, will not achieve anything.

Out of the shadows

At the Torino Process 2015 conference, there was much discussion about the emancipation of VET, which can be associated with a 'second chance', remedial type of education. Employers complain about the school-based system, and by doing so enter the game. It's a way of saying: *let's do something in order to make sure that the selection, the options, the choice from VET won't always be negatively perceived*. So, we are looking at emancipation from the perspective of better communicating VET's offer, and articulating what it is for.

This year, the conference will capture ideas from the previous conference, but also look to the future of VET through the eyes of younger people. The *Entrepreneurship and Innovation: Market of Ideas* exhibition (presentations of projects linked to innovation in VET) will be populated with examples of young people who will present, explain, and show how they see the future of what human capital and research can offer. It's useful, not only to hear directly from the beneficiaries of human capital public policies, but to learn how they are looking to the future through innovation. They don't just innovate for the sake of it. These young people look to create new products, or organise services, to solve their communities' problems. They anticipate future problems and how their communities can be globally competitive.

We have to rethink the whole way we do education and training. Innovation is part of this, therefore the democratisation of innovation is now urgent. Don't do policy analysis for the sake of policy analysis, make sure that you use the results of that analysis and that they are reflective of society's needs.



MAKING THE TORINO PROCESS MORE ACCESSIBLE

The European Training Foundation's (ETF) flagship programme has had a digital facelift. The new www.torinoprocess.eu site allows users to easily extract and compile facts, figures and trends on vocational education and training (VET) reform in countries bordering Europe.

The **Report Compilation Tool**, that generates tailor-made reports, is just one feature of the new-look website. The **Report Hub** allows users to browse through the 25 participating country reports, access summaries and key indicators from the 2016–17 Torino Process round. The **Blog** features the stories behind the numbers.

It is a turning point for policy makers, researchers and other stakeholders seeking insights on the state-of-play of VET reform in ETF partner countries. Now, in a few clicks, users can extract the information that is of interest to them, for example regional or thematic trends and examples of good practices contained in the longer reports. The ETF's Torino Process strategic project leader, Manuela Prina, says the new approach helps to address the challenge of browsing through masses of content.

'We wanted to move to a more interactive and personalized use of the reports. Now you can build your own report and explore more than 3 000 pages in a customized way.'

'There is a need to find ways to make content more accessible. People want quick answers to diverse questions and a way to examine the same evidence from many different viewpoints.'

'The compilation tool allows for all of this to be exploited, and this gives incredible opportunities to policy analysts and policy makers!'

What is the Torino Process?

The ETF works with partner countries to improve VET systems and outcomes. Progress, updates and results are tracked through the Torino Process – a participatory analytical review involving a wide range of stakeholders.

Participating countries acquire up-to-date knowledge about VET policies and results against a social and economic backdrop. Reporting provides a unique snapshot of the state-of-play of VET reform, employment and labour market systems, contributing to the evidence-based policy-making process and future action setting.

This is the first time that the wealth of information has been packaged in an easy to use online tool. The digital tool was launched to coincide with the Torino Process 2017 conference *Changing Skills for a Changing World*, 7–8 June, Turin, Italy.

Text: Susanna Dunkerley/ETF

Image: Article10

Photos: Andrea Guermani, Andrea Bogarello, Martine Smit ETF







SERBIA JOINS THE EUROPEAN ALLIANCE FOR APPRENTICESHIPS

Serbia has joined the European Alliance for Apprenticeships, meaning all European Union candidate countries – Albania, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey – are now on board.

Managed by the European Commission, the alliance was launched in 2013 to promote the quality, supply, image and mobility of apprenticeships and work-based learning. It is a platform for companies, chambers of commerce, vocational education and training (VET) providers, youth organisations and social partners to work together with the Commission and national governments.

The alliance is part of the Commission's broader strategy to tackle youth unemployment and promote jobs and growth, highlighted in the new Skills Agenda for Europe (see Live&Learn Issue 38).

Joining the alliance, Serbian Education Minister Mladen Šarčević said participation will 'improve supply, attractiveness, relevance and quality of apprenticeships in all levels of the education system, including VET'.

A number of priority areas have been flagged by Serbia to achieve this. These include working together with social partners and employers to strengthen and implement the dual education law, that combines in-company apprenticeship and training with vocational education courses (work-based learning). And a focus on entrepreneurial learning and adult education.

Aligning for a win-win

Quality apprenticeships and work-based learning programmes are a win-win. They support learners' skills development and the transition to work, while boosting company productivity.

Despite the initial cost to business, providing on-the-job training means employers get workers with the right skills for the job.

European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen, says private sector involvement is key.

'Apprenticeships can only take place if companies and SMEs are willing to take responsibility for in-company training. This should be done in close cooperation and dialogue with VET providers.'

'Companies can benefit enormously from this cooperation and from engaging in apprenticeship, in particular from better access to talents skills and innovative ideas.'

A recent Europe-wide study on *The Cost-Effectiveness of Apprenticeship Schemes* demonstrates the cost benefit for businesses. Conducted by a collaboration of business, industry and employer groups, the study covered the ICT, commerce and engineering sectors in 15 countries.

Alexandra Costa Arthur from IMANOVATION, a private consultancy firm specialising in VET and involved in the research, presented the findings at the ETF Skills Connexion workshop in late 2016.

'What ETF partner countries can learn is that a short-term cost is a long-term investment that really supports business. For example, what we find is that apprenticeships can be less expensive than the recruitment process,' she told stakeholders from ETF partner countries.

Hear Ms Costa's interview on the ETF YouTube channel: goo.gl/5C2clp and access the full report here: goo.gl/fJKjXV

The ETF continues to facilitate and support partner countries to actively contribute to the alliance. In cooperation with the Directorate-General for Employment, Social Affairs and Inclusion, the ETF will host a seminar for alliance stakeholders in Montenegro, in October.

Text: Susanna Dunkerley/ETF

Photo: Andrea Guermani





Good for Youth Good for Business

European Alliance for
Apprenticeships

Social Europe



THE ETF AND THE EU DELEGATIONS



Vocational education and training (VET), employment and skills are important areas of European Union assistance to neighbouring countries. The ETF works closely with the EU Delegations in the partner countries, providing more than 20 years' worth of expertise and technical support in the area of VET, skills and human capital development.

