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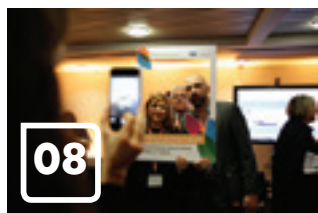
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The European Training Foundation is an EU agency that helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. We are based in Turin, Italy, and have been operational since 1994.

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EDITORIAL

SKILLS FOR **INDUSTRY 4.0**

Questions of skills promotion, skills mismatch and skills anticipation have climbed to the top of political agendas around the world. There has long been a recognition that investment in human capital is a safe bet for societies, a sure pre-condition of economic resilience and shared prosperity.

The question for policymakers today is: How to stimulate innovation and investment in people's skills and equip citizens for the changes of tomorrow? And how to achieve this when the future of work is unclear and traditional sectors are resorting more and more to alternative low-employment production strategies? In other words, the fourth industrial revolution – Industry 4.0 – is underway and it challenges education systems worldwide to equip people with the skills they will need in a world of which we know only one thing: it will look completely different from the one we have in front of us today!

The European Union is responding to the challenge through numerous initiatives, culminating in the Pillar of Social Rights, proclaimed at the Social Summit for Fair Jobs and Growth in Gothenburg, November 2017 – see *In Depth*. Having concentrated for many years on making the freedom of movement of goods, capital and people a reality within the single market, the European Pillar of Social Rights marks a decisive shift in emphasis towards the social protections enshrined from the outset in the EU treaties.

Through the Pillar of Social Rights, the EU and its Member States commit to 20 principles, ranging from the right to fair wages to the right to health care, a better work-life balance, gender equality and a minimum income. First and foremost is the commitment that: 'Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.'

This places the European Training Foundation's (ETF) work squarely in the centre of the EU's agenda. The ETF is the EU agency supporting partner countries to develop human capital. By supporting our neighbours in modernising their education and training systems and preparing their citizens effectively for life

and work in tomorrow's world, we contribute to the resilience of societies whose wellbeing is so very closely tied to our own.

Here at the ETF, we have been doing our best to lead and keep up with the fast pace of change. We share with you, in this issue of *Live&Learn*, some of the lessons we have learned. Besides hosting our own international conference on Changing Skills for a Changing World in Turin, June 2017, we participated in the WorldSkills conference in Abu Dhabi in October. As covered in *News&Views*, we hosted the Skills Strategies for a Globalised World discussion.

Investing in skills for employability and opportunities was central to the African Union-EU Summit and the Eastern Partnership Summit – see *In Brief*. The ETF also participated in the 2017 Skills on the Move UNESCO conference in China and the Skills and Human Capital for Innovation forum organised by the Asian Development Bank. Looking ahead to November 2018, the ETF again adds to this timely debate through its corporate conference Skills for the Future: How to Manage the Transition. Our aim is to move the debate closer to implementation, based on the evidence and experience we have gathered during more than two decades of work in the field.

I wish you a good read, and a happy and successful 2018!

Cesare Onestini
ETF Director





NEWS IN BRIEF

A focus on skills: Bulgaria's EU presidency

Bulgaria has taken over the Presidency of the European Council for the first half of 2018. The country's key priorities for the six-month post are the future of Europe and young people, the Western Balkans, security and stability, the digital economy and skills for the future – seen as a way of achieving a competitive, flexible and successful Europe. Find out what it means for vocational education and the work of the ETF in *News&Views* (p. 12).

First European Education Summit

'Laying the foundations of the European Education Area: for an innovative, inclusive and values-based education' was the theme of the summit, which took place on 25 January. Some 450 participants gathered to discuss the importance of the European Education Area 2025, with a focus on basic skills and inclusive education and skills for the future. Key aims are to make mobility a reality for all, create a network of European Universities and promote lifelong learning. The European Commission presented the initial proposal to EU leaders gathered in Gothenburg in November 2017 – see *In Depth* (pp. 18–19).

Boosting key and digital competences

The European Commission has adopted new initiatives to improve key and digital competences of European citizens. They are intended to reduce socio-economic inequalities, whilst sustaining competitiveness in order to build a more united, stronger and more democratic Europe. Announcing the initiative, Mariya Gabriel, European Commissioner for the Digital Economy and Society, said: 'The digital skills gap is real. While 90% of future jobs require some level of digital literacy, 44% of Europeans lack basic digital skills.'

The social dimension of EU enlargement

The role of economic governance in supporting a decent work and life in the Western Balkans and Turkey was the focus of a regional conference in Belgrade, Serbia on 31 January. With the economic governance process for EU enlargement countries and reform implementation advancing, the conference was an opportunity to take stock of achievements and experiences, and develop future actions. The ETF's Director Cesare Onestini was among the speakers. Earlier that week, Mr Onestini met with Serbia's minister overseeing labour and employment Zoran Đorđević, who pledged further support measures 'to better recognise young talent, boost their skills and create the right conditions for this digitally-skilled workforce to stay in Serbia.'

Improving apprenticeship and work-based learning

The European Commission has adopted a proposal for a European Framework for Quality and Effective Apprenticeships. This initiative is part of the New Skills Agenda for Europe and ties in with the European Pillar of Social Rights, which foresees a right to quality and inclusive education, training and lifelong learning. It will help increase the employability and personal development of apprentices, responsive to labour market needs.

A spotlight on quality in vocational education

In order to make high quality the standard across EU neighbouring countries, the ETF launched a new forum for Quality Assurance in Vocational Education and Training (VET). The forum is all about bringing national institutions together with ETF, EU and international experts to improve quality in VET. The countries involved so far range from Serbia to Turkey, and from Algeria to Jordan.

Empowering youth: Eastern Partnership Summit

A reinforced Youth Package focusing on leadership, mobility and quality of education, and a new Eastern Partnership European School are some of the key results of the Eastern Partnership Summit, which took place in November 2017, in Brussels. Leaders from EU countries and Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine agreed on future priorities and reconfirmed their commitment to the partnership through a joint declaration.

Education and skills at the African Union-EU Summit

There was a strong focus on youth when EU and African leaders gathered in Abidjan, Côte d'Ivoire in November 2017. Summit participants agreed to invest in education and skills development, by focusing on rural, remote and disadvantaged areas; supporting



learning mobility schemes; promoting the development of digital and entrepreneurship skills, and lifelong learning; and advancing non-formal education opportunities.

Albania accelerates apprenticeship

Coinciding with the second European Vocational Skills Week, Albania held its own 'Skills for Jobs S4J' Week for Apprenticeships in Tirana. Running from 20 to 24 November 2017, the initiative culminated in the launch of the Albanian Alliance for Apprenticeships. Building upon the work and experience of the European Alliance for Apprenticeships (EAfA), the network is tasked with developing a more effective and sustainable apprenticeship and work-based learning system.

Action on occupational standards in Azerbaijan

To help make workplaces more productive and internationally competitive, Azerbaijan will introduce 500 new occupational standards – the skills, knowledge and performance required to carry out professional tasks. Three hundred existing standards will also be updated during the three to four-year investment.

A new labour market observatory will play an important role for skills anticipation and matching in Azerbaijan, which has a large

youth population. Working together with numerous ministries and national bodies, the ETF will support the establishment of the observatory from 2018.

Taking it to the regions: Kazakhstan rolls out #ETFTRP

Following in the footsteps of Ukraine, Kazakhstan has begun a nation-wide roll-out of the Torino Process – the ETF's flagship programme for monitoring developments in vocational education and training. Four of the country's 16 regions have been taking part in the pilot phase. Building upon these results, Kazakhstan plans to take the Torino Process to all regions.

Call for ETF editorial board members

The editorial board supports ETF writers and communicators, mentoring them to produce high-quality products. The ETF is seeking communicators in the fields of academia, research, policy, education, training, entrepreneurship, skills and employment, to join the team. In the role you will help to review up to six communication products annually, suggest thematic areas for publications and provide support to ETF experts. Applications close 16 March.

For more info visit: europa.eu/!Xb49QW





INTERVIEW

ANNA EKSTRÖM

A major education initiative to improve lifelong learning and adult education is underway in Sweden. Helping to oversee the developments is Anna Ekström, Minister for Upper Secondary School and Adult Education and Training. *Live&Learn* caught up with the minister shortly after the EU Social Summit in Gothenburg to find out more.

The Scandinavian approach to education, with its emphasis on equality and citizenship, has an enviable reputation. What could ETF partner countries do to emulate this?

