

Live&Learn

NEWS AND VIEWS FROM ACROSS THE ETF COMMUNITY

ISSUE 36 – JUNE 2016

A close-up portrait of Jordi Curell, a middle-aged man with grey hair, a goatee, and glasses, wearing a suit and tie. The background is blurred.

Interview with **Jordi Curell**

**Director of Labour Mobility at DG Employment,
Social Affairs and Inclusion**

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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, and in the context of
the EU's external relations policy. We are based in
Turin, Italy, and have been operational since 1994.

Print ISSN 1725-9479 TA-AF-16-036-EN-C
PDF ISSN 2443-7433 TA-AF-16-036-EN-N
ePub ISSN 2443-7433 TA-AF-16-036-EN-E
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Cover photograph: Juha Roininen



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DRIVING THE SKILLS AGENDA: CONNECTING VET, THE LABOUR MARKET AND SOCIETY

Bridging the gap between the worlds of vocational education and training (VET) and work is at the heart of the New Skills Agenda for Europe, which is to be released by the European Commission in June. Our **Cover Story** is with the director of Labour Mobility at the Directorate-General for Employment, Social Affairs and Inclusion, Jordi Curell, who has been busy working on the initiative. He explains how promoting smart, sustainable and inclusive growth through better skills, jobs anticipation and matching, transcends Europe's borders.

Promoting entrepreneurship through education and training is another important driver for creating jobs, innovation and engagement in society. In 2015, the ETF put out an open call for examples of good practice in entrepreneurial learning. Following a tough competition, ten winners were unveiled at the ETF's Policy-Practice Forum in March. Live&Learn goes behind the scenes to see how one outstanding example – Israel's ORT Education Network – is helping to promote entrepreneurship in the classroom. 'The idea is to teach every child in Israel entrepreneurship like you teach mathematics, physics, chemistry and English,' says Nobel Prize laureate Dan Shechtman, Professor of Materials Science at the Israel Institute of Technology, who has been involved in the programme's development.

Also in this issue ...

Skills can be learned inside and outside the classroom. Languages, ICT, sporting pursuits, childcare, for example, are types of skills that can be acquired through work experience, in-company training, caring and volunteering. So how do you formally recognise and validate these skills? How do you make qualifications transparent and transferable? Building better validation systems is the topic of



this issue's **Country Focus** on Turkey, where the Vocational Qualifications Authority is helping to make it easier for people to demonstrate their competences both at home and abroad.

Validation of skills acquired through non-formal and informal learning is part of broader qualification system reform underway in partner countries. Qualification systems are complex and dynamic, and will be the topic of the ETF corporate conference this November in Brussels. In the lead-up to the event, the Qualifications Platform (QP) correspondents, a hand-picked team of qualifications framework experts, will be busy promoting the ETF's online QP portal. You will meet the new faces of the network in this edition. **In Depth** centres on *Making Better Vocational Qualifications*, a study which brings together a wealth of examples from partner countries with ETF experience, analysis and recommendations, aimed at enabling constructive, multi-level

stakeholder dialogue that leads to specific actions.

Cooperation among international donors, governments and donor organisations is helping to make VET development assistance more efficient and effective in Palestine. This issue's **Project Update** looks at the successful programme and its €8 million EU-funded boost. We also take a look at the new levels of cooperation reached in the latest round of the Torino Process. ■



MEET JORDI CURELL

As the director of Labour Mobility at the Directorate-General for Employment, Social Affairs and Inclusion, Jordi Curell is working on the New Skills Agenda for Europe. The new initiative is part of the European Commission's boost for jobs, growth and investment. While the package focuses on Europe, equipping people with the right skills for the jobs of today and tomorrow, improving the quality of vocational education and training and the conditions for job creation, are issues that reach beyond Europe's borders. We caught up with Jordi Curell at the ETF's recent Local Skills Matter conference in Brussels to find out more.



The Commission is preparing to release the New Skills Agenda, can you tell us more about it?

If we look at the overall challenges that we are facing in the EU, we notice that skills are a cross-cutting issue. Most of all because they matter for jobs, growth and investment. Our objective is to increase skills levels, as a means not just to better jobs but also to better lives, because that's what ultimately counts! This is why it is one of the Commission's ten priorities. It is not just about economies, it is about people.

What is the role of vocational education and training, and skills?

The skills agenda will target people in work, unemployed people, and those still in education and training. Transitions from unemployment or education and training are critical. Training programmes with a practical work experience element improve employment outcomes significantly. Yet they are not the norm, they are the exception. Initial vocational education and training is often not considered as first choice for academic life, despite its proven track-record in providing good employment outcomes.

Action will focus on helping more people develop and upgrade their skills. The emphasis will be on basic skills, literacy and numeracy but also digital competences, and on providing opportunities for achieving higher qualifications through flexible learning pathways. The agenda will also address higher-end skills, paying special attention to skills needed to reap the full potential of the digital world and technological advances.

How do you aim to facilitate this?

By encouraging more and better partnerships between education and labour market actors – employers, businesses, trade unions, chambers of commerce – we aim to increase work-based learning opportunities. This will promote career-long learning and facilitate greater exposure of students to labour market realities. For example, career guidance, career days, possibilities to undergo mock interviews, and so on.

What role does entrepreneurship play?

Promoting self-employment and entrepreneurship has strong potential to create jobs and to strengthen youth

innovation capacity, and to give unemployed and disadvantaged people an opportunity to fully participate in society and the economy. Provided that they get the right support to make this transition.