So, what do the EU Delegations think about the collaboration? The ETF has been speaking to colleagues from the Delegations to find out.

Serbia

Serbia's economy is enjoying robust growth, but skills shortages and mismatches could threaten this. That's why employers, unions and VET providers are working together to better understand and anticipate the demand side of skills.

An inventory of qualifications is being developed through the national qualifications framework for lifelong learning. The focus is to ensure active participation of social partners in its implementation and through the sector councils that work to identify skills and labour market needs.

The introduction of dual education, which combines in-company apprenticeship and training with vocational education courses (work-based learning), is another priority, which is boosted by Serbia's membership to the European Alliance for Apprenticeships. The multi-stakeholder platform, spanning Europe and beyond, works to improve the quality, supply and image of apprenticeships.

On the issue of promoting good multi-level governance, the ETF is undertaking research to better understand the skills needs of the region, and the role and functioning of the VET system. This has been done in the context of Serbia's hotbed of ICT, in Novi Sad – the good practice example that is driving economic, digital and educational development (read about it in Live&Learn Issue 38).

Working at a regional, national and global level, the cluster brings together 35 companies, 4 000 employees and 10+ governmental and educational institutions. The research findings will be transferrable to other sectors and regions.

Steffen Hudolin, Head of Operations II, at the EU Delegation, says his team has been working 'very intensively' with the ETF, in the context of the pre-accession programme.

'We have been relying on the expertise of ETF colleagues, particularly in relation to education, VET and social inclusion. Also with policy advice, which comes in very handy and gives us a long-term perspective.'

'The colleagues are so knowledgeable and flexible, and can be of use for any delegation!'

Listen to the full interview on the ETF YouTube channel:
goo.gl/XvUFwr



Turkey

With 1.8 million students in VET, representing 46% of all secondary students, vocational education is increasingly popular in a country with a population of 80 million.

Turkey lags behind EU benchmarks in education, training and employment, but it is making rapid progress with a priority on human resources development.

Progress in VET is being made in several key areas. The new Turkish qualifications framework is now compatible with the European Qualifications Framework. Work-based learning initiatives are under way, and 12-year compulsory schooling is helping to address high drop-out rates, particularly among teenage boys.

Data sharing is also improving. A good practice example is graduate tracer studies that show where VET students, who are obliged to



complete 300 hours of work-based learning before graduation, are entering the labour market.

Future priorities include improving the quality of apprenticeships and using digital distance learning to improve continuing professional development in VET teacher training.

The issue of skills development is approached in the National Employment Strategy (2014–2023), which aims to create a better relationship between education and employment through relevant training and by strengthening the use of qualification standards.

Mustafa Balci, Education and Training Sector Manager at the EU Delegation, says the ETF helps to bring all the right stakeholders together to share 'expertise and knowledge'.

'I am always advising Turkish institutions about the contribution of the ETF – even with a limited budget, the contribution is incredibly important!'

Listen to the full interview on the ETF YouTube channel:
goo.gl/a5ZAwx

Ukraine

In Ukraine, VET and skills are seen as key to supporting economic growth and there is a lot of work under way to support this.

In an ambitious move, Ukraine has taken the Torino Process to its 25 regions including the capital Kyiv. Decentralisation sees the regions playing a key role in shaping VET development. There is a new policy on devolved financial and management responsibility for VET. This is supported by a Green Paper, co-produced by the ETF and Ukraine's Ministry of Education and Science, for a more modern and agile VET system, that is responsive to the changing economy and able to equip learners with the right skills to find quality jobs. More in this issue of Live&Learn's *In depth* report.

A new implementation plan for a national qualification system is also under way. The ETF has been working with more than 150 stakeholders to help develop this, assisted by the ETF's Qualifications toolkit (highlighted in Live&Learn Issue 38).

Reflecting upon the progress, Berend de Groot, Head of Cooperation at the EU Delegation, says skills play an increasingly important role. Through the Torino Process, the ETF has been providing 'very good information and insight,' he says.

'This is a very good basis for us to expand our support to the business sector using the analytical work that the ETF has been doing. The ETF is a very welcome partner for possible future interventions!'

Listen to the full interview on the ETF YouTube channel:
goo.gl/HYz6Th

Text: Susanna Dunkerley/ETF

Photos: Cristian Afker



DEVOLUTION UKRAINE

Skills and training in Ukraine stands on the threshold of historic change that holds the potential to bring profound social and economic benefits to the eastern European country – if it can get far reaching reforms right.

Plans to devolve responsibility for delivering vocational education and training (VET) across the country of 45 million people, through its 25 regions (including the capital Kyiv) are already under way.

A new VET law is being drafted with a first parliamentary reading expected in September. Shifting VET responsibility from central government control is a massive project and a major challenge, observers say. Adoption of the new law has been held up by delays in passing a framework law on general education, but without that devolution will remain dead in the water.

A better, more responsive and flexible VET system – seen as crucial to Ukraine's economic development and reform – is strongly supported by the European Union.

Hugues Mingarelli, head of the EU Delegation to Ukraine, has pledged support for the reforms – provided there is evidence of the political will to bring about devolution.

'If there is the political will on your side, we will mobilise all our resources to assist you,' he told Ukraine's Prime Minister Volodymyr Groysman, at a VET summit organised by the ETF, the Ukrainian Ministry of Education and Science and the Employers Federation, in April 2017.

The EU is prioritising skills training to meet labour market demand. It sees economic development as its key objective in Ukraine to build prosperity and support stability and social cohesion. Human resources are a key priority within the EU-Ukraine Association Agreement and Deep and Comprehensive Free Trade Agreement, signed in January 2016.

Developing skills training is key to regional development in a country still reeling from political and social upheaval.



The ETF has supported Ukraine's Ministry of Education and Science in an analysis of what practical measures are needed to make regionally devolved VET a success. The joint project – which involved detailed studies in Kyiv and four regions – led to a Green Paper laying out four key aims: multi-level governance, optimisation and financing of the VET school network, VET school operations, and public-private partnerships. Without these devolution could fail to deliver.

Putting VET at the top of the political agenda is already an achievement in a country where VET student numbers are dropping – down from 324 000 in 2014 to 282 000 in 2016 (compared with 1.5 million students in higher education). Ukraine's VET take-up, at 14% of secondary school students, compares poorly with the average EU figure of 40%.