This question does not have a simple answer. Education systems develop in diverse societal and historical contexts. This means the

solution in one country isn't necessarily the right one for another country. Nevertheless, I think some aspects of the Swedish education system might be worth mentioning.

Equality and citizenship are issues embedded in the whole education system – from pre-school to higher education. Another aspect is that we don't have early tracking in Sweden. This means learners with parents who have different levels of education meet in school. I also believe taking part in lifelong learning in different forms is important for fostering citizenship. Through international comparisons, we have high levels of attendance in adult education, both in formal education and in liberal education. Liberal education is a non-formal type of education organised by folk high schools and study associations. They have a very important role to play.

The EU Social Summit in Gothenburg emphasised the need for fair employment practices that provide decent conditions and utilise skills appropriately.



Given the technological transformation of work, what policies is Sweden following to ensure adults remain appropriately skilled, particularly those starting from a low-skill position?

We try different ways of ensuring our citizens have good opportunities for up-skilling and re-skilling. The government is implementing a major education initiative for lifelong learning and higher employment. This initiative entails state-funded training places in vocational adult education programmes in upper-secondary, higher vocational education, folk high schools and higher education. In 2017, the government introduced a right for adults to study courses in adult education at upper-secondary level, to meet eligibility requirements for university and studies in higher vocational education. This is a significant extension of the previous entitlement to complete compulsory schooling. We are also working to increase the involvement of social partners to better adjust the education system to labour market needs.

Do you see evidence of an 'academic drift' in Sweden, a trend that makes higher education seem more attractive than vocational education and training (VET) to young people? If so, what steps are you taking to balance this?

We are, like many other EU countries, struggling with a declining interest for vocational programmes. More and more learners opt for higher education. It is a great challenge for us to change this negative trend. We are preparing a bill for Parliament that aims to strengthen possibilities for vocational education learners to attain basic eligibility to higher education. We believe this is an important step to ensure VET is a first choice for more young people. As I mentioned, we are financing more study places in vocational adult education to meet the demands of the labour market. And together with social partners we also have a long-term commitment to raise quality and attractiveness of VET. Examples include skills competitions and social media campaigns.

Apprenticeships are rising up the agenda in many countries. What have you learned from the launch of the Apprenticeship Centre within the Swedish National Agency for Education in 2014? What can be done to promote a positive view of apprenticeships?

Firstly, to convey a positive message to young people about apprenticeships, employers have to show the best of what they

have to offer! In terms of working conditions and good career opportunities. Secondly, to make VET a first choice we need to ensure schools and employers offer high-quality education, both in schools and in the workplace. Institutional support to education providers who want to develop the quality of apprenticeship education is also of great importance. The National Agency for Education is working in different ways to do this, through the Apprenticeship Centre and other projects to develop the quality of work-based learning.

The 2018 Programme for International Student Assessment (PISA) introduced a ranking for 'collaborative problem solving'. In 2019, there will be a ranking for 'global competency'. By 2021, 'creativity' will also be assessed. How will Sweden align VET provision?

We are in a good position to meet the demands for these new global competences. One aspect is teaching learners how to develop fact-based and critical worldviews. It is also a matter of providing opportunities to learn about global development. Our school system offers vocational education learners a broad range of general subjects, putting us in a good position to meet these demands. Digitalisation is another important topic related to developing a critical worldview. We have made recent developments to strengthen learners' competences to use and understand digital systems and services, including tools to orient and be more critical in a world of 'fake news'.

How do you describe your general approach to policymaking in vocational education? Are there any particular strategies that ETF partner countries can consider?

All recent policy initiatives are oriented towards developing quality and attractiveness of VET. We have re-oriented the activities of the National Agency for Education and the Schools Inspectorate towards developing higher quality. We continue to work towards a stronger involvement of the social partners across all levels of the education sector. And above all, we try to create a system without dead-ends. Further studies should be an option for anyone who wants an alternative career.

Photo: Kristian Pohl / Swedish Government Offices



#EU VOCATIONAL SKILLS: INSTALMENT 2.0

'Vocational education is effective and it is back... with a vengeance!' proclaimed Michel Servoz, the European Commission's Director-General for Employment, Social Affairs and Inclusion, opening the second #EUVocationalSkills Week in Brussels, 20–24 November. 'The first Vocational Skills Week was a big bomb and we are coming to you with a bigger bomb!'

The 'bomb' was the ambitious target to host 1,500 events and activities across Europe and beyond, doubling the 2016 campaign efforts. With a final total of 1,585 events in 45 countries, combined with the online #DiscoverYourTalent social media campaign, the target was met. The EU initiative, showcasing vocational education as a smart pathway to high-quality and exciting careers, reached an estimated one million people.

Kicking off in September 2017, the initiative culminated in a three-day action-packed programme in Brussels, involving more than 2,000 stakeholders from the worlds of education, business, research, policy, as well as young vocational learners. European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen told the crowd that the image of vocational education and training (VET) as a 'poor neighbour' to university is outdated. 'The second European Vocational Skills Week will put a wealth of opportunities and experiences from across Europe in the limelight to show that VET and apprenticeships are a great first choice!'

The light shone beyond Europe's borders with 35 events in the ETF's partner countries, including Albania, Algeria, Azerbaijan, Bosnia and Herzegovina, Georgia, Kazakhstan, Kosovo*, Moldova, Montenegro, Serbia, Tunisia, Turkey and Ukraine. Speaking at the Brussels event, ETF Director Cesare Onestini helped to put European vocational education in a global context. 'The challenges in the EU are the challenges our partners around the world face,' he said. 'The European Union is seen as a thought-leader. We should look at Europe from the outside and see the

work that we are doing as examples of what can be done to promote vocational education and training.'

Skills for tomorrow

Global skills, competitiveness, digitalisation, the fast-changing world of work, labour mobility and apprenticeships were hot topics discussed across the three days in Brussels. Estonian Education Minister Mailis Reps addressed the audience digitally on the subject of digital skills: 'Everyone should be able to take part in the digital society and understand how it works,' she said. 'Young people who enter the labour market have to master many skills for successful careers. Employers want to see digital skills in all curriculums, including vocational education, which should increase cooperation with the world of work and expand apprenticeships.'

Buzz at the #biz summit

The European Pact4Youth was the focus of the Business-Education Summit on 23 November. Launched in 2015 by the European Business Network for Corporate Social Responsibility (CSR Europe), the pact aimed to create or consolidate 10,000 business-education partnerships and 100,000 new high-quality apprenticeships, traineeships or entry-level jobs. 'Working together, business, education and the European Commission are creating conditions that give hope and concrete solutions for young people,' said CSR Europe President Etienne Davignon, announcing that 23,000 business partnerships had already been created through the pact.

Via video link, European Commission President Jean-Claude Juncker explained that innovative partnerships focusing on vocational skills are becoming more important by the day. 'School children will work in jobs that don't yet exist, lifelong learning rates are low, and employers say they can't find the workers they need. The summit is an opportunity to show the way and go one step further... you are the drivers of success on the ground and you know that you can count on the support of the Commission.'

Better education = better business

Global business leaders joined policymakers, educators and young apprentices on stage to discuss ways to make

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence – hereinafter 'Kosovo'.

business-education partnerships the 'new normal.' The message from CEOs of global businesses such as General Electric, Bridgestone, Toyota, IBM and Adecco was that as technology becomes more sophisticated, high-level technical skills – including digital skills – are increasingly in demand. Businesses need to work in partnership with education to provide high-quality initial and continuing vocational training. 'We realise, as a company, that we cannot expect the education sector to equip youth with all the skills we need. We need to play a key role,' said Johan van Zyl, President of Toyota Motor Europe.

Amelia Yulheri, a young graduate, shared her experience at MolenGeek coding school which is training young people in the new digital professions, namely web and mobile development. The six-month Brussels-based course is offered to young jobseekers aged 15–18. 'I was very happy to participate in this training. I completed a hackathon and had especially the very inspiring trip to Silicon Valley. Through the training and experiences we can become entrepreneurs. The majority of the class already have projects or are already working in tech. MolenGeek is more than training, it is an open door to tech and motivating youth.'