Entrepreneurship drives growth by making economies innovative and competitive. And this is a challenge for our education systems. It is not just the highest end, it is all sectors of education and training, be it schools, vocational education and training, higher education, or adult learning. There is a need to promote entrepreneurial and innovation-oriented mind-sets across the educational compass. In cooperation with schools, vocational education and training providers and adult learning policies, we want to foster a change in attitudes towards entrepreneurship.

Out of our education systems we should not get job seekers, we should get job shapers – which is not the same thing. Acquiring entrepreneurial skills and therefore being job shapers will enhance citizens' employability and capacity to re-enter the job market as an employee or self-employed person or to launch start-up ventures. And even more importantly, this will contribute to their personal development and their participation in society. We should not forget that in order to be a full citizen, one has to have a job of course, but also, one has to have an increased capacity to act within society.

How will the New Skills Agenda go beyond Europe?

The skills agenda focuses on Europe, but of course, in a globalised world, we don't look only at ourselves, we look beyond our borders. Not only in terms of trade and investments, but also when it comes to mobility, migration, skills, labour rights, and last but not least, social and political stability. The human capital dimension of all of these policies is a very important one, and we all see that the lack of employment and living perspectives, overall, in many countries has a direct impact also in Europe. To this end, employment and skills issues are more and more present on the policy agenda, both for enlargement and neighbourhood countries. In particular, they constitute an important element of the economic governance process, which we have recently launched with enlargement countries.

Of course, each country has its own challenges, as do local communities within each country but at the same time, there are also common features in terms of demographics and skills developments,

which have a considerable impact on the labour market. The high rates of youth unemployment and the skills mismatches are a common denominator not just in Europe but in the majority of the countries that the ETF works with.

The youth challenge in the southern neighbourhood countries is extraordinary as more than a third of young people are excluded from the labour market. Those young people are the future of these countries so needless to say that it is in our common interest to address these challenges and to avoid raising a lost generation.

What is the role of the ETF?

The ETF has played the role of reliable mediator and contributor at the intersection of the EU's internal and external policies, and the partner countries' endeavours in human capital and skills development. The ETF has, very successfully I have to say, strived to improve the ties between employment, skills, and job creation. And it is important to pursue these objectives in the partner countries.

Continued investment in human capital and skills development, notably through vocational education and training in a lifelong learning perspective, becomes crucial in the era of knowledge-based economy across the globe. To this effect, entrepreneurial skills, in particular, have a global currency and only the best prepared and most skilled individuals, and economies, will be able to compete globally and for the prosperity of future generations.

A substantial improvement in the EU partner countries' capacity to identify, anticipate and match skills – including of course entrepreneurial skills – and labour market needs, is a precondition for the design of efficient employment, and education and training policies. ■



Jordi Curell with President of the European Committee of the Regions, Markku Markkula.

Photos: Juha Roininen

INNOVATION NATION: ENTREPRENEURIAL LEARNING IN ISRAEL

In 2015 the ETF put out an open call for examples of good practice in entrepreneurial training. Following a successful competition, ten winners were awarded at the ETF Policy-Practice Forum in March, including Israel's ORT Education Network.



Prof. Shechtman with students of the Technological Entrepreneurship Programme. Business leaders mentor the students as they develop projects and products to take to the market.

Israel boasts the highest number of high-tech start-ups and largest venture capital industry, per capita, in the world¹. The vocational education and training system is supporting the innovation ecosystem.

'Hi-tech, creativity and entrepreneurship go hand in hand,' says Nobel Prize laureate Dan Shechtman, Professor of Materials Science at the Israel Institute of Technology, who is helping put entrepreneurship in classrooms. 'The idea is to teach every child in Israel entrepreneurship like you teach mathematics, physics, chemistry, and English.'

Prof. Shechtman sits on the steering committee of the Technological Entrepreneurship Programme, set up by

the country's leading technology and science educational network, ORT. With close ties to business, the programme is preparing final year technical and vocational education students to enter into the specialised high-tech world.

Mentored by business leaders, students work on a project basis in teams, turning product ideas into reality. More than 160 students aged 16 to 18, some 24 teachers and six schools have taken part so far. Science and engineering teacher, Oren Lamdan, says the objective is to create an alternative studying environment. 'It's real-life learning! We encourage the student to take risks, initiate and innovate.'

For student May Sushan, the approach is working. 'When we meet companies we realise we are doing something real. I feel like a grown up, like it is my job and I want to do it. It's fun!'

Good practice in training

Programmes like this one give young people skills to contribute to more competitive and innovative economies.

The programme is one of ten identified by the ETF as examples of good practice in training. The top ten were selected following an international call for good practice based on criteria drawn up by the ETF and a wide range of training institutions. The focus covered three areas: youth entrepreneurship, women's entrepreneurship, and the internationalisation of SMEs.

In March 2016, the ETF brought expert trainers together with policy makers at a Policy-Practice Forum to share knowledge and know-how. The aim of the initiative is to make policies more effective, ultimately delivering better results for citizens and society.

¹ Sources: Israel Venture Capital Research Centre and research by The Economist.



The ETF award winners for Good Practice in Training celebrate at the gala dinner ceremony in Turin.