The Green Paper was discussed by participants at the Kyiv summit that included the Head of the EU Delegation to Ukraine, Hugues Mingarelli, Prime Minister Volodymyr Groysman and Education Minister, Liliya Hrynevych, ETF Director Madlen Serban, Head of



Other key areas highlighted in the Green Paper include:

- 'Ukraine has no time to waste,' Nikolovska adds. 'It really needs to act. It is extremely important that key stakeholders use EU Member State experience.'

Understanding the experience of other Eastern European countries that have already been through similar processes would help Ukraine better 'grasp how to achieve' their aims.

The political will is there: Prime Minister Groysman pledged to appoint a cabinet member to oversee a ministerial cooperation council, stating: ‘VET and education in general are top priorities for me; we need to change the system.’ The ETF is committed to supporting that change.

ETF Director Madlen Serban said: 'We are here to tell you that we need action and we need action now!'

Text: Nick Holdsworth

Photos: Gary Bonge/ETF



the Council of Federation of Employers of Ukraine, Pavlo Shutman, and leaders of regional administrations such as Julia Svitlychna of Kharkiv.

A key challenge is to develop a shared vision for VET and to ensure that all stakeholders pull in the same direction. Margareta Nikolovska, ETF Country Manager for Ukraine, says the scale of the challenge cannot be underestimated.

'The VET system in Ukraine has a very 'social' label; it is not really linked to economic growth. Now we see an opportunity to really move VET in that direction. It is extremely complex and it is not going to be easy to move in this new direction.'

She cautions that without sufficient top-level cooperation – particularly between the Ministries of Education, Economy, Social Policy and Regional Development – on both short-term needs and a longer-term cohesive and inclusive vision for VET, the reforms risk falling at the first hurdle.





SUGGESTED ACTIONS TO DELIVER AN AGREED ROADMAP FOR DECENTRALISING VET

One should think of decentralisation as a process that will unfold over a period of about five years. During this time there is a need for good communication, not just towards other ministries, regional powers, school heads and teachers, but towards companies, parents and students. The actions to be undertaken may include the following:



DRAFTING AND COMMUNICATION

New VET law based on consultation completed.

Communication cell with a dedicated team established.



CREATE A SHARED SENSE OF PURPOSE

Initial 1-2 page “VET Vision” paper created and disseminated by the MoES.

Departments for VET and HE, plus the Ministry of Social Policy, invited to further develop the vision in terms of lifelong learning.

“VET Vision” discussed with regional and city authorities, sectoral ministries and the Ministry of Social Policy.

Ministry contributions to “VET Vision” integrated into a “National Vision for VET Reform”.



THE FIRST MAJOR GOVERNANCE INITIATIVE

Inter-Ministerial Working Group on VET Decentralisation and Reform created.

ESTABLISH A REGIONAL GOVERNANCE MECHANISM

The executive role of regional VET Councils defined, developed and enabled.

SUPPORT VET SERVICE MODERNISATION

A national apprenticeship system and a new career guidance framework developed.

VET innovation pilot projects implemented.

THE SECOND MAJOR GOVERNANCE INITIATIVE

Review of Institutional Arrangements carried out.

Analytical model for VET financing developed.

Analytical model for VET decentralisation elaborated and published.

A strategic framework for PPP prepared

ESTABLISH A NATIONAL EXECUTIVE AGENCY/ SUPERVISORY BODY

National Executive Agency established.

ADDRESSING VET SCHOOL GOVERNANCE ISSUES

Functioning of VET schools in the new decentralised system clarified.





TRACER STUDY **POINTS THE WAY TO THE FUTURE**

Sixteen-year-old Emir smiles nervously as he is asked to prepare cocktails for customers at the Yolky Palky café in Bishkek.

He's too young to be serving alcohol, but the tiny drops of gin he adds to an impressive Blue Lagoon, or thin skim of spirit that he sets alight on top of a dark blue, brown and white 'layered cocktail' at the bar, are essential to the learning curve he is climbing.

A slim, cheerful young man smartly dressed in a natty waistcoat, Emir is a student at Bishkek's Vocational Education and Training (VET) School No 18 in the city's south-eastern district of Tunguch. The school enjoys commanding views of the majestic snow-covered Tien Shan mountains that run like a curtain to the south of the Kyrgyz capital.

Yolky Palky – which translates into Russian as 'Christmas Tree Stick' but is used more as a mild curse, such as 'hell's bells' – is a fully-equipped bar and café tucked into a corner of a school that specialises in preparing young people for careers in catering, hospitality, hotel services, sewing, tailoring and couture.

One of the school's 640+ students, in his first year, Emir is taking his first steps in a career where serving customers professionally and with style will be his stock in trade.

Now, thanks to an innovative local project that helps VET schools better track the paths students take into work, when he graduates staff and managers and School No 18 will have a clear idea of how Emir and other students like him are taking their first steps into the world of work.

The tracer study of VET graduates in Kyrgyzstan is an exit and labour market survey developed with the assistance of the ETF at the request of a group of Kyrgyz VET schools and colleges.

After an approach by 11 Bishkek-based institutions in December 2012, the first pilot studies were set up. Initially paper-based, the scheme soon switched to telephone and online surveying and expanded to include 32 institutions across all seven administrative regions in Kyrgyzstan. Now 60 are involved – including 42 initial VET schools and 18 colleges.

The idea is simple in principle, though a little more challenging in practice: to use tracer studies for students in the summer just before they graduate and later during the autumn to better understand how individual colleges are doing in matching students to the labour market.

With the help of the ETF, through capacity building workshops for stakeholders in methodology and designing a tracer study questionnaire, the first studies were launched in 2013.





Maksatbek Tolobaev is the tracer study coordinator at Bishkek's Automobile and Road College. As deputy director for practical training and employment he had a keen interest in knowing how well his college prepares students for jobs in road construction, car repair and auto engineering.

'These are our first surveys from 2013,' Mr Tolobaev says as he lifts thick ring binders bulging with completed questionnaires from the shelves of his office in the college's grand Krushev-era central building.

The most recent report is a slim A4 document complete with colour-coded charts and tables collated from surveys largely completed online.