Award winners

#EUVocationalSkills Week closed with an award ceremony showcasing outstanding examples of excellence in vocational education. Palestine Polytechnic University won the ETF's Torino Process Award for promoting entrepreneurship competency through education (covered on p. 10). Commissioner Thyssen said: 'The winners illustrate the diversity of vocational skills – each with his or her own talent – and they showcase that vocational education and training, including apprenticeships, is a great first choice. Vocational education and training leads to attractive and challenging careers. I congratulate and thank all winners for harnessing this message.'

The third European Vocational Skills Week takes place on 5–9 November 2018 in Vienna, Austria.

*Text: Susanna Dunkerley/ETF
Photos: European Commission*





TORINO PROCESS AWARD IN **ENTREPRENEURSHIP**

Palestine Polytechnic University (PPU) is the winner of the Torino Process Award, presented during the closing ceremony of the European Vocational Skills Week. The award recognises outstanding initiatives promoting entrepreneurship as a key competence through education and training, and is inspired by the European Entrepreneurship Competence Framework (EntreComp).

The PPU's Entrepreneurship and Innovation course beat dozens of entries from the ETF's 29 partner countries. Offered to students in third-level vocational education, the course equips young people with competences and skills that enable business creation. The PPU's project-based learning approach emphasises teamwork, innovative problem solving, opportunity recognition, leadership, networking and communication – key features of EntreComp. Working closely with local businesses, students develop 'can do' confidence to consider business as a career option.

Awarding good practice

Speaking at the European Vocational Skills Week event in Brussels, the European Commissioner for Education, Culture, Youth and Sport Tibor Navracsics said: 'Supporting entrepreneurship competences positively impacts career prospects of young people... employers are looking for young employees who are creative and can solve problems working with each other.' Congratulating the PPU for its innovative teaching and learning approach, ETF Director Cesare Onestini highlighted that 'the award will help to inspire educators, training providers and policymakers in Europe and the neighbourhood to promote entrepreneurship as a key competence in education.'

From job seekers to job creators

More than 450 students have graduated from the PPU's programme, including many successful start-ups accepted into the university's business incubator. Lecturer Wisam Shamroukh, who received the award in Brussels on behalf of the PPU, designed the course to foster job creators, not job seekers. 'This is a deep change in the mentality of the graduates, from applying with a CV to a company to establishing the company themselves.'

Fadia Zahdeh, 31, a vocational graduate in multimedia and graphic design established Wonder Paper, a business that transforms and

recycles paper to produce artistic objects for in-door decorations. She began the course as an artist but soon discovered her talents could turn to profit. 'I started to ask more and more questions and now I have a business! The teaching approach motivated me to continue the course and reach the expected outcomes. In fact, I exceeded this very quickly. I really received the right training and gained the skills to achieve my goals!'

Fayez Karakey, 21, a vocational graduate in photography and video production, established PalMotion, which produces 2D, 3D and stop-motion animation films, incorporating recycled materials. 'I had the idea for my business before coming to the polytechnic, but I didn't know I was an entrepreneur! I have used these new skills to transform my hobby as a designer into a profitable project.'

Business on side

Course participants are 'job ready' says Akram Hijazi, from the Federation of Palestinian Chambers of Commerce, Industry and Agriculture – a close partner of the PPU. He puts this down to the close mentoring with business leaders. 'It's very important young entrepreneurs get mentored by experienced business people. They get familiar with the needs of the market and the companies, saving time and effort for them and the employers.'

It is not only students and businesses benefiting. Mr Shamroukh trains faculty staff at the PPU and other education institutions in Jordan, Palestine, Portugal and Saudi Arabia. 'I see a growing demand. This award makes me more confident with my approach and with my curriculum.'

*Text: Susanna Dunkerley/ETF
Photo: European Commission*





SKILLS FOR A **GLOBALISED** WORLD

Graphic design, mobile robotics, industrial mechanics, electrical engineering, construction, hospitality are just some of the skills on show at the biggest international vocational skills competition, WorldSkills, 15–18 October 2017, in Abu Dhabi. Over three days, young competitors from 59 countries showcased their talents. China won the overall competition, followed by Korea and Switzerland.

Launched in 1950, WorldSkills takes place every two years. More than 125,000 people took part in the 2017 event, held for the first time in the Middle East. Young people, experts, policymakers, development organisations and training providers were also given space on the agenda to discuss and debate major issues facing vocational education and training in a rapidly changing world.

Skills and careers without borders

The European Training Foundation (ETF) joined colleagues from the European Commission and the European Centre for the Development of Vocational Training (Cedefop) in facilitating a panel discussion on 'Skills and careers without borders'. ETF Director Cesare Onestini highlighted the need for agile approaches to meeting present and future skills needs. 'How can we keep up with the range of changes we are facing currently?' he asked. 'Are we doing enough?'

Mr Onestini was joined by representatives from ETF partner countries Azerbaijan, Ukraine and Turkey, who shared their experiences. Elnur Suleymanov from Azerbaijan's Ministry of Labour and Social Protection of the Population, pointed out: 'The key issue is not only about what skills need to be developed, but rather how the education system operates. You have to keep people updated. This means you have to work on your skills continuously.'

Rodion Kolyshko from the Confederation of Employers in Ukraine said businesses need to drive change. 'Education systems are conservative. We need to invent the future, ensure that our education systems provide basic skills and develop

students for lifelong learning.' Osman Yildiz, General Secretary of Turkey's HAK-Is Trade Union, discussed the important role of the Vocational Qualifications Authority in defining occupational standards and qualifications and in establishing vocational testing centres to validate skills obtained through non-formal and informal learning. The system has been developed with the support of the European Union and in line with the European Qualifications Framework, which aims to make qualifications more readable and understandable across countries.

Improving the world through the power of skills

WorldSkills spokesman Laurence Gates thanked the ETF and all partners for 'leading the conversation and providing unique networking opportunities'. He paid special thanks to the 'amazing young WorldSkills champions' who also took part in the sessions. 'They are crucial to the solution of the problems we face and we look forward to continuing the discussion with them.'

The 45th WorldSkills takes place in Kazan, Russia, from 22 to 27 August 2019.

*Text: Susanna Dunkerley/ETF
Photo: WorldSkills*





Q&A

MIMI DANEVA

WHAT BULGARIA'S EU COUNCIL PRESIDENCY MEANS FOR SKILLS AND EDUCATION

Connectivity and the European perspective of the Western Balkans, skills for the future and young people – these are among the priorities of Bulgaria's presidency of the Council of the European Union (1 January to 30 June 2018).

Rotating among EU Member States every six months, the presidency sets the agenda of the Council, which, alongside the European Parliament, is the EU's legislative authority.

Mimi Daneva, chief expert in international cooperation at the Ministry of Education and Science, is part of Bulgaria's presidency team. She is also an alternate member of the ETF's Governing Board. *Live&Learn* spoke to Mimi to find out what Bulgaria's presidency means for education and skills.

What are the Bulgarian presidency priorities in education and training?

We will continue to promote EU common values through education, in particular social inclusion. There will be an update of the key competences for lifelong learning to include digital skills, entrepreneurship, civic competences, formal and non-formal learning. In vocational education, the focus is on attractiveness. We have several events on this, including our own vocational skills week.

Apprenticeships will be on the agenda through the future orientations of the Erasmus+ programme, which is the focus of the Education Council in February. This ties in with strengthening links with business and employers. The entire education and training sector needs to work on this, including vocational education and training.

The digital economy and skills for the future are another focus. Are countries doing enough to future-proof the workforce?

Digital skills are very high on our agenda, and important from a European perspective. Today's children will be practicing professions that don't exist yet. Almost every workplace will require a certain level of digital and ICT skills. Developing these skills is also important through vocational education and training.

How will ETF partner countries benefit from the Bulgarian presidency?

We plan to invite the colleagues from the neighbouring partner countries to attend all our key events. They are very important partners within the Erasmus+ programme and Horizon 2020. They will join the debate and learn what the Member States can offer as good practice. The ETF plays an important role in supporting these objectives in the partner countries. I am very much impressed with the ETF's work on qualifications, an area I work in. In the Western Balkans, we have seen a lot of progress in implementing qualifications frameworks with ETF support.

Bulgaria's motto for the presidency is 'United We Stand Strong'. What meaning does this convey?

'United We Stand Strong' has been our national motto for many, many, many years. It is just as relevant for the European Union today. One of the targets of the Bulgarian presidency is to promote unity and solidarity within the EU. We need to find common solutions to common problems that the Member States are facing.