Small business: The backbone of economies

Exchanging good practice is a core feature of the Small Business Act for Europe (SBA) – the EU’s tool to improve SME policy, entrepreneurship and SME skills. The SBA is an important driver of the ETF’s work with partner countries in the southern and eastern neighbourhood region, in South Eastern Europe and Turkey. ■

Text: Susanna Dunkerley, ETF

Photos: ETF /Cristian Afker & Andrea Guermani

Find out more on the ETF YouTube channel:

Good practice in training: The ETF award winners

Youth entrepreneurship

- Belfast Enterprise Academy – Belfast City Council, United Kingdom
- School Enterprise – Cometa Formazione, Italy
- Practice Enterprise Concept – EUROPEN-PEN International, Germany
- Incredibol! (Innovazione creativa di Bologna) – Municipality of Bologna, Italy
- Technological Entrepreneurship Programme – ORT Education Network, Israel

Internationalisation of SMEs

- International Growth Programme – Enterprise Lithuania and Giraffe Consulting Ltd., United Kingdom
- The Professional Business Advisor – Optimum Results Ltd., Ireland

Women’s entrepreneurship

- Advancing Economic Empowerment of Survivors of Gender-Based Violence – Gegharkunik Chamber of Commerce and Industry, Armenia
- Female High Fliers Programme – DCU Ryan Academy, Ireland
- Vocational Entrepreneurship Programme – Business Development Centre, Jordan

STATUS UPDATE: QUALIFICATIONS PLATFORM CORRESPONDENTS NETWORK LAUNCHED

Encouraging key experts in national qualifications frameworks (NQFs) to take a more active role in the ETF's online portal – the Qualifications Platform – is at the heart of a new approach to improving professional cooperation in the field. By engaging leading practitioners in qualifications, the ETF hopes to encourage them to take more ownership in updating the *Global National Qualifications Frameworks Inventory*, the key resource supported by the Qualifications Platform.

Launched five years ago, the Qualifications Platform is an online forum that currently has some 750 registered users, offering qualification specialists access to documents, debate and networking. Although most documents are in English, users can navigate the site in English, French, Italian, Russian and Arabic and there is a sub-group specifically for Russian speakers. The platform offers opportunities for 'status updates' – detailed information about professional, legal, educational and other relevant developments – and more general news, opinion and comment via a live blog section launched early March.

Now the ETF is launching a pilot project for Qualifications Platform correspondents drawn from six partner countries in Eastern and South Eastern Europe. The aim is to draw on knowledge of national experts in qualifications reform to create greater user interaction and commentary. This will help to make the Qualifications Platform and the Global Inventory even more useful tools for sharing experience and developments in the field.

Launching the pilot at a two-day qualifications conference in Kiev in March, the ETF expert Michael Graham said that establishing a network of Qualifications Platform correspondents could make the platform a more proactive tool for sharing developments, lessons and opportunities. 'A key task is to update the Global Inventory,' he said. 'We need to improve the structure to make it more accessible.'

The pilot group of Qualifications Platform correspondents will be invited to participate in a special session of the ETF corporate conference on qualifications in Brussels, this November. As the network of correspondents widens, the ETF hopes the Qualifications Platform will become a bigger and more effective network for supporting NQF reform and implementation.

Qualifications Platform correspondents began work in Kiev with Michael Graham and ETF experts Arjen Deij and Maria Lvova on a clearer approach to presenting information on NQF developments on the platform. They have been tasked with helping to update the inventory and write a series of blog posts.

Qualifications Platform correspondents: Their views



Anatolii Garmash, Deputy Director, Labour Potential Development and Corporate Social Responsibility Department, Employers Confederation, Ukraine

'The Qualifications Platform is a very good resource for professionals interested in this field. But we need to widen its scope and attract readers and contributors from a broader audience that is involved in qualifications works. Through social media, such as Facebook, we can bring in others from the world of vocational training and higher education and create cross links within other professional communities.'



Thea Siprashvili, Consultant to the National Centre for Education Quality Enhancement, Georgia

'As an open source platform it is important that information on the Qualifications Platform is verified and validated. As policy makers, we want to study the experience of other countries. The ability to be able to contact the people behind the documents is very important. If people take ownership of the Qualifications Platform – provided it is well moderated – it can be a very useful development.'



Jelena Jakovljevic, Advisor/Coordinator for Qualifications Development, Institute for the Improvement of Education, Serbia

‘We know how NQFs work in our country – of course we want to change and improve. We need to better understand the kind of information experts from various countries want. I would like to see simpler briefs, information arranged by topic – that sort of thing.’



Ejvis Gishti, National Agency of Vocational Education and Training Qualifications, Albania

‘It will help improve information, making it more useful and valuable. If we can improve the Qualifications Platform, that will be great. We all invest so much time and effort – the more efficiently we can use our time and skills and expertise to improve understanding, the better.’



Veaceslav Niciu, Consultant, Department of Postgraduate Studies and Lifelong Learning, Ministry of Education, Republic of Moldova

‘It’s a good idea – if we want to improve our policies in qualifications we need to consult and by contributing to this platform we can further that aim. We’ve been working for two years on developing our own NQF and we need to take advantage of all such resources. I shall be recommending colleagues to sign up for the platform.’



Daria Duilovic, Head of Department for Education Policy, Ministry of Civil Affairs, Bosnia and Herzegovina

‘In the last five years there has been a lot of development in regional practice, where we are developing responses suitable to our environment. The Qualifications Platform offers a possibility for enhancing the sharing of this experience, for solutions that can be applied at a regional level.’ ■

Text and photos: Nick Holdsworth

Join the Qualifications Platform here: goo.gl/ZwejnG



QUALIFICATION SYSTEMS: GETTING OFF THE STARTING LINE

Following the success of the ETF's study *Making Better Vocational Qualifications*, work is underway on a new toolkit aimed at helping partner countries improve their qualification systems.

Published in 2014, *Making Better Vocational Qualifications* brings together a wealth of examples from partner countries, along with ETF experience and analysis. With sections covering the major aspects of qualification system reform, the study concludes with ten specific recommendations that range from engaging the labour market in meaningful decision making to ensuring individuals and their career aspirations are kept firmly in mind.