It is a large college, catering for 1 500 students, 90% of whom are young men – a few dozen young women study on a specialised accountancy course tailored to the car industry. Every year there are between 350 and 400 graduates, and keeping track of them is a major task.

Preparatory work with students ensured a response rate of around 90% in the first survey and 60% in the second follow-up eight months later. A careful note was made of the address and telephone numbers of students' parents to help reach graduates at the second survey point, who often have changed address, mobile phone number and even country.

'Students often change jobs or places of residence at the early stage of their career and some go to work abroad – mostly in Russia where their qualifications are recognised,' Mr Tolobaev remarks.

Still, the response rate and detailed level of the questionnaire provides a wealth of information: within eight months of graduation, 80% of those from the road building courses have found jobs, as have 60% of those who completed vehicle repairing courses. Others go onto further study – for example, seeking higher engineering qualifications.

The survey feedback can be very specific: the pressing need to modernise workshop equipment – at a college where many lathes and machine tools used for practice date back to Soviet times – is a frequent concern of respondents.

The college has acted on a number of suggestions – it won an Asian Development Bank grant to refurbish around 150 rooms in on-site student dormitories and has launched a driving school to help raise money for other improvements.

On the other side of the city in the south-western suburbs of Rabochy Gorodok – which means 'working town' or industrial district – VET School No 20, specialises in training for flower arranging, landscape gardening and more technical skills in trolleybus driving and repairs, welding, electrical and sanitation engineering.

Natalia Staneva, the school's deputy director, says the tracer study has given staff and managers a much clearer picture of how the school meets the needs of its students and the community within which it works.

'It is essential for us to understand the quality of our courses,' she says.





'Statistics are important, but for us the most critical thing is to know how useful our teaching courses and approaches are. If we get feedback that suggests we should change our teaching methods, then we are obliged to do that.'

The survey responses do not always make for easy decisions. Feedback from students on the trolley bus driving course over the past three years identified one teacher as consistently underperforming. Students who had gone on to work in the field soon understood that they had been ill prepared for some aspects of the job.

'Having been specifically told that this teacher was weak, we changed the teacher and amended the programme,' Ms Staneva says.

The results of the tracer survey have proved so positive that there are now plans to widen its scope and include higher education institutions too.

In Soviet times of course we also studied student outcomes,' Ms Staneva remarks. 'But we were only obliged to record where students intended to go when they left college – and young people often change direction early in their career. The new system gives an accurate picture of how well VET schools prepare students for their first steps into the world of work.'

*Text: Nick Holdsworth
Photos: Martine Smit/ETF*



FACES OF THE TORINO PROCESS

The European Training Foundation works with its 29 partner countries to improve vocational education and training (VET) policies, systems and outcomes. Progress, updates and results are tracked through the Torino Process. The participatory analytical review involves a wide range of national and sub-national stakeholders – policy makers, social partners, business, experts, VET providers and international organisations – working together to drive the VET agenda forward.

Come and meet some of the faces of the Torino Process from ETF partner countries in South Eastern Europe and Turkey and the Southern and Eastern Mediterranean. The infographics that follow provide a snapshot of the two regions, using data from the Torino Process 2016–17 round.



"The Torino Process for me has been a participatory process. It is the first time Bosnia and Herzegovina has conducted a self-led assessment. It gives us more responsibility for the report and we feel real ownership of the results."

Vesna Puratic, senior expert for VET, Ministry of Civil Affairs, Bosnia and Herzegovina



"The Torino Process works on coordinating all the institutions that are involved in VET. As the Torino report involves the whole country, it is essential to cooperate with all people involved. Coordination is important for all EU reports, but this is in a different league – it involves not only the EU countries: our peer reviewer for the national report is Israel and we have to review their report. We learned what was going on there and it has also prompted exchanges between Turkish and Israeli VET schools."

Ozlem Kalkan, VET expert, Ministry of National Education, Directorate General for VET, Turkey



"The Torino Process helps heal 'wounds' in our systems and offers a path to 'healing' – to solutions."

Alma Shkreli, VET expert and donor programme consultant, Albania



"The Torino Process helps us look in the mirror and see ourselves – in Montenegro we saw that work-based learning had to be our top priority."

Marko Vukasinovic, head of Department for International Cooperation and European Integration, Ministry of Education, Montenegro



"We use the Torino Process to steer the development of the legal and strategic document for VET."

Valbona Fetiu Mjeku, head of VET Division at the Ministry of Education, Science and Technology, Kosovo



"The Torino Process helps us develop in the right way in a short time – for example, in Serbia it is really helping us finish work on key areas like the national qualifications framework."

Rade Erceg, VET Council of Serbia, president of Stara Pazova branch of CATUS – Confederation of Autonomous Trade Unions of Serbia



"The Torino Process gives the best results when we have a collaborative approach between all the stakeholders. We can see where VET schools and the labour market are united and where they are separated."

Robert Gorgiev, deputy director, VET Centre, former Yugoslav Republic of Macedonia



"The Torino Process is a relatively short and concentrated action that helps us understand our countries. The important thing is that the information contained in the report does not just lie on somebody's desk, but forms part of the real process of policy making."

Sagi Ben-Bassat, director, Biotechnology Pedagogy, ORT (Technology and Science Educational Network), Israel



"Through the Torino Process it is possible to create a system that will provide a labour force that is able to satisfy market requirements."

Mohamed Fikry Abdel Shafei, chair, Training and Technical Education Committee; deputy chair, Chamber of Chemical Industries, Federation of Egyptian Industries, Egypt



"The Torino Process is a tool for mobilising us – it builds on our and others' experience and provides support to combine these efforts to provide facts about how to create improvements in the sector."

Rabih Sabra, director general, Chamber of Commerce, Industry & Agriculture of Beirut & Mount Lebanon, Lebanon



"The Torino Process experience has been constructive, mobilising and challenging. It is constructive as it gives us a global vision for looking at all the questions in the system; bringing together all the different actors around the same table – professional unions, NGOs, employers, government departments and policymakers – it is a force for mobilisation"

Brahim El Himri, head of Division for Cooperation and Partners, Ministry of Education, Morocco



"The Torino Process is a good opportunity to understand our VET system status and to adopt best practices from other countries."