Photo: Andrea Guermani/ETF





WESTERN BALKANS AND TURKEY TOWARDS **BETTER APPRENTICESHIPS**

Dado Mujovic is a student at the Ivan Uskoković secondary vocational school in Podgorica, Montenegro. Every Monday after breakfast he goes to Auto Service Šahović for practical training. With the support of his employer he is getting acquainted with the business and how to deal with customers.

'Initially, everything was new and unknown to me because I learned at school. Now I spend my entire day at a service station. The boss already gives me small tasks and auxiliary jobs. I'm getting a lot better at the service and I like the carmaker's work,' says Dado.

This is the first year the Ivan Uskoković school is exploring dual education, following an initiative of the Ministry of Education implementing the amended Law on Vocational Education, in 2017. Students spend one day per week at the workplace in their first year, two in the second and three in the third. The ministry subsidises the pay of students in dual education to the extent of 10% of average net salary in the first grade, and 15% in the second grade.

Montenegro is not the only country investing in training at work. Four Western Balkan countries – Albania, the former Yugoslav Republic of Macedonia, Montenegro and Serbia – and Turkey joined forces in Budva, Montenegro, on 26–27 October 2017, to strengthen the quality of apprenticeships and increase the employability of young people. The event was organised by the European Commission in cooperation with the ETF, in the framework of the European Alliance for Apprenticeships (EAfA) – a platform bringing together governments and key stakeholders to strengthen the quality, supply and image of apprenticeships in Europe.

With Serbia joining in 2017, all five candidate countries are now part of the Alliance. The EAfA's regional seminar was part of the European Vocational Skills Week, a series of events organised all over Europe and beyond to improve the attractiveness and image of vocational education and training.

Improving the quality of apprenticeships contributes to the EU's priority on jobs, growth and investment. In October 2017, the European Commission proposed a European Framework for Quality and Effective Apprenticeships. This is part of the New Skills Agenda for Europe and in line with the European Pillar of Social Rights, which defends the right to quality and inclusive education, training and lifelong learning.

Text and photo: Daria Santucci/ETF





END OF THE BEGINNING FOR **WORK-BASED LEARNING** IN **EASTERN EUROPE**

In the region of Nisporeni, 70 kilometres north west of the Moldovan capital Chisinau, new factories are springing up thanks to foreign direct investment. The Moldovan vocational training system is rising to the challenge of providing them with the skilled labour they need to thrive.

'It's impossible for schools like ours to keep up with industry. We can't have the latest equipment in our workshops. We need to partner with businesses to provide our students with the practical part of their training,' says Dumitru Lupei, Director of Nisporeni Vocational School. The school, which trains some 400 young people in agriculture, winemaking, ICT, catering and industrial trades, has two ways of providing its students with real-life work practice.

Under agreements with local companies, the school offers one-year programmes where students divide their time each week between two days of theoretical training and general education in the school, and three of hands-on practical training under the supervision of a tutor in the workplace. At the end of their training, more than 90% of the students get jobs with local footwear and garment producers. The school is negotiating a similar agreement with berry producers, a growing industry in the region.

The school also has its own winery, where students on a three-year oenology course get hands-on experience of every stage in the winemaking process from growing and harvesting the grapes to bottling and marketing the wine. The end product is sold commercially under the Crescendo label and has won three gold and two silver medals in international wine competitions. The winery was established with the help of the Austrian government, which provided equipment and expertise.



'We have local farmers coming to us with their grapes and asking us to process them,' explains Dumitru. 'We say yes provided they follow our guidelines in growing and harvesting the grapes. The money we make is ploughed back into the school.' Building on its success, the school has plans to expand its winery in the near future.

Moldovan law gives schools freedom to make agreements with the private sector and provide services on a commercial basis. Nisporeni has grasped these opportunities with both hands. 'For a country at our stage of development, work-based learning is a good way to equip young people with real-life work skills and provide employers with the labour force they need,' says Dumitru. 'It's good for businesses, it's good for the students, and it's good for the school,' he adds. Alongside training for employment, all students receive entrepreneurship education to prepare them for the possibility of self-employment or starting their own business.

Skills Connexion

The visit to Nisporeni Vocational School was part of a conference organised by the ETF in Chisinau on 19–21 September 2017 to mark the end of the first phase of the Skills Connexion project aimed at helping the countries of Eastern Europe and Kazakhstan to embed work-based learning in their vocational education systems. Work-based learning – ranging from apprenticeships to internships to in-school workplace simulations – is not a new phenomenon in these countries, but the transition from the Soviet system has left them with predominantly school-based systems. Working together with key stakeholders from government and business, the ETF has supported countries over the past three years in assessing the state of play of work-based learning,



defining options to expand it, and supporting them in doing so through capacity building, including a distance learning tool. Throughout the project, the countries have made considerable progress, piloting different forms of work-based learning and putting in place all the necessary legislation, structures and tools to scale up to a system level.

'First of all, Skills Connexion gives us a different picture of the situation, and helps us to have a wider perspective, not like the horse with blinkers,' says Aksana Beliyeva, Head of Skills Upgrading and Staff Retraining at Belarus' Republican Institute for Vocational Training. 'We have a lot of common problems, but

the way of solving them is so different and so interesting. It gives us a lot of practical examples and instruments that we can share with our colleagues back home.'

'All countries have made measurable progress over the course of the project. There are many examples of good practice, but they still have some way to go before work-based learning becomes fully integrated in their systems,' says ETF project coordinator, Didier Gelibert. 'This is not the end of our support for work-based learning in our partner countries, but the end of the beginning.'

Text and photos: Alastair Macphail/ETF





SKILLS DIMENSION OF **MIGRATION** IN **LEBANON**

The Syrian crisis is placing huge pressures on neighbouring Lebanon, which is host to an estimated 1.6 million refugees – a substantial number given the country's population of around 4 million. Youth unemployment is high and many skilled workers emigrate to find work. To better understand the challenges and identify areas of action, the ETF mapped the skills support measures available to refugees, emigrants and foreign workers. The first research of its kind calls for a greater investment in skills development and a national policy dialogue on migration and refugees.

Building upon the global inventory of migrant support measures from the employment and skills perspective, the research identifies 17 measures that aim to support labour market integration, labour mobility, and job and skills matching. With an estimated 1.6 million Syrian refugees in Lebanon, a country of around 4 million people, it is not surprising that 12 of the 17 measures focus on support for refugees and include a minimum number of 'vulnerable' Lebanese beneficiaries. Three measures focus on foreign immigrant workers and only two cater for Lebanese emigrants and expatriates.

While several good practices are identified, beneficiaries remain low. The measures are mostly financed by the international donor community, including the European Union, the largest contributor to the Syrian crisis response. This causes overlap in services.

ETF expert Francesca Rosso, co-author of the report, says the absence of policy evaluation makes it difficult to analyse if the

measures are successful, should be replicated, scaled up or cancelled. 'More needs to be done in this sense, to ensure lessons from past and ongoing measures make the best use of available resources.'

Call to action

The research makes a set of recommendations including skills development for all three groups – refugees, emigrants and foreign workers. A priority could be to increase employability in agriculture and export-oriented labour intensive activities, as well as entrepreneurship in nationally specified sectors. 'Skills development and employability measures for migrants and refugees are key instruments to overcome skills mismatches in both sending and receiving countries,' the report says. 'If migrants and refugees can gain, use, enhance and renew skills, the long-term social and economic returns will be much higher than the initial investments.' The research also calls for a national, multi-stakeholder dialogue on migration and refugees, from the skills and employability perspective, to embed interventions into national policies.

Moving forward

Lebanon's Ministry of Labour welcomed the ETF's research, presented at a high-level workshop organised by the ETF and the EU Delegation in Beirut, in July 2017. More than 50 stakeholders from public institutions, businesses, NGOs and key international donors working in the field took part. They proposed concrete actions to improve skills and employability, including the early profiling of migrants skills linked to the EU's Skills Profile Tool for Third Country Nationals, quality labour market analysis and engaging migrants living abroad through training and exchange opportunities. Other actions include incorporating skills development and job search opportunities into humanitarian refugee programmes.

Georges Ayda, Director General of the Ministry of Labour, said the country is in need of skilled labour force. 'We need to train people with skills to contribute to the growth of the Lebanese economy.'

A labour market survey and training strategy should be developed by the ministry, together with other institutions, he added.