Above all, the study's message is 'start now', and remember that 'there are no perfect systems'. As they say in business innovation circles, 'don't let the great be the enemy of the good' by waiting until everything is perfectly aligned.

The publication was well received in partner countries and is to be found on the desks of many policy makers and influencers – often with much annotation and other evidence of use – and it continues to be influential throughout the sector.

In June 2014, the ETF issued a policy briefing on *Better Qualifications*, providing updates from around the partner countries on progress being reported in the areas covered by *Making Better Vocational Qualifications*.

But qualifications and the national systems in which they are set are complex and dynamic. The path to

improvement often displays the attributes of a 'wicked' problem, a concept that originated in urban planning policy. 'Wicked' problems involve multiple stakeholders and are not easy to formulate comprehensively. They don't respond to single, linear solutions because they consist of many different problem elements, leading to the so-called 'no stopping' rule; there is no definitive solution, so the problem-solving process is always ongoing.

However, that does not mean the approaches to resolving 'wicked' problems have to be onerous or complicated, or that progress can't be made at all. In the context of qualification systems, the trick is to get going in the first place, and tackle the inevitable dependencies that arise along the way. Writing in the Rotman Institute magazine in 2009, Jeffrey Conklin argues that there are ways to 'tame' a 'wicked' problem that are straightforward and familiar – 'making decisions, doing experiments, launching pilot programmes, testing prototypes, and so on.' All these are supported when there is evidence of good practice to draw on, which is certainly the case in qualification system reform.

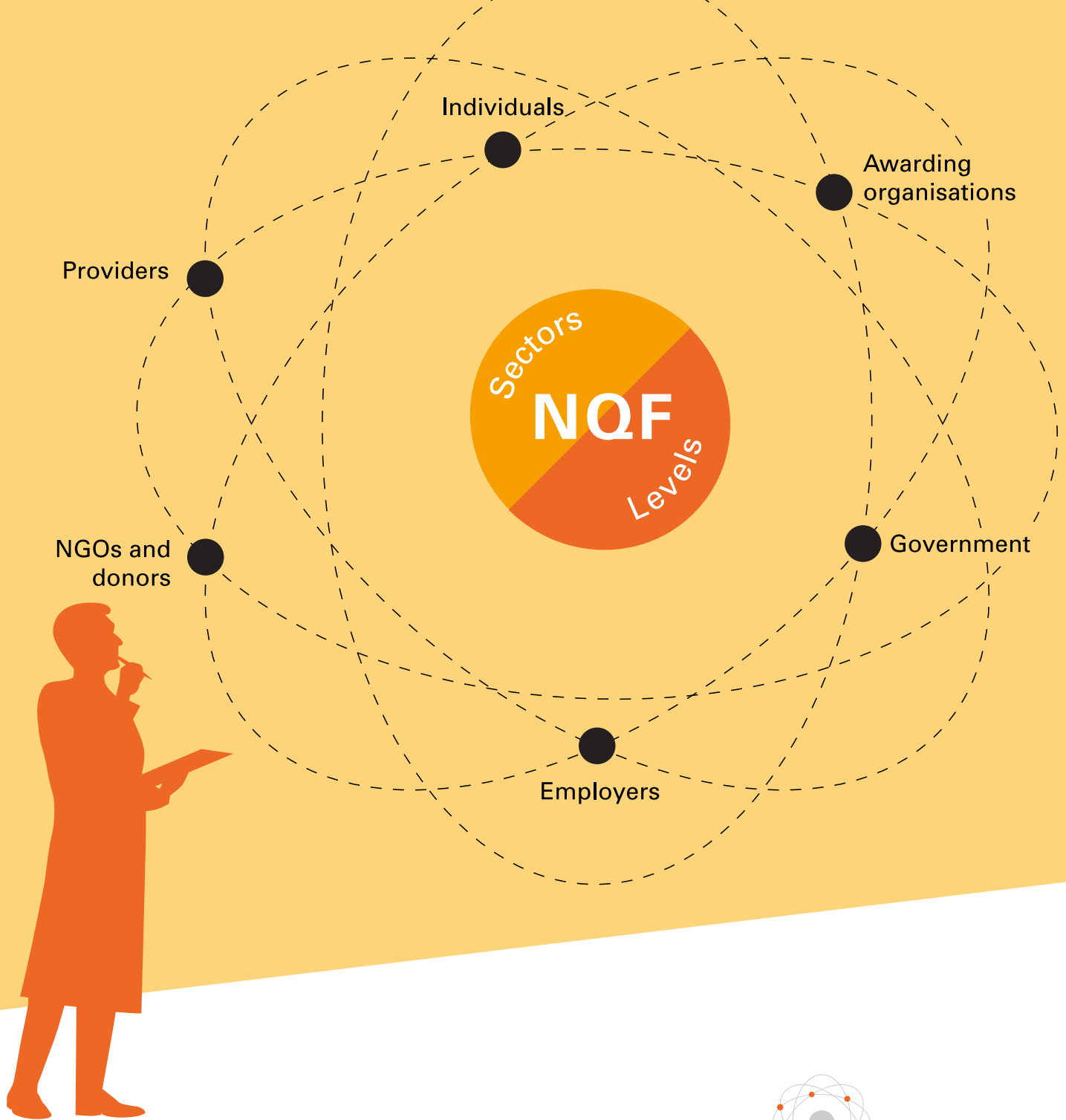
It is vital that ETF partner countries get the balance right between learning from best practice and maintaining local relevance, and the toolkit currently being prepared will help to achieve that.