Huda Abdo, Badia and rural areas employment expert, Ministry of Labour, Jordan



"As the acting director general for TVET in Palestine, responsible for vocational schools and technical colleges, I see the Torino Process as a tool that can be used to monitor the progress of development in VET in my country."

Osama Eshtayeh, director, Vocational Schools Department, Ministry of Education and Higher Education, Palestine



"Though Algeria is not yet working with the Torino Process, social enterprises have programmes to develop human capacity. We have skills-based training for young people to give them core skills in job seeking, to improve competitiveness and to help them have sustainable employment prospects."

Mhamed Kouidmi, founder and managing director, Business Wise, Algeria



"The Torino Process should not depend on the ETF but should be internalised so that it becomes systematic and continuous."

Fakher Zaibi, regional director, Ministry of Professional Development and Employment, Tunisia



South Eastern Europe and Turkey...

Albania, Bosnia and Herzegovina, Kosovo*, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey

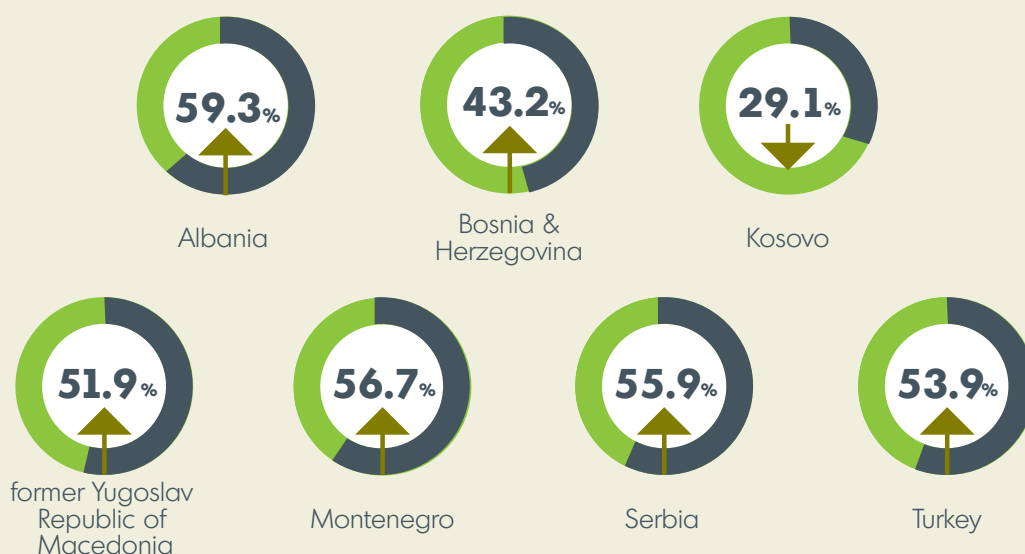
Although **employment rates** have risen, even the highest in the region

(Albania) is almost

11 percentage points **below** the **EU-28** average

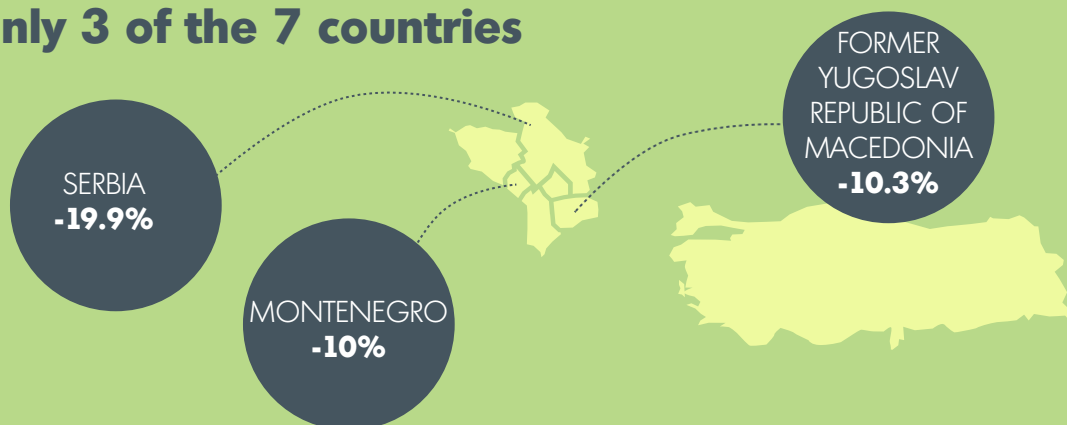


Employment rates in most countries have improved since 2013. In 2015, they stood at:



* This designation is without prejudice to any position on status and is inline with UNSCR 1244 and the International Court of Justice's opinion on Kosovo's declaration of independence - hereinafter 'Kosovo'.

But this has had a positive effect on unemployment in only 3 of the 7 countries

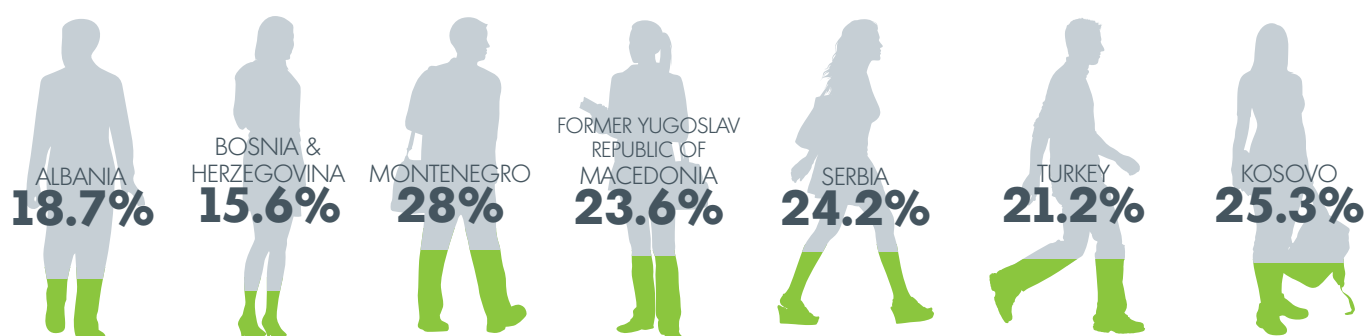


Participation in upper secondary **VET** has **increased** in most countries of the **region**. In 2015 the **share of VET students** was:



Higher education attainment has also **increased**.