Talal Hijazi, General Manager of the Association of the Lebanese Industrialists, representing manufacturing companies, concurred on the importance to assess the needs of employers and industries. 'We are ready to cooperate with the ministry on this very important issue and liaise on this with our associates.'

Amal Obeid, Programme Officer at UNICEF said the national policy dialogue should focus on Lebanese expatriates. 'More work should be done to map skills needs in third countries [...] and Lebanese potential migrants should be prepared for these jobs. Any strategy needs to be brought to action and interinstitutional cooperation is key to ensure this.'

Walid Barakat from the Lebanese Central Bank, said Lebanese living abroad can contribute to the development of Lebanon and can generate jobs and growth, if well supported. The ETF and the EU have an important role to play.

Haneen Al Fakih, from Be Lebanon NGO, welcomed the high-quality report as 'a very positive and promising step forward'.

*Text: Susanna Dunkerley/ETF
Infographic: Article 10*

Participants contributed to the drafting of the report, available here: europa.eu/!GH73Tu





PEOPLE AT THE HEART OF EUROPE

Launched in November 2017 at the first EU Social Summit in 20 years, the European Pillar of Social Rights is a set of principles and rights that aims to support employment and social outcomes to fulfil ‘people’s essential needs’. Speaking at the launch, European Commission President Jean-Claude Juncker declared: ‘With the European Pillar of Social Rights, the EU stands up for the rights of its citizens in a fast-changing world.’

Stepping into the spacious, contemporary surroundings of the Eriksbergshallen conference centre in Gothenburg, Sweden, you could be forgiven for overlooking the building’s history as a hub of the ship-building and metal-working industries that once provided the core of the city’s employment. Today, Eriksbergshallen stands amidst a regenerated waterfront district that boasts technology start-up companies, high-concept apartments, artisan bars and restaurants, primary and secondary schools, a vocational college, and the Lindholmen Science Park – a former warehouse converted into a high-tech learning centre.

Surfing the wave of change

It is the embodiment of a successful transformation from industrial to the knowledge economy, built on the principles of lifelong learning and social cohesion. It offers a glimpse of what is possible when the rapid pace of social and economic change is seen more for its potential than its threat.

Nowhere is the pace of that change more keenly felt than in the interface between the labour market and education and training systems. New modes of employment, disruptive business models, rapidly increasing automation, and the emergence of novel industrial sectors all demand new skills and ever-greater flexibility from those seeking to enter or re-enter the labour market. While many education and training systems struggle to keep pace, the evidence, from Gothenburg and elsewhere, shows that innovative practices, modernised infrastructure, and enabling policies can inspire and empower national and regional systems, as well as individuals, to turn uncertainty into opportunity.

People first

This message came through clearly in the 2016–17 round of the ETF’s Torino Process. The conclusions of Changing Skills for a Changing World, the Torino Process international conference held in June 2017, highlighted system change, expanding access to skills, promoting innovation, and building trust to increase efficiency and effectiveness as key areas, along with ‘focusing on people, people, and people.’

Failure to do so attracts considerable dangers. There is a growing feeling, around the world, that people’s basic rights have been sidelined in the focus on economic growth following the financial crash of 2008. Maintaining the balance of human and economic development is vital for the success of the social market economy on which European integration is based.

Meanwhile, a political narrative developed in which ‘global elites’ were portrayed as having captured most of the benefits of globalisation and digitalisation. The resentment generated by this narrative provides fertile ground for extremist elements to exploit.

A response to this was the Social Summit for Fair Jobs and Growth, held in the Eriksbergshallen, at which the European Pillar of Social Rights was unveiled. Introducing the summit, the host of the event, Swedish Prime Minister Stefan Löfven, announced: ‘We are here to put people first for a social Europe.’

A solid foundation

The European Pillar of Social Rights enshrines 20 principles and rights covering equal opportunities and access to the labour

market, fair working conditions, and social protection and inclusion. It is significant that its very first principle is:

Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

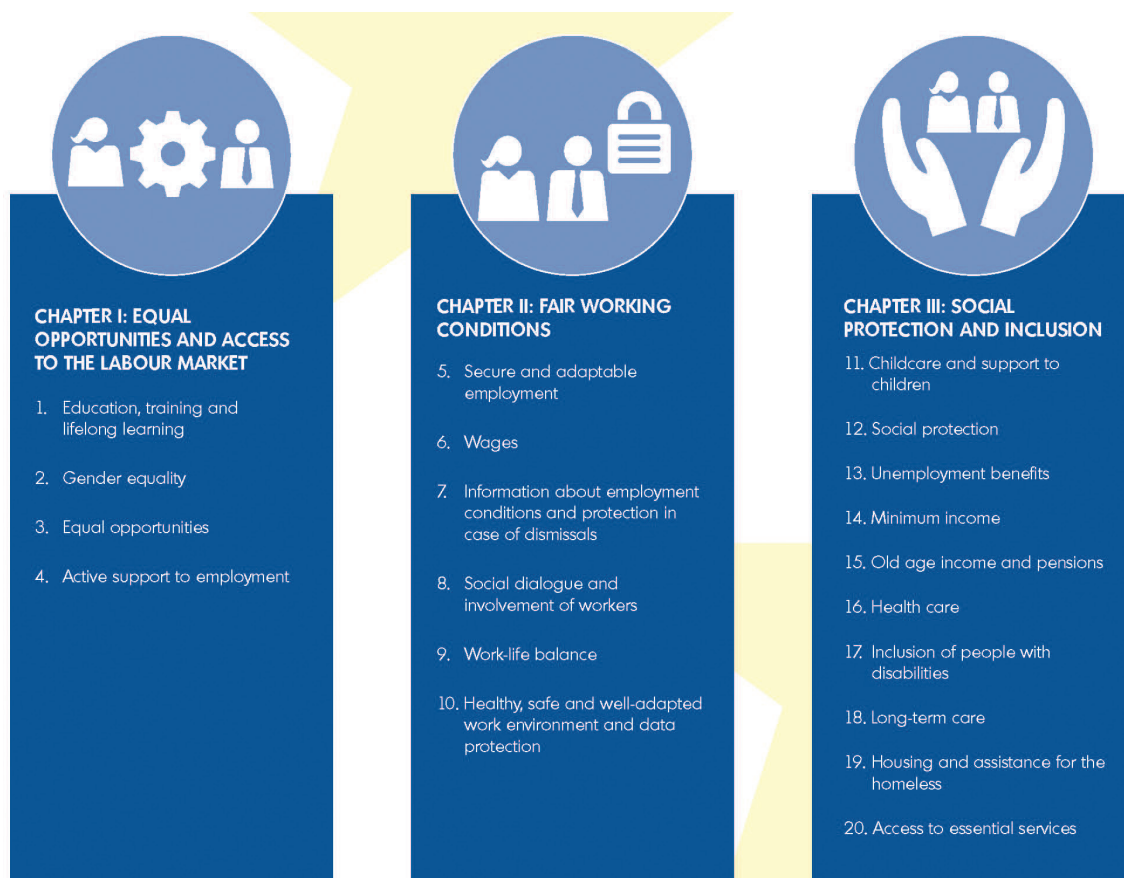
The ability to ‘participate fully in society’ comes first, and necessarily includes access to meaningful and productive work – whether that comes through employment, self-employment, entrepreneurship, volunteering, or other forms of value creation. Successfully managing transitions in the labour market covers everything from school leavers seeking a start in the world of work, to people returning from caring responsibilities, and the potential for older workers to find new roles.

Playing catch-up is not an option for policymakers. A proactive approach is vital, if the benefits of fair employment and equitable education and training opportunities are to be shared across populations.

With the European Pillar of Social Rights, the EU Member States demonstrate their commitment to fairer labour markets, sustainable social protection systems, and well-functioning social dialogue. The ETF’s partner countries share these aims, and the ETF is determined to do its best to support them. As Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility put it, the Social Summit sent ‘a strong message of unity, hope and action to European citizens’. Together, we will spread this message to citizens throughout the EU neighbourhood, and beyond.

*Text: Ezri Carlebach/PR Network
Image: Jo Anstey/ETF*

THE 20 PRINCIPLES OF THE EUROPEAN PILLAR OF SOCIAL RIGHTS





TUNISIA STRIVING FOR INNOVATION

On a Facebook page he is running, a young Tunisian student presents the project of an app to promote the activities of Club Entreprendre, a start-up club aimed at boosting students' entrepreneurial spirit. Surfing the page, one can see pictures of the subjects that he's been studying: goal setting, self-esteem and ethic. This is part of an innovative approach to entrepreneurial learning that Tunisia has been implementing with the ETF's support.