The purpose of the new toolkit is to enable constructive, multi-level stakeholder dialogue that leads to specific actions. With all the different interests at stake, and with the constant change in the demands that qualification systems face, it's understandable if those seeking improvements feel they are facing intractable barriers. But as Jeffrey Conklin points out, while it may be a natural human tendency to point the finger at others for causing problems, that's not going to help. By stepping back and taking a systemic view, it becomes clear that 'the issue is our collective failure to recognise the recurring and inevitable dynamics' that create the 'wicked' problems in the first place.

Arjen Deij, ETF expert in qualification systems and one of the toolkit's co-authors, is convinced that getting off the starting line is the single most valuable step. 'The whole study is focusing on getting organised to reach the purpose of the qualifications reforms; that is, the fact that individuals will have access, can choose and obtain better qualifications.'

These are relevant qualifications that equip them for employability, career development and lifelong learning. 'We have the dots,' he explains, 'but we need to connect them.' ■

Text: Ezri Carlebach
Infographic: GW&Co



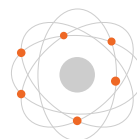
NATIONAL QUALIFICATION SYSTEM

This is everything in a country's education and training system which leads to the issuing of a qualification, including laws, institutions, providers, stakeholders, and qualifications frameworks.



NATIONAL QUALIFICATIONS FRAMEWORK

These are tools which classify qualifications according to a matrix of levels and sectors.



ACTORS

Actors include:

- Individuals
- Providers
- Awarding organisations
- Government
- Employers
- NGOs and donors

ELEVATING SKILLS: WHY VALIDATION MATTERS



Elevator maintenance technician, Erkan Dağcı, learned his skills on the job working for global company KONE Corporation.



The €200,000 state-of-the-art vocational testing centre, located in an industrial zone 40 minutes' drive west of Ankara.

Imagine being stuck inside an elevator. It would likely be an anxious wait for a qualified technician to show up – someone who knows *exactly* what they are doing.

Someone like Erkan Dağci, an elevator maintenance technician who has been working with global company KONE Corporation in Ankara, Turkey, for more than five years. The 29-year-old knows exactly what to do when an elevator breaks down, and is demonstrating the skills he has learned on the job at a specialised vocational testing and certification centre.

His job demands a high level of technical know-how. So too does the 16-hour exam taking place over two days at the testing centre, located in an industrial zone 40 minutes' drive west of Ankara.

Thankfully, there are no people stuck inside the test elevator. The seriousness of the situation, however, is not lost on Erkan who springs straight into action.

He starts by opening the doors and peering down the shaft to determine where the elevator is, the safety of the physical work environment. Pressing the call button, he attempts to send the elevator up and bounds up a flight of stairs to check if it arrives. It does not. Applying a maintenance warning sign to the doors, he moves to the machinery room, shutting the elevator system down. While working, Erkan explains each step, methodically, to the team of expert

assessors who are watching, assessing and filming him throughout.

Erkan is one of 70 elevator technicians to take the test at the €200,000 state-of-the-art centre since it opened its doors in 2015. Around 70% passed to receive certification that remains valid for five years. The non-profit centre specialises in certifying skills in elevator maintenance, assembly and hydraulic systems, learned outside of formal school settings. The exam costs around 2,000 Turkish lira (€600). The employers typically pay, as is the case for Erkan; half the cost is currently reimbursed through an EU project.

Erkan studied electronics at a vocational school but learned most of his skills on the job. For him, having his skills validated is a key to unlock his future employment prospects. 'The test, and pursuing this exam, makes me feel more confident about my future,' he says. 'In the future I want to work in Europe, so having a formal qualification that is recognised is very valuable to me.'

Seref Demir, 60, oversees the testing centre. Prior to this, he spent 40 years teaching mechanics in Turkey's vocational education system. He says students in vocational classrooms are simply not learning the skills they need for work. Validation of skills learned on the job is providing a 'generation of opportunity' for Turkey. 'This allows people to develop professionally and provides them with opportunities to advance in their careers.'

'It also helps employers find the personnel they need,' he says, adding that validation has a positive effect on the overall quality of vocational skills and qualifications.

Building better validation systems

The centre is one of ten vocational testing and certification centres located around Ankara, and one of 41 nationwide. Demand continues to grow due to new national requirements for all workers in 40 dangerous and hazardous occupations, including elevator maintenance, to be formally certified.

The new occupational health and safety regulations came in response to a 2014 coal mining disaster in which 301 workers were killed.

Turkey's Vocational Qualifications Authority (VQA) is setting the certification criteria for the listed occupations, together with stakeholders from the world of work. The agency is linking this to Turkey's qualifications framework (TQF), which aims to provide a clear and consistent means of describing, classifying and comparing qualifications. The TQF is being aligned with the European Qualifications Framework, the tool that helps to make national qualifications more readable across Europe, promoting labour mobility and lifelong learning.



Examinees are watched, assessed and filmed by a team of experts throughout the 16-hour exam.

VQA's Vice President Firuzan Silahşör says the goal of the TQF is to provide better qualified workers, employment opportunities and labour mobility. 'We are developing a correlation between employment and learning. We are a bridge! This is particularly important for our growing population. There will be 65 million people of employment age in Turkey in the next 25 years. They need to be educated well with transparent and transferable qualifications. The TQF is a very important reform tool; each and every type of learning will benefit. But this is just the beginning; there are challenges and risks in front of us, but when we come together, we can overcome those challenges together.'

The case for quality qualifications

With an increasingly international and mobile workforce, people need a clear and trusted way to demonstrate their competences both at home and abroad. Most of the ETF's 29 partner countries have national qualifications frameworks.