Percentage of active population attaining higher level education:



Yet **NEET** (Not in Education, Employment or Training) **rates** are **well above the EU-28 average (12%)**.

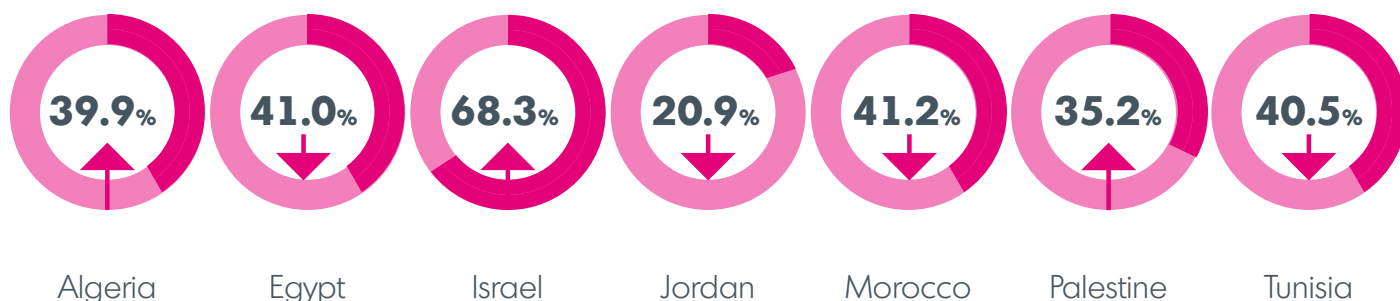




Southern and Eastern Mediterranean

**Algeria, Egypt, Israel, Jordan, Lebanon,
Morocco, Palestine*, Tunisia**

Employment rates and trends vary across the region.
In 2015, they stood at:



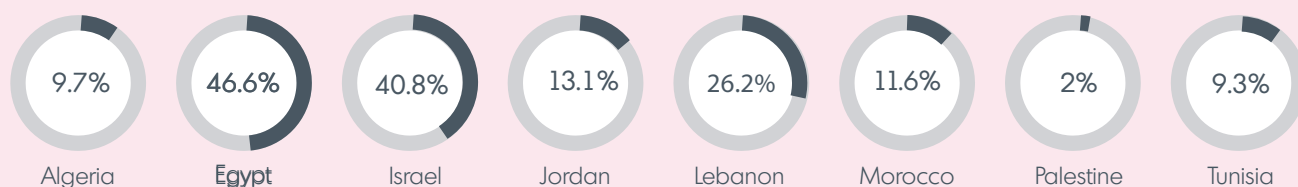
Since 2010
unemployment
rates have
increased.



from 13% to 15% of
the population



VET's lack of attractiveness is a key issue in the region. Since 2010 there has been a **decrease or stagnation in VET enrolment**



Percentage of total upper secondary students in vocational programmes

**Fewer adults have low or no education at all
More are attaining higher levels of education**

Young adults attaining a higher education degree:



But despite the higher level of skills, the region suffers from a large proportion of **NEETs** (Not in Education, Employment or Training).

In Morocco, Egypt, Palestine and Tunisia...





TECHNOLOGY TO SUPPORT THE TRANSITION TO WORK

A new electronic application is supporting young Palestinians by collecting data on students and graduates of vocational training centres and tracking progress in their academic and professional careers. The application was introduced under the EU-funded Governance for Employability in the Mediterranean (GEMM) project.

Across vocational training centres in Palestine*, students are filling out self-evaluations that feed information into a pioneering new electronic application. The scheme involves students from 25 centres run by the Ministry of Labour, and all disciplines, from secretariat studies and decoration, to architectural drawing and metalwork.

The e-questionnaire enables the training centres and students to gain information about the percentage of graduates in or out of work, whether they use the skills they have acquired, and if so, where and how. While the first objective of the new application is statistical, it also aims to provide a unique service for learners, with the possibility to assess them, guide them, and track their progress.

No more paperwork

Engineer Issa Amro, 36, is responsible for the implementation of the project, and has supervised the training of coordinators from vocational education centres on how to complete the e-questionnaires, and on collecting, storing and analysing the data.

‘The application has a feature, which enables users to track trainees’ and students’ progress, and to communicate with them after graduation, thereby guiding them in the labour market and helping them in their search for relevant jobs,’ says Amro.

‘The electronic application helps in assessing the performance of both trainers and trainees,’ he adds. ‘At the end of this EU-funded project, nearly 5 000 male and female students are expected to register in the programme. Doing so will allow them to remain in constant online contact with the centre. They will be able to view assessments and instructions from their training programmes, and see the options in the labour market.’ In 2015, 160 students from various disciplines from the city of Hebron were registered in the programme.

Easy to use application with reliable information

The application enables the collection of reliable information, from the people concerned and other social partners: its results will be an indication of the labour market, vacancies and potential jobs for generations to come. According to trainer Mayada Attalla, 30, from Beit Ural-Tahta, a village west of Ramallah Governorate, ‘the culture of assessment and questionnaires is new in our Palestinian society and we are pioneers in building a priceless database, which will be beneficial to youth by helping them get relevant jobs.’

Attalla adds: ‘The data that is collected using a partnership approach helps decision makers and vocational training professionals to take the right decisions and develop policies based on national data that is reliable, accurate and standardised. It also helps to increase educational opportunities, strengthen young people’s aspirations, and improve market ambitions, thus improving the status of young Palestinians, and contributing to reducing unemployment.’

Mayada, along with 25 other colleagues in vocational training centres in the West Bank, has undergone a training programme to help students fill out the self-assessment. The assessment form remains with trainees during their study year at the centre. Nineteen-year-old Laila Ghonam from Yattah village in Hebron explains: ‘It remains with me from the very beginning of the school year at the centre, when we fill out the form in the first part of the programme. In the second part, we write about our ambitions for the future and about the subject of study. Three months later, we answer questions about our future in the profession we are learning. In the last part, the application form enables us to enrol in the establishment or workshop where we will work.’

The trainee or student is then able to manage other trainees, and help them undergo various courses, which will enable them to communicate with the trainers and provide them with information. ‘I want to help girls who work with me in the sewing profession,’ says Laila, ‘so that they can use the application, which will help them to

* This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.



interact with the vocational training centres and with the trainers, so that they can explore what they are dreaming to achieve in the future.'

