Human Capital Development in the Western Balkans: An imperative for Vocational Education and Training

Summary of Torino Process 2018-20 findings

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WHAT IS THE TORINO PROCESS?

A participatory process leading to an analysis of human capital development issues and vocational education and training policy responses in different countries.
WHY DO WE DO IT?

To provide a reliable source of information for national policies and external support, in particular the programming of EU assistance.
WHAT IS IT USED FOR?

Input to post-2020 VET strategies and IPA programming

Policy dialogue and inter-institutional cooperation

Monitoring skills and employment strategies
INSTITUTIONS IN CHARGE OF TRP5 IN SEET

ALBANIA
EJVIS GISHTI
NATIONAL AGENCY FOR VET & QUALIFICATIONS

BOSNIA & HERZEGOVINA
VESNA PURATIC / AIDA DZAFAEROVIC
MINISTRY OF CIVIL AFFAIRS

KOSOVO
ARLINDA BEKA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MONTENEGRO
ZORA BOGICEVIC
MINISTRY OF EDUCATION

MONTENEGRO
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SERBIA
RADOVAN ZIVKOVIC
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGICAL DEVELOPMENT

TURKEY
ELVAN KAHYAOGLU
MINISTRY FOR NATIONAL EDUCATION

NORTH MACEDONIA
ZORAN JOVCHEVSKI
VET CENTRE
HUMAN CAPITAL IMPLICATIONS IN THE REGION

SHRINKING SKILLS SUPPLY
- Lower fertility rates; ageing; emigration
- Incidence of underachievement at early stages in education
- Improved education attainment but not always better skills sets

UNDERUTILISATION OF HUMAN CAPITAL POTENTIAL
- Skills depreciation due to unemployment and inactivity
- Difficult transition from school to work
- Skills mismatches

MATCHING FUTURE SKILLS NEEDS
- Changing economy and labour market
- Limited upskilling and reskilling
- Boost key competences (digital, entrepreneurial etc.) to ensure adaptability
Benchmarking ET2020 (2017/18)

Source: ETF database, Eurostat
Matching skills to emerging needs of the economy

Modernising VET provision (including in collaboration with business sector)

Ensuring access to learning opportunities and making skills visible for all (flexible and inclusive learning pathways)
EU CONTRIBUTION TO VET AND LLL REFORMS

- EU – countries policy dialogue – push for reforms and targeted measures to link education to labour market and learners’ needs
- IPA I and II – tested innovations in education and training systems and system change
- EU led initiatives catalyst for reforms and cooperation (EQF and referencing process, EQAVET, EAfA, Youth Guarantee etc.)
- ERASMUS – school level cooperation, bottom – up initiatives
WHAT’S NEXT?

- mainstream quality assurance principles
- embed digital and entrepreneurial skills in VET and LLL
- reflect occupational changes
- Intensify work based learning
WHAT’S NEXT?

- consolidate the business liaison roles at school and local levels
- partnerships to address learners’ needs
- effective and continuous partnerships in qualification development and delivery
- Sustainable financing mechanisms
WHAT’S NEXT?

- Expand the network of adult learning providers and reach deprived regions and learners
- Foster quality assurance in lifelong learning
- Against the backdrop of demographic decline, vocational schools to take up responsibilities in providing upskilling and reskilling services to adults
WHAT’S NEXT?

- boost the anticipation of skills needs in medium to long-term
- consolidate their labour market and skills information systems and reflect results in career guidance
WHAT’S NEXT?

- Address remaining current data gaps in area of VET and LLL
- Full harmonisation with international standards being classifications or survey instruments
- Foster interinstitutional cooperation in data sharing