Spurred by strong demand from employers, Turkey is just one of the EU candidate countries working on developing easily accessible validation

systems – ideally linked to qualifications frameworks – that allow people to demonstrate their knowledge, skills and competences to obtain full or partial qualifications.

ETF expert Anna Kahlson says validating skills acquired through non-formal and informal learning is not only an investment in education and labour market systems, but in people. 'Validation motivates people into new jobs and career paths. It opens doors so people can follow their dreams. But validation can't be developed in a vacuum; people also need to have access to training to fill in any gaps that they may have.'

Şennur Çetin, from Turkey's Ministry of National Education, agrees. 'It [learning] has to be functional for the person. In today's competitive environment, those skills and competences are critical for individuals, the welfare of society and the economy. Skills should be validated!' ■

Text and photos: Susanna Dunkerley, ETF

The ETF is helping its partner countries to address qualification system reform. Qualifications is the focus of the ETF corporate conference in November 2016 in Brussels.



Seref Demir, who spent 40 years teaching mechanics in Turkey's vocational education system, says validation testing centres are opening up doors for the country's youth.

MOVING SKILLS FORWARD TOGETHER: TORINO PROCESS 2016–17



Vocational education and training specialists joined ETF experts for the inaugural Torino Process coordinators' workshop in Turin.

The fourth round of the Torino Process – the vehicle that engages participating countries to improve their vocational education and training (VET) systems – is underway. The kick-off took place at the

ETF in February, marking an exciting new level of cooperation. Some 20 VET specialists from 14 ETF partner countries joined forces at the Torino Process coordinators' workshop to share notes,

development ideas and priorities for the year ahead.

Beginning in 2010, the process has developed to a point where national coordinators are tasked with overseeing the process in their countries. ETF expert Mihaylo Milovanovitch says the ETF is now in a position to engage participating countries in a new and different way. 'This is because they are aware of what the process is about, and what the deliverables can, and cannot, do. The coordinator's workshop shows that we are a team. Despite the fact that we are a large geographical area, we are united around the same idea. The ultimate goal is to facilitate action. What we want to see is how this can transform into action, into something that makes a real difference for those in the VET system.'

Live&Learn caught up with some of the Torino Process national coordinators to get their views.



Serbia

Iskra Maksimovic says sitting with other countries around the table and learning from their experiences will help to develop the Serbian model. 'I am learning from other countries and coordinators about what they are planning for the methodological tools, how they will collect data, and the level of resources they are committing.'

Iskra describes the Torino Process as a vehicle to push the development of VET in the right direction. 'Without it, and the ETF, maybe we would not be where we are today!'



Kazakhstan

This Central Asian country is taking greater ownership of the Torino Process as it moves into its second round of participation. Yelena Zigangirova says the focus for Kazakhstan is to involve more stakeholders and improve the image of VET. On these topics, she was particularly keen to learn from some of the more seasoned partner countries at the workshop. 'We are looking forward to sharing our experience and to learning from the countries that have implemented

the report for many years. I want to know what challenges and problems they faced so we can try to avoid them!'

Yelena says the Torino Process has helped Kazakhstan to understand what is going on in VET policy and VET systems. 'We are learning what our strengths and weaknesses are, and to monitor progress. I hope that this year will be successful and fruitful for Kazakhstan and the ETF!'



Azerbaijan

Azerbaijan has been involved in the Torino Process since 2010 and is taking greater ownership. Nigar Ismayilzade says the exchange of practice is very helpful when it comes to policy learning. 'The Torino Process is a very good tool to benchmark policy making, not only the positives but also the failures. We have been exchanging experiences and different cases. We are discovering methods and modalities applied by other

countries, and what can be done to validate the data and statistics used in the Torino Process report.'

Azerbaijan is also trying to involve more stakeholders in the strategy and roadmap development. 'We want to learn from others as much as possible! The Torino Process is a great opportunity for Azerbaijan right now and for future generations. It will make a big change.'



Republic of Moldova

Vera Chilari says a good start means that half of the work is done! 'I have clearer guidance and recommendations about how to make the process a fruitful one and develop a good product – the Torino Process report.'

Vera says the value of the Torino Process report is that it identifies problems, helps

to make a diagnosis, and highlights priorities going forward. 'The Torino Process is used by policy makers, partners and donors to help the VET system become more career-oriented, affordable and flexible. I hope the final product, the Torino Process report, this time around is of a good quality, is effective, and is one that we can make good use of!'



Montenegro

Marko Vukasinovic welcomed the opportunity to consult his international counterparts. 'It's not learning by doing, but doing through peer learning. At the international level, we face similar challenges as within the EU. The opportunity provided through the

monitoring process to consult and learn from each other allows us to face challenges in the best possible way.'



Georgia

The country has been involved in the Torino Process since 2010. Nikoloz Meskhishvili says that bringing international partners together to share challenges and opportunities is a benefit. 'Another benefit is to develop evidence-based analysis about VET and labour

markets. With the support of the ETF we have developed the framework for social partnerships, engaging partners at the micro and macro level.'



Ukraine

Ukraine has begun its ambitious plan to improve VET by taking the Torino Process to 25 regions. The country has been involved in the Torino Process since the beginning in 2010. In 2013–14 it began to roll out the Torino Process in five regions. The results were very good, according to national Torino Process coordinator, Viktoria Karbysheva. 'We were able to analyse the local state of play in the area of VET. And now we are preparing to take the Torino Process even further.'