Trainer Mayada Attalla is optimistic: 'Yes, we have to teach them a new culture that is to be in constant contact via online means, at every stage of a student's life after their graduation from the centre.'

In the same context, Mayada says the application aims to collect data from students of the training centre and then attempts to establish assessment methods with regard to the subject of study, to be informed about the needs of the labour market and communicate with stakeholders of both commercial and industrial sectors.

Persistence is the key to success

Kamal Abdeen, 43, works as an instructor in the vocational training centre in Hebron, ignoring a bullet he took 20 years ago and not letting it affect his ambitions. In fact, it was a turning point in his life as he was among the winners of the Palestinian International Award for Excellence and Creativity in 2004.

Abdeen was selected from among a number of participants for the implementation of the application. He tries to help the students by identifying their abilities and guiding them in choosing the disciplines in which they would like to work – a key component that was not possible before the introduction of the application.

Through this project, the EU is trying to make this application the first Arabic model for information pertaining to young people and support in the vocational sector and training centres.

'It is not easy to convince students who have no idea about their next step or the profession they will take up in the future,' says Abdeen.

'Both male and female students rely on their parents for opinions regarding the profession of their choice. Here lies the benefit of the application, as it guides them according to their desires, interests and capabilities, taking into consideration what they studied and the gradual advancement of their educational careers. My role here begins by convincing them and I feel very happy when they remain in online contact.'

His experience is confirmed by Salem Mohammad, 17, who is studying electrical installation at the Bayt 'Ural-Tahta centre, west of Ramallah: 'I usually rely on the opinions of my family about what to study and my future profession, because I cannot reach a conclusion by myself. I don't really know if electrical installation, which is my family's choice, is good or bad, but here I can benefit from the application, which guides us along the way.'

Kamal Abdeen has no doubts about the benefits to be gained from the new technology: 'Palestinian society has no manuals or standard criteria on establishing indications to demonstrate the actual needs of the market, or know the interests of young people in the professional sector. The new application tries to merge information technology in educational systems to improve the quality of education and facilitate the process of building technical skills. Through this, we can accomplish the continuity of education throughout one's life and improve management of various organisations and thus improve the management of society.'

The story is available in French here: goo.gl/VGkfYp

Text: Rafa Mismar/EU Neighbours

Photos: Cristian Afker/ETF



THE BENEFITS OF MULTI-LEVEL GOVERNANCE FOR VET

Good multi-level governance in vocational education and training (VET) involves cooperation and coordination between national, regional and local actors, and social partnerships that engage employers, unions and civil society in shaping and investing in skills development. The European Training Foundation (ETF) has designed a methodology that promotes good multi-level governance, inspired by the Open Method of Coordination approach of the European Commission.

The method was applied to the Governance for Employability in the Mediterranean (GEMM) project (2013–2016) designed by the ETF to help address high rates of youth and female unemployment across the region. Pilot projects were implemented in Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine* and Tunisia.

ETF governance expert José-Manuel Galvin Arribas explores the impact of the methodology applied in GEMM in an academic paper published by the European Journal of Education.

Live&Learn shares the highlights and findings.

Europe's Mediterranean neighbours

The European Neighbourhood Policy aims to bring the EU and its neighbours closer by supporting political and economic reform through cooperation programmes.

ETF partner countries in the Southern and Eastern Mediterranean region are characterised by highly centralised and autocratic governance practices, informal economies and weak civil society organisations. Approaches to VET governance are highly centralised. Typically, VET is publically funded and delivered by national ministries.

Youth unemployment and women's participation are key issues at stake in the region. According to the International Labour Organisation, the region has the highest youth unemployment in the world – 29.5% (2015). Making VET more relevant, attractive and responsive to labour markets, and improving prospects for youth and women, are priorities, notably in Tunisia, Egypt, Jordan and Morocco.

Multi-level governance: GEMM case study

Effective multi-level governance means genuine participation and coordinated actions between a multiplicity of private and public sector stakeholders. Social partnerships emerge between companies, sectorial organisations, chambers of industry, national, regional and local governments and authorities, employers and union organisations, VET providers and other social groups – parents, student associations, etc.

When social partnerships and management decisions occur locally, VET provision better fits local needs. Social dialogue happening at this level allows messages to travel from the labour market to the VET reform agenda, enhancing efficiency and effectiveness of VET policies, reform, institutional arrangements, and budgets.

Based on EU experience, the ETF has developed a methodology for partner countries to apply, analyse and self-assess good multi-level governance approaches in VET. The approach requires coordination and cooperation across vertical and horizontal governance levels – the vertical dimension refers to links between higher and lower levels of government, the horizontal dimension is the cooperation arrangements between political actors and society in the context of social dialogue.

By mapping who is doing what, when and how throughout the VET policy cycle, the methodology provides a rationale for setting up multi-level networking, open policy thinking, analysis and practice to advise across the different policy areas, such as qualifications, work-based learning and quality assurance.

Stakeholders are encouraged to work together to coordinate structured outcome-orientated partnerships and policy coordination mechanisms, that are political, financial and technical in nature.

* This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.



GEMM pilot projects

Multi-level governance and labour market connectivity are at the heart of GEMM. Working with a wide range of stakeholders, GEMM had three dimensions: regional, national and local. Regionally, neighbouring countries shared best practices and knowledge; nationally, VET governance systems were mapped; and the pilot projects were designed and implemented locally to maximise impact.

All the pilots focused on skills anticipation, matching and apprenticeship. Six countries – Morocco, Jordan, Tunisia, Algeria, Egypt and Israel – developed tools specifically for this. Lebanon sought to improve the transition to work by appointing career guidance and employment officers (GEOs) in six TVET public schools. Working with local companies, the GEOs mapped recruitment needs and skill profiles. Now, thanks to a new EU-funded programme, the initiative will be extended. Palestine developed an online tracking system following graduates from 15 institutions in the West Bank to see if, and how, graduate skills are meeting labour market needs.

More than 30% of participants in the entire GEMM programme were women, more than 100 local enterprises were involved and hundreds of vocational education graduates found work placements.