Seven years after the revolution, Tunisia is a country with a relatively skilled workforce intent on rebooting its social and economic development. Despite high unemployment and only one in four women active in the labour market, vocational education and training is still perceived as a 'Plan B' option. In order to promote more effective transitions from education to work, the Ministry of Vocational Training and Employment is pursuing a dedicated strategy, including the appointment of a state secretariat in charge, among other things, of promoting entrepreneurial learning.

In order to build on the positive momentum, Tunisian vocational education students, teachers and trainers gathered in Tunis on 14 November 2017 with entrepreneurs and representatives of the government and the ETF for 'Envie d'entreprendre 3.0', a forum on developing the entrepreneurial mindset. During the event, Tunisian Secretary of State for Vocational Training and Entrepreneurship, Saida Ounissi, presented a national entrepreneurial learning charter, and students and trainers shared the results of a successful innovative training programme on entrepreneurship.

Teaching entrepreneurship as a competence in vocational training is key to generating change. It will give younger generations the confidence to take initiative, assess risks, accept failure and innovate for their country, whether as future employees, self-employed or entrepreneurs. 'The approach to entrepreneurial learning made us feel like active trainees for the first time,' said a young apprentice taking part in the forum. In a dedicated pitching session, students presented their entrepreneurial projects and discussed structural issues concerning support for youth entrepreneurship.

Giving young people the confidence and the competences to start their own businesses is vital to strengthen the country's economy. A generation of young people with an entrepreneurial mindset will bring a new impetus to business and society at large. By helping neighbouring countries reform their education and labour market systems, the EU supports the creation of opportunities for people. Since 2015, the ETF has actively supported projects to develop entrepreneurship as a key competence in Tunisia – a privileged partner under the agreement signed with the EU in 2012 providing medium- to long-term support for the new democracy. The ETF's mid-term intervention strategy for Tunisia (2017–20) aims at improving youth employability and access to the labour market.

Text and photo: Daria Santucci/ETF



Spotlight

The European Union and Tunisia have close, longstanding relations. To ensure civil society is involved in formulating and implementing public policies, the EU is focusing on socio-economic reforms; more balanced and sustainable development; and strengthening the constitutional state and governance. The EU's financial support amounts to EUR 250.75 million in 2016 and EUR 1.2 billion between 2017 and 2020.

In line with this approach, the ETF has been supporting the country since 2012. The objective is to improve the employability of jobseekers, especially young people, through better governance at the territorial level.

In the closing workshop of the Mahdia and Kairouan project, in October 2017, participants noted that the sustainability of results directly relates to the level of ownership, institutionalising local partnerships, and the continued process of regionalisation.

The project builds upon previous initiatives in Médenine (2012–14) and Gabès (2015–16), which promoted a partnership between actors in training, employment and the economic world, including civil society. These results were discussed in December in Tunis, at a seminar on the EU-funded IRADA programme, which aims to reinforce youth employability via a decentralised governance of vocational training in the region.



FUTURE PROOFING SKILLS AND QUALIFICATIONS

Youth unemployment is high in Bosnia and Herzegovina, with 7 in 10 young people unemployed. With an uncertain future, many leave the country to find work. For them, it is vital that their skills, competences and qualifications can be easily recognised abroad.

'This is very important because today's working environment is international – we need international recognition,' says Eldar Pezer, 16, a student physiotherapy technician at a vocational school in Tešanj. Eldar is one of four young vocational students who joined the ETF's Qualifications for the Future workshop in

October 2017 in the coastal town of Neum. The students shared their experience, aspirations and ideas with representatives from the government, the EU, international organisations and the ETF, who gathered to discuss a new inventory of vocational qualifications.

A potential EU candidate country, Bosnia and Herzegovina is working to reference its qualifications to the European Qualifications Framework to make them more readable and understandable across countries.

Like Eldar, Semir Omic, 18, is taking a four-year medical technician course at a vocational school in Brčko. Semir, who will graduate in 2018, is not optimistic about his immediate job prospects. 'We see medical technicians leaving Bosnia and



Herzegovina to places like Germany and Austria to work. A high-quality internationally recognised qualification is very important,' he says, 'especially in medicine, because it is a profession that is in need everywhere.'

Taking stock

The medical technician qualification is one of 16 analysed in depth in the new inventory compiled by the ETF in cooperation with the Ministry of Civil Affairs and the educational authorities. The analysis covers two dimensions: content and quality. The latter looks at labour market relevance, learning processes, assessment and certification, and qualifications standards and structure.

While the elements of a modern quality vocational qualification system are in place, the analysis concludes that the overall system should be strengthened. Additional effort is needed to link qualifications to learning outcomes, and recognise skills obtained through non-formal learning. The labour market relevance of qualifications should also be monitored with tools such as regular employer surveys.

Daria Duilovic, from the Ministry of Civil Affairs, says: 'Educational institutions are working together and are moving in the right direction.'

Mate Krizanac, Assistant Minister of Education of Canton 10 emphasises employability. 'The key issue is the interaction between vocational education and training and the labour market.'

Looking forward

The students want to see links with employers strengthened, with more opportunities for work experience. For Gabriela Coric, 17, who is studying economics at a vocational school in Posušje, the only practical experience she has gained so far is working in her father's small business. 'I like economics, and the idea of working for a large company. So I would like to have more practical experience working in big business.'

In addition to increased practical training, the students say more is needed to ensure that the voices of young people are heard throughout the education system. ETF expert Carmo Gomes says we cannot talk about qualifications and qualification systems without thinking about the final beneficiaries: the future generation. 'The EU needs young leaders; the Balkans need young leaders.'

*Text: Susanna Dunkerley/ETF
Photo: Ard Jongsma/ETF*

Employability and the transition to work

Policymakers in Bosnia and Herzegovina are looking at ways to improve employability, skills anticipation and matching and the transition to work. The role of public employment services was the focus of a study visit organised by the ETF in July 2017. The participants, representing employment agencies, labour market and statistical bodies, travelled to Ivrea, northern Italy, to learn more about the local employment centre, one of 30 managed by the regional employment agency (Agenzia Piemonte Lavoro – APL).

Armanda Romano, who runs the Ivrea centre, believes the right approach is to work with both companies and jobseekers. 'We are very much business focused,' she said, explaining the programmes in place that aim to match jobseekers and jobs. Participants learnt from APL Director Claudio Spadon about methods for analysing market information for planning and delivery of services, and Jan Sundqvist from the Swedish Public Employment Agency showcased the Swedish forecasting approach.

The two-day programme built on the skills anticipation and matching guides produced by the ETF in cooperation with the International Labour Organisation and the European Centre for the Development of Vocational Training. The six 'how to' guides cover the use of labour market information, skills forecasting methodologies, skills surveys, tracer studies and the role of sectoral bodies and employment service providers.



THE ETF AND THE EU DELEGATIONS: **TAKING THE PARTNERSHIP FORWARD**



The EU Delegations, like embassies, represent the EU in different countries around the globe. As part of the European Commission's External Action Service, they are the bridge between the ETF and its partner countries.

Skills, education, employability and lifelong learning are important areas of EU assistance to the countries of the enlargement region. The ETF welcomed colleagues from the EU Delegations in the Western Balkans and Turkey and the European Commission to Turin for a two-day information-sharing seminar in December.

Organised together with the Directorate-General for Employment (DG EMPL) and the Directorate-General for European Neighbourhood Policy and Enlargement Negotiations (DG NEAR), it was an opportunity for representatives working in Albania, Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey to get a better understanding of the ETF's expertise.

Opening the seminar, ETF Director Cesare Onestini said the new initiative would help to boost and synchronise work between the partners. 'As agenda accelerators, we need to be working together as one. You, the Delegations, are directly in contact with the realities of the countries – you help translate our messages into concrete actions.'

Tuning in via video link, Genoveva Ruiz-Calavera, Director for the Western Balkans at DG NEAR, said labour market reform, private sector and skills development, labour mobility and free trade were key regional development areas. 'This is an extremely useful two days to contribute to strategy. We want to engage with the region and discuss how we can bring it closer to the EU.'

New ideas and areas of action

The representatives from the EU Delegations are working in areas linked to the ETF's expertise, including employment, vocational education and social policy.