It's a big step for Ukraine, one that Viktoria sees as both a challenge and an opportunity. 'Implementation at the regional level allows the regions to have a holistic picture of their VET systems, to benchmark, to search for innovative ideas.'

Viktoria joined the regional-level coordinators, ETF experts and Ukraine's Deputy Minister of Education and Science, Pavlo Khobzey, in Kiev in April to kick-start the regional-level roll out. Speaking at the event, Deputy Minister Khobzey stressed the importance of taking full ownership of the Torino Process. 'Ukraine should not wait for somebody's help to write the Torino Process report. We have to do it ourselves!' he said, urging strengthened cooperation between VET providers and employers. 'If there is no trust by different stakeholders, there is no way to work together.' ■



The ETF team were kept busy throughout the workshop, sharing expertise and helping to facilitate action.



The Torino Process in a nutshell

The ETF works with its 29 partner countries to improve VET policies, systems and outcomes. Progress, updates and results are tracked through the Torino Process – a participatory review involving many stakeholders.

It's a two-year cycle with three key phases. Beginning at the national level, participating countries collect and analyse data. The next phase takes place at the regional level where countries share common challenges and solutions in VET development and governance. It wraps up at the international level, with countries meeting together in Italy for the Torino Process conference. It is here that high-profile policy makers, inspirational experts from the partner countries, the EU, international organisations and social partners make a declaration, outlining priorities and principles to drive VET outcomes forward.

The next Torino Process international conference will take place in June 2017.



Text: Susanna Dunkerley, ETF

Photos: ETF/Davide Bozzalla & Cristian Afer

MOVERS AND SHAKERS: PALESTINE MOVING FORWARD ON MONITORING AND EVALUATION

International donors, employers, training providers and the government are working together to the monitoring and evaluation of technical and vocational education and training (TVET) system reform in Palestine.

Issa Amro, from the Palestinian Ministry of Labour, says the Monitoring and Evaluation Working Group is helping to remove fragmentation and duplication in the TVET system. 'This is a new approach for us. Employers are not only working together from the top, but from the bottom in assisting in planning and implementation.'

The group includes representatives from the education and labour ministries, chambers of commerce, the Palestinian Central Bureau of Statistics, NGOs and vocational providers. 'This is a great example of how we are working together to create the monitoring system – working together for the same cause. This is new, and we are happy and proud!'

One task for the group is to implement tracer studies of TVET graduates to understand better if, how, and where they are using their skills. The development is part of the EU-funded Governance for Employability in the Mediterranean (GEMM) initiative that began in 2013.

The model will be put to the test over the coming years to determine if it is sustainable. However, the key actors involved in the project agreed on the foundations necessary to make it a success.

Issa Amro shared the update with counterparts from Tunisia in Turin in January. It was the first time that VET experts and policy makers from Palestine and Tunisia got together to share insights, network and learn from each other's experience, specifically on monitoring and



Issa Amro is part of Palestine's multi-stakeholder Monitoring and Evaluation Working Group, which is helping to coordinate initiatives in the area of monitoring and development.

evaluation. While they have different approaches, both countries have flagged monitoring as a priority through the Torino Process.

Issa welcomed the opportunity. 'We should work together, especially when we are working on the development of the same topic. Developing monitoring and evaluation systems will help cut unemployment rates of young people across the region.'

'The opposite of unemployment is TVET – it's the only solution for

unemployment in the Middle East.' Both Palestine and Tunisia see TVET as the basis for development and consider that it is very important to invest in the sector.

ETF expert Mariavittoria Garlappi, who helped facilitate the meeting, says Palestine and Tunisia are great examples of ETF partner countries taking ownership and moving VET outcomes forward. 'What we see is a strong commitment at a practical level to work towards systemic reform.' ■

Text and photo: Susanna Dunkerley, ETF

ENHANCING DONOR COOPERATION IN PALESTINE

Improved coordination among international donors, governments and donor organisations makes development assistance more efficient and effective. The technical and vocational education and training (TVET) sector in Palestine continues to improve thanks to enhanced stakeholder collaboration.



Improving access to vocational education and aligning vocational skills with labour market demand are among the priorities of a new €8 million EU-funded programme designed by the ETF.

Announced in December 2015, the four-year programme builds upon the success of ongoing vocational education reforms funded by the EU, in cooperation with international donors from Germany, Ireland, Finland, Norway and Belgium. Implementation will be overseen by Germany's international development agency (GIZ), working closely with the Palestinian government, TVET institutions, employers and other stakeholders.

Beatrice Campodonico, from the EU Delegation in Palestine, says the international community is facilitating a better approach to development. 'TVET is a shining example of donors' cooperation. With this new programme we will follow the same approach, with the aim of achieving the same good results.'

Bart Horemans, from the Belgian Development Agency (BTC), says donors have been working well to develop work-based learning programmes across Palestine. 'We have a nice combination of donors working together to have maximum impact on the quality of vocational education. Quality is linked to monitoring and evaluation, which is where

the ETF is involved. When donors and agencies work together there's an obvious advantage for the end beneficiaries. They get more money and more quality for the same price since we have less transaction costs, and better programmes as we learn more from each other.'

Andreas König, head of GIZ's TVET team in Palestine, agrees, saying cooperation is about reaching shared objectives, faster and with less resources and a higher impact. 'The taxpayers benefit because their money is used in a more efficient and more cost-effective way.'

Peter Greenwood, from the ETF, says the collaboration is having a social,



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educational and economic impact. 'To be effective and sustainable in partner countries, TVET reform has to take into account the interests of all relevant players – national authorities, employers, teachers, local communities, families, and of course students. The ETF has been working together with all these stakeholders to help create an evidence-based strategy through the Torino Process.'