The methodology helped to address skills anticipation and matching, quality assurance and multi-level partnership approaches. It facilitated different coordination methods, and policy solutions to improve the relation between vocational skills and employability. This opened policy thinking on skills demand and supply, who should be involved and how.

Participating countries agreed that multi-level governance is an effective model for policy making and coordinating multi-stakeholder actions, noting the critical role of engaging employers. The methodological tool has been a catalyst to improve collaboration, inclusiveness, multi-participation, and trust building.

Time for trust

The most important impact of the methodological tool applied to GEMM is trust building among national and regional stakeholders and social partners. As a result, VET policy makers are in a better position to build awareness of the need to review institutional arrangements, and establish public-private partnership solutions.

‘Perhaps this could lead to a new vision for steering VET from the centre and give more visibility and effective responsibilities to stakeholders at the lowest governance levels, including social partners and VET providers for policy implementation,’ the article suggests. ‘However, there is room for improvement, as centralised approaches and reluctance to share power remain.’

The article concludes that trust building is a key challenge to explore, and suggest doing so by:

- engaging social partners more deeply to improve the alignment of VET supply with labour market demand;
- delegating decision-making;
- involving teacher-trainer communities in qualification and curricular reform;
- more coherent and flexible pathways to meet citizens’ lifelong learning requirements;
- innovative approaches to finance;
- and creating a framework and culture for quality assurance.

Read the full article in the *European Journal of Education*:
goo.gl/Mp77rO



Photo: Gary Bonge/ETF



Q&A SIRIA TAURELLI

Many ETF partner countries reforming vocational education and training (VET) systems find it crucial to involve a multiplicity of stakeholders in the process. Results can be compromised if the reform implementation takes place in a vacuum. To help promote sustainable policy development, the ETF is working with its partner countries following the principles of good, multi-level VET governance. Siria Taurelli, VET Governance strategic project leader, explains.

You lead the ETF's VET Governance team. What does your team do?

The policy area of VET is complex – at the intersection of education, training, social, economic and labour-market policies. There are a multiplicity of private and public sector stakeholders involved – from ministries, to employers, unions, VET institutions, teachers and trainers and other non-state partners. Our team looks at the map of the different actors, transparency and clarity of their respective roles and responsibilities, and how they coordinate and cooperate – the so-called *institutional arrangements*. The analysis, and assessment of VET governance systems, is followed by action-oriented follow-up in areas that include legislative review of institutional arrangements, financing, capacity building for social partners and decentralisation. This is the type of work our team focuses on.

What is multi-level governance? What are the benefits of this approach?

VET, by nature, is a multi-stakeholder environment with different parties playing different, and important roles. What is the place of trust in the network of their interrelations? The institutional architecture is variable, but the trust question is always central. Ensuring variety of level and responsibility is at the core of the multi-level governance approach, which is inspired by the European experience. Most of the ETF partner countries see multi-level governance in VET as the way forward – as demonstrated by the recent GEMM project in the Mediterranean region.

Is there a one-size-fits-all recipe for good governance, or is a tailored approach used?

There is no one-size-fits-all because every country and VET system is different. That said, there are commonalities, we are not in the dark. The ETF's inventory of VET governance arrangements, for example, is an instrument that we use to track the situation and progress in the partner countries.

What are some of the success stories in ETF partner countries?

Morocco, Tunisia and Ukraine are three countries where we are working on VET decentralisation. In Moldova, the focus is on institutionalising the role of social partners. In Serbia, we are exploring division of roles and responsibilities between the national level, social partners and the territorial levels. Each country and each project is different.



Can you provide an update of the developments in Ukraine?

We are seeing a good multi-level governance approach in action! There has been a lot of work on the division of roles at the national and regional level, VET financing, public-private partnerships and school networks. Working together with many stakeholders on these 'four pillars' has resulted in a Green Paper, which contains specific advice for the government to move forward with decentralisation. The government has asked the ETF to advise them on the role of Regional VET Councils, the new bodies set to manage VET at the regional level, and which are made up of a multitude of public and private sector stakeholders.

This work is helping to improve the overall VET system. Ukraine is a large country, the economy and labour markets vary a lot from one region to another. There is no single priority sector or unified labour market. The closer the management of the VET system comes to local needs and innovation, the more responsive it will be.

Morocco is striving for the same goal, but the methods of getting there are slightly different. The national ministry will this year define the responsibilities of the regions, but it's not clear at this stage what approach will apply to the Regional Commissions for VET.

How does the work of the VET governance team complement other ETF strategic projects?

We work very closely with the other strategic projects. For example, if a partner country is looking to improve cooperation between the public and private sector, we work closely with the qualifications and employment teams. If the action covers financing arrangements, we work together with the VET provision and quality team. VET governance is very interconnected in general and throughout the work of the ETF.

Photo: Gary Bonge/ETF

NEW PUBLICATIONS



TORINO PROCESS

Full of useful info, facts and figures, executive summaries of the 2016–17 Torino Process country reports are available to download at: www.torinoprocess.eu.

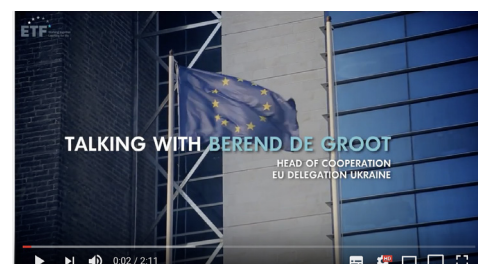
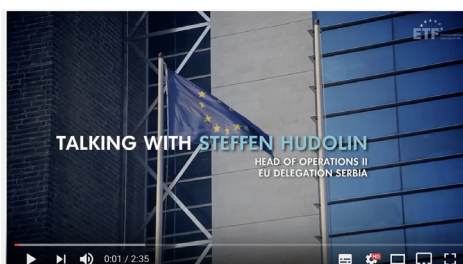


HIGHLIGHTS AND INSIGHTS 2017

With a foreword by Johannes Hahn, European Commissioner for European Neighbourhood Policy and Enlargement Negotiations, this magazine-style publication takes you inside the role and contribution of our EU agency.

TUNE IN ON THE TUBE

Did you know there are 200+ mini movies on the ETF YouTube channel? www.youtube.com/etfeuropa. We have coordinated a special playlist for this issue of Live&Learn – The ETF and the EU Delegations: goo.gl/vCDZMz





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