Alessandra Frontoni, from the EU Delegation to **Albania**, is a long-time collaborator with the ETF. 'The EU Delegation has a close relationship with the ETF's Country Desk for Albania, but not with all the experts who have a very technical and detailed knowledge and understanding of the issues – this dimension is much clearer now! And now we are already discussing a possible collaboration on teacher training. One day training, the second day business!'

Gianluca Vannini, from the EU Delegation to **Bosnia and Herzegovina**, welcomed a more proactive approach and informal communication with the ETF moving forward. 'We have discussed how to improve cooperation. The ETF understands what the Delegation wants and needs, and the Delegations understand what the ETF can do!'

Davide Berton, from DG NEAR, works closely with **Kosovo** and the **former Yugoslav Republic of Macedonia**. He was keen to build cooperation with colleagues from DG EMPL working together with the ETF. 'Of course you work together but it is an exchange of emails, this is a sort of team building. It raises the profile of the agency between colleagues and the Delegations.'

Romain Boitard, from the EU Delegation to **Montenegro**, said it was useful to hear the experiences of the other Delegations to better understand common challenges and solutions. He also got a better understanding of the ETF, which he knew as 'an agency in the north of Italy, very competent but remote'. 'Now I understand the different roles of expertise and who to call according to my needs. Our collaboration will be more effective because it will be faster.'



Irena Radinovic, from the EU Delegation to **Serbia**, has been involved in the establishment of the national qualifications framework, work-based learning models and professional development of teachers and trainers. 'I work very closely with the ETF and feel very secure because I know the expertise and the back-up I need in my daily work is there. The ETF has a long history with our countries – a wonderful history, they really are a wealth of knowledge!'

Simona Gatti, from the EU Delegation to **Turkey**, supervises EU funding through the Instrument for Pre-accession Assistance, as well as refugees, migration and crisis management. 'The policy dialogue through the ETF is really extremely well appreciated in Turkey and by the Delegation. We have achieved great things such as the alignment of the Turkish Qualifications Framework with the European Qualifications Framework. On migration and the labour integration and social inclusion of refugees, – there are 3 million Syrian refugees in Turkey – we are looking at skills development, assessment and anticipation.'

Maintaining the momentum

Closing the seminar, ETF Director Cesare Onestini said: 'Our cooperation is about achieving goals. It is not a one-size-fits-all approach. We need to take a country-specific approach and consider the regional level. We have developed a better understanding of what we can do together. We thank all the colleagues involved and hope to see this type of collaboration with the EU Delegations replicated across other regions soon!'

The next seminar is likely to be organised for EU Delegations in the Eastern Partnership countries – Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine – in 2018.

*Text: Susanna Dunkerley/ETF
Photo: Alastair Macphail/ETF*

Identifying changing skills needs

ETF partner countries in the Western Balkans are striving to develop integrated approaches to anticipate skills needs. However, a more systematic approach will help to address skills mismatch, analysis shows.

The ETF conducted research in Albania, Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro and Serbia to better understand how skills needs are being anticipated and assessed.

Close to 50 respondents from ministries, trade unions, employer associations and other stakeholder groups, took part. The regional analysis shows many countries rely on employer surveys alone to understand skills needs. A wider sectoral approach, with more instruments and tools, is needed.

'The countries are striving to develop integrated approaches... however, permanent, system-embedded and multi-sectoral mechanisms for current and future skills scanning are not yet embedded in the system,' the report says. 'Depending on scope, the countries would benefit from developing a wider range of instruments to measure and anticipate skills needs.'

ETF expert Cristina Mereuta welcomed the renewed interest among policymakers in identifying future skills needs. 'Closer cooperation and better information flows, along with updates of the educational offer (both initial and continuous), would help to bring the skills demand and the education provided closer together,' she said.

'We hope the findings will further inspire the strenuous efforts of those working to make skills development processes in their countries match the needs of tomorrow's labour markets, economies and societies,' she added.

The analysis complements similar stocktaking activities undertaken by the ETF in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

WORKING WITH THE EU DEL

SOUTHERN AND EASTERN MEDITERRANEAN

Algeria

Programme d'Appui Formation-Emploi-Qualifications (AFEQ): €9M 2016-19

ETF role: Design of Technical Assistance component and of the Call for Grants

Egypt

Support to the Technical and Vocational Education and Training Reform Programme – Phase II (TVETII): €50M 2016-19

ETF role: Content monitoring throughout the programme implementation

Jordan

Sector Policy Support Programme for Employment and ET/VET Reforms: €40M 2010-14

ETF role: Final evaluation of the technical assistance project

SOUTH EASTERN EUROPE AND TURKEY

Albania

Sector Reform Contract for Employment and Skills Sector: €30M 2016-20

ETF role: Inputs to IPA II Sector Planning Document, joint formulation of the programme with the EC, support to sector policy dialogue and monitoring

Former Yugoslav Republic of Macedonia

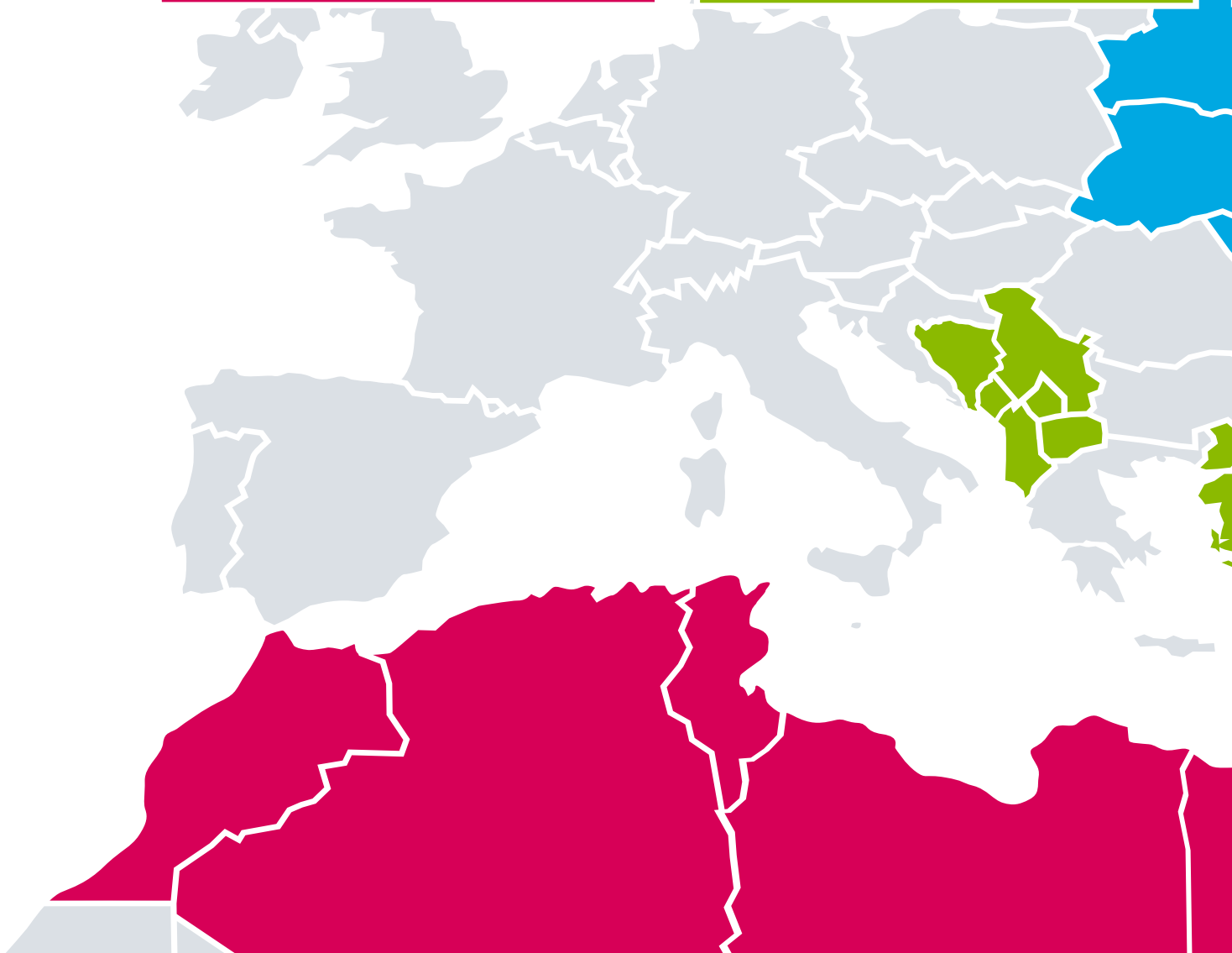
EU Support for Education, Employment and Social Policy (EUSEESP): €23.7M 2017-20