'In addition to the partner country stakeholders, the ETF cooperates intensively with other international organisations and bilateral donors, such as GIZ and the BTC, facilitating the sharing of ideas and lessons learned and encouraging greater harmonisation and alignment in TVET reform,' he adds.

In Palestine, the economic impact is being realised. Secretary General of the Federation of Palestinian Chambers of Commerce, Industry and Agriculture, Jamal Jawabreh, says cooperation with international donors has helped boost exports, particularly to Jordan, Turkey and Kuwait. 'We are working together with

the business industry to improve products, industry and services – locally, regionally and internationally. So we can create new jobs, develop the country and the economy and compete with neighbouring countries.'

Jehad Draid, Director General at the Palestinian Ministry of Education, says the benefits of the collaboration include better-targeted funding, programmes and outcomes. 'Donor coordination is a very important element for the ministry. Cooperation is essential to respond to vocational education and training and to align priorities in education, while responding to market needs. We are moving forward!'

Assistant Deputy Minister for VET Samer Saleme, from the Ministry of Labour, is hoping to involve even more countries and donors in the future. 'We can showcase the very good results that we have achieved, in an effort to expand our cooperation further.' ■

Text: Susanna Dunkerley, ETF
Photos: ETF

To find out more about how the international donors' community is driving results in Palestine, watch the short film on the ETF YouTube channel:



NEW PUBLICATIONS

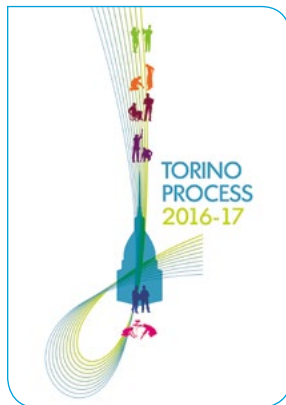
LOCAL SKILLS MATTER: A JOURNEY THROUGH ENTREPRENEURIAL COMMUNITIES

Voluntary, forward-thinking, innovative, and local – come and meet the ETF's ten Entrepreneurial Communities*.

This illustrated publication showcases innovative approaches that are making learning, education and training more relevant for the world of work. Also available in French and Russian.

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* The ten country papers – Local skills matter: Algeria, Belarus, Georgia, Israel, Jordan, Kazakhstan, Lebanon, Moldova, Montenegro, and Serbia – are also available to download.



TORINO PROCESS 2016-17

What is the Torino Process? What's new? What are its principles, methodology and indicators? Everything you wanted to know, and much more, spelled out in the

2016-17 edition's guidelines. Also available in French and Russian.

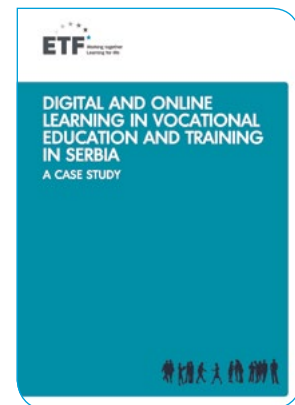
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DIGITAL AND ONLINE LEARNING IN VOCATIONAL EDUCATION AND TRAINING IN SERBIA

Working closely with the Ministry of Education, Science and Technological Development, the ETF conducted a case study of digital and online learning in Serbia where 75% of students attend

secondary vocational schools. Read the results and recommendations in this paper.

goo.gl/rhMXD9



HIGHLIGHTS 2015

The skills dimension of migration, VET governance, tackling youth unemployment and inactivity – just some of the areas the ETF has been working

on. Discover some of the 2015 highlights and what's in store for 2016, in this short briefing note. Also available in French.

goo.gl/ibfNLR

TUNE IN ON THE TUBE

Catch all the latest short films and animations on the ETF YouTube channel.
www.youtube.com/etfeuropa

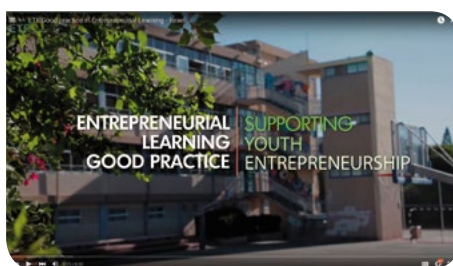
Did you know there are close to 200 mini movies uploaded already? We've coordinated two playlists to complement this edition of Live&Learn.

ENTREPRENEURIAL LEARNING

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Good Practice Awards – Armenia



Good Practice Awards – Israel



Good Practice Awards – Lithuania



Entrepreneurial Learning – Animation



Good Practice Development – Animation



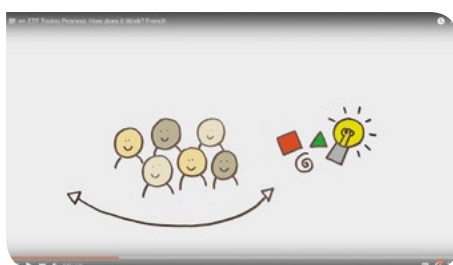
ETF and the Small Business Act – Animation

TORINO PROCESS

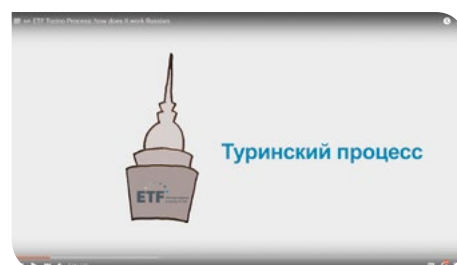
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Publications Office



Printed on paper awarded the European Union Eco-label

TA-AF-16-036-EN-N