ETF role: Inputs to IPA II Sector Planning Document and Action Document

Regional

Economic Reform Programmes

ETF role: Assessment for of the relevant Chapters for DG EMPL/NEAR



LEGATIONS

EASTERN EUROPE

Azerbaijan

Education Support Programme: €19M 2017-19

ETF role: Design of technical assistance for NQF component, monitoring of grant schemes

Belarus

Employment and VET Programme: €11M 2017-19

ETF role: Design of technical assistance and monitoring framework of the programme

Georgia

Sector Reform Contract for Skills Development and Matching for Labour Market Needs: €55M 2018-21

ETF role: Full identification and formulation of the programme

CENTRAL ASIA

Tajikistan

Quality Education Support Programme: €15M 2017-20

ETF role: Input to the identification and formulation of the component on continuing professional development of teachers

Turkmenistan

Support to Education Sector: €6M 2016-20

ETF role: Support to identification, formulation and implementation

Regional

Central Asian Education Platform: €1.8M 2015-18

ETF role: Support to implementation



Upon request from the EU Delegations and relevant EU institutions, the ETF provides expertise and technical advice for EU external assistance in the field of human capital development in its partner countries.



LIFELONG LEARNING

THE PATH TOWARDS SUSTAINABLE DEVELOPMENT

Lifelong learning is a vital response to the impact of automation and long-term sustainable development, according to Italian economist and former labour minister, Enrico Giovannini. 'We know with automation, with industry 4.0 and all the innovations waiting for us we will transition several times throughout our lives. Education is important, but lifelong learning is key!'

Professor Giovannini discussed the importance of upskilling for better job opportunities and labour mobility in an exclusive interview with the ETF. Investing in education – both fiscally and through smart policy – must be considered as the 'most important driver of well-being and economic prosperity,' he says, 'by policymakers and enterprises alike!'

'Automation and innovation will require dramatic changes in the way in which people will have to work. This is a shared responsibility of the private and public sector.' Investing in human capital 'is the best way to create prosperity and improve peoples' well-being. We know that inequalities start at the very beginning of people's lives, and this why education brings benefit to other dimensions of well-being.'

Own the goals

Professor Giovannini is the spokesperson for the Italian Alliance for Sustainable Development, which aims to increase the awareness of the Sustainable Development Goals agreed by the United Nations. The 17 goals are characterised by six elements: people, dignity, prosperity, justice, partnership and planet. While the ETF's work connects to all 17 goals, it is particularly present in Goal 4 – Quality Education, and Goal 8 – Decent Work and Economic Growth.

Quality education helps to reduce poverty, social exclusion and promote environmental sustainability through smart thinking and design, Professor Giovannini points out. 'Investing in education at all levels is key from this point of view. The priority of education needs to be clearly communicated. We need to pass on the message to everyone that education is the key to success.'

Entrepreneurial learning

Supporting entrepreneurship through all levels of education is another pathway towards sustainable development. 'Benefiting from new technologies, new approaches and exploiting new opportunities technologies bring in terms of the circular economy.'

The ETF promotes entrepreneurial learning throughout education, including vocational education and training. The European Entrepreneurship Competence Framework, for example, is the latest EU policy instrument outlining the importance of education and training in building the 'can do' attitude for 21st century economies. It is a reference tool for policymakers, curriculum specialists and teachers to develop entrepreneurship attitudes and skills, offering a set of learning outcomes for all levels of education, which can be borrowed from and adapted to fit education systems.

Data-driven results

Education is a long-term investment that must be supported by quality data collection and analysis. That's why 'we need data to capture quickly the changes that are happening,' Professor Giovannini says, highlighting the Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) study as a good example.

PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.

In 2015, over half a million students, representing 28 million 15-year-olds in 72 countries and economies, took the internationally agreed two-hour test. Students were assessed in science, mathematics, reading, collaborative problem solving and financial literacy. 'This PISA study should be implemented by all countries, and at regional level, because disparities can be high,' Professor Giovannini says.

You need data to monitor progress. You need to be courageous, persistent and monitor through timely data what is going on.

*Text: Susanna Dunkerley/ETF
Photo: Cristian Afker/ETF*



Watch the full interview on the ETF YouTube channel here:
goo.gl/oBzXSD

NEW PUBLICATIONS



Work-based learning in EU candidate countries

Albania, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey are working to improve work-based learning and apprenticeship. This report provides a snapshot of recent developments in EU candidate countries.

europa.eu/!TF98dt



Skills dimension of migration in Lebanon

Building on the global inventory of migrant support measures from the employment and skills perspective (MISMES), the ETF mapped the skills support measures available to refugees, emigrants and foreign workers in Lebanon.

English: europa.eu/!gF47Pm

Arabic: europa.eu/!nV46yd

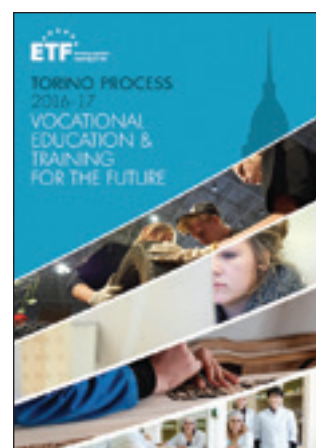


VET governance in Serbia

The Vojvodina ICT cluster is helping to drive Serbia's economic, digital and educational development. To better understand future skills demand, the Serbian Ministry of Education, Science and Technological Development, together with the ICT cluster and the ETF, undertook a two-part analysis:

Skills needs assessment: europa.eu/!qR94ku

Institutional cooperation analysis: europa.eu/!rq37DN



Torino Process 2016–17: VET for the future

Based on the findings of the 2016–17 Torino Process, this report presents the general trends in vocational education development in the participating partner countries.

europa.eu/!Vp64Xn

TUNE IN ON **THE TUBE**

Did you know there are 200+ mini movies on the ETF YouTube channel? www.youtube.com/etfeuropa
Here's some of the latest.

ETF Opening Doors

#Skills. #Vocations. #Life.

Working together with partner countries, the ETF promotes skills, vocational education and lifelong learning. Empowering neighbourhood citizens to 'Open Doors' to new opportunities.

Watch the corporate film here:
goo.gl/yxVSXR

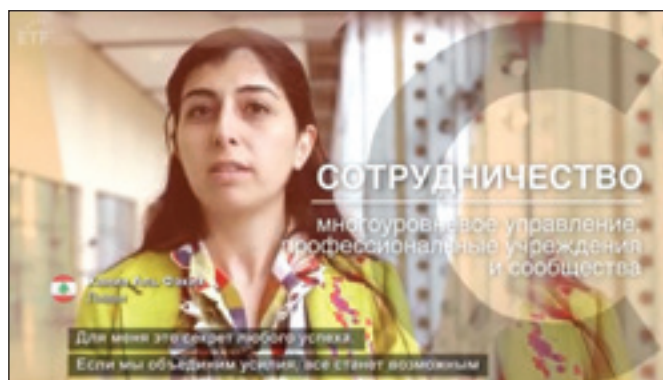
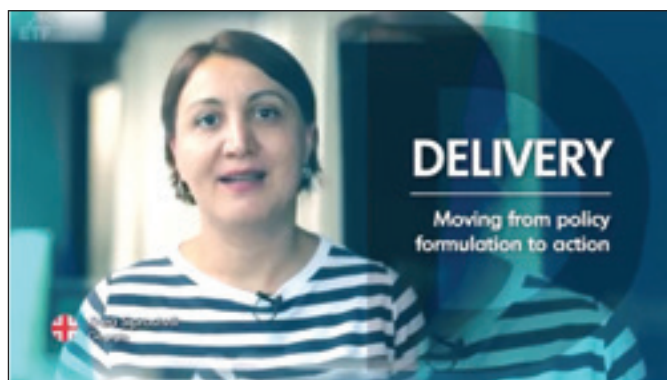


Torino Process 2016–17: VET for the future

Revisit some of the highlights and faces of the Changing Skills for a Changing World Torino Process 2017 conference in these short films.

English: goo.gl/Rujvpm

Russian: goo.gl/UfUEe7





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