European Training Foundation (ETF) – The European Training Foundation is a European Union agency that helps transition and developing countries 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.

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*The European Training Foundation (ETF) working in Good Multilevel Governance in Human Capital Development, with focus on Vocational Education and training (VET)*

The European Training Foundation (ETF) is a decentralized, specialist agency of the European Union. With core mission of helping transition and developing countries harness the potential of their human capital through the reform of education, training, and labour market systems, in the context of EU external relations policies.

The ETF works with 29 countries bordering the EU to improve their vocational education and training systems, analyze skills needs, and develop their labour markets. By doing so, ETF supports them to improve social cohesion and achieve more sustainable economic growth, which in turn benefits Member States and their citizens by improving economic relations.

The ETF collaborates on a country-specific as well as multi-country basis, building frameworks for continuity in policy and promoting the design of evidence-based policy and implementation. The ETF frequently operates in uncertain and, at times, unstable contexts. The ETF activities with partner countries cover a range of related areas. For instance:

- Skills and employment needs analysis
- System governance, including stakeholder engagement
- Social dialogue and private sector participation
• Qualification systems and quality assurance
• Work-based learning
• Teacher training
• Entrepreneurial learning and core competences, and
• Career guidance.

By definition, governance in VET includes the policy areas of financing (who pays for services, and how), partnerships (who is doing what, and how, for win–win approaches) and assuring quality (making sure the service is good). According to international experience, governance is a key strategic policy area for effectively modernising VET, looking towards the future (1). The ETF is very much aware of this.

Good multilevel governance in VET allows involvement, coordination and public and private interaction to shape relevant skills. This approach must address the institutional, financial and informational aspects of steering VET policies and systems. All these issues have been brought to the fore to be urgently tackled by partner countries within the framework of the ETF Torino Process, which was launched in 2010 and has since had three additional rounds (2012, 2014 and 2016) (2). Since the first round, VET good multilevel governance has been identified by the Torino Process as a major issue for unleashing the potential to drive successful systemic VET reforms in partner countries.

The European Training Foundation (ETF) operationalizing the Conference theme

Ensuring good governance in VET and skills development more broadly is a difficult task as it is a complex policy area located at the intersection of education, training, and social, economic and labour market policies, contributing to socioeconomic national goals while balancing regional development (ETF, 2013). It is at the same time an objective within the Sustainable Development Goals, in particular within the SDG4. It is generally acknowledged however that the SDG4 is essential for achieving all other Goals.

The economic and social dimensions of VET skills are challenged by high youth unemployment in many countries worldwide. At the same time, technological changes and the rapid digitisation of many economic sectors and occupations are putting pressure on VET policies and systems, in both developed and developing countries, to provide high-quality skills in order to respond to such employment shifts.

ETF partner countries aim to raise the status and profile of VET, to be seen within a lifelong learning continuum. The parity of esteem of VET with other education sectors is a crucial issue in many countries. VET should become an optimal learning option for students, families and employers. There is also a need to tackle the effects of skills mismatches to improve the employability of the youngest cohorts and senior workers in the labour markets.

For all these reasons, the most attractive and innovative VET systems in the EU and worldwide build on the development of effective multilevel partnership approaches by giving an effective role to the social partners and other industrial (private) actors within the policy-making cycle, while enhancing the policy functions of regional and local actors. Ideal conditions would combine agreements on delegated responsibilities, with a view to attractive and excellent skills education and training provision that meets local needs, with accountability of the institutions.

Following this background, the ETF will coordinate panel(s), split in two core sessions, for operationalizing the following topics and issues within framework of Conference themes:

(1) Among some key sources, see, for instance, UNESCO (2015).
(2) The ETF Torino Process is a participatory process leading to an evidence-based analysis of VET policies in a given (EU partner) country. It builds consensus on the possible ways forward in VET policy and system development. This includes the determination of the state of the art and vision for VET in each country, or, after a two-year period, an assessment of the progress that countries are making in achieving the desired results. The added value of the Torino Process lies in the fact that it embeds VET within the socioeconomic context and ensures that the analysis is informed by relevant evidence and takes place through structured dialogue. In this respect, the ETF helps countries to gather information from different sources of evidence and fosters policy dialogue (www.etf.europa.eu).
The European Training Foundation (ETF) Call for Contributions: Guidance for Authors

Against this background, the ETF call for papers will build on the above-mentioned topics and issues to drive the presentations and discussion in the session(s). More in concrete the expected contributions for authors to participate in ETF panels are following

- Good Multilevel-Governance and Partnerships approaches on VET and Skills systems for realising lifelong learning for all

  Research and practices addressing the application of multilevel, participatory, inclusive governance approaches in human capital development/VET and skills policy making and policy cycles. Role and effectiveness of certain institutions (e.g. different types of Councils), inter-ministerial cooperation practices and other types of coordination mechanisms are essential for effective and inclusive governance. Transparency and accountability mechanism are key tools for deploying such cooperation arrangements. This also refers to how institutions perform, and what methodologies use for, assessing, evaluating and/or monitoring the implementation of such approaches, and learn how to improve governance and performance standards over time.

- Public-Private Partnerships for VET and Skills development, including Financial and non-Financial arrangements for employers’ engagement

  Research and practices oriented to analysis conditions and working processes for sustainable partnerships. Forms, different types of public and private cooperation at all possible levels (international, national, local, schools, company etc.), using fiscal arrangements, trust-building processes and other issues such as capacities of different actors and institutions involved are crucial for shaping implementing, monitoring and review PPPs for VET and skills development. Issues of equity are relevant in context of the SDGs.

- Decentralization forms of VET and Skills governance, including roles, functions and thematic policy areas

  Centralized approaches on VET and Skills policies seems not to be many times the best option for boosting demand-driven skills policies as other actors should be involved in systematic and structured manner. The role of regions and local environments are crucial in the formation and implementation of local partnerships for VET and Skills development. Empirical works and practices should support better on unravelling dilemmas for effective deconcentration, delegation or devolution of responsibilities to lower layers of implementing public VET and Skills functions and thematic areas (e.g. curricula, quality standards, etc.), whilst engaging in cooperation local employers, sectoral organisations, and other industrial regional networks. Steering from the centre and implementing VET and skills policies from local levels is a key issue to further understand.
• Vocational School (self) governance addressing managerial, financial and/or accountability dimensions and policy practices.

The fourth industrial revolution is demanding quick responses to deal with occupational and sectoral changes. VET and Skills institutions are requested to deliver relevant skills for students, adult learners, migrants, and other groups whose human capital is supporting the socioeconomic development of local communities and countries as a whole. Educational institutions are challenged in such environment. Increasing managerial, pedagogic and financial autonomy going in line with accountability practices is an option that countries and public administrations are progressively empowering. Stronger autonomy is often a requisite for having more effective decision making processes and influential role on implementation of sound VET and Skills policies. Research and practices on how school operations deal with these issues is strongly needed to understand better how institutions are evolving and addressing leadership, management, funding practices, teaching and learning methods, hiring and firing policies, curricula and transversal competences, partnerships development, excellence and innovation, to provide skills of quality in the labour market.
How to Submit a Contribution?

In order to submit a contribution, please visit this webpage: https://www.conftool.org/iias-lien-conference2019/register.php.

After an account is created, you will be able to submit an abstract in a given Conference track. Unless stated otherwise in the call, abstracts are limited to 500 words. In each track, at least one corresponding author is mentioned: you may contact him/her in advance if you have questions. The deadline to submit is set at 15 February.

The chairs and/or the reviewers will evaluate your contribution, on basis of three criterions, leading to an overall judgment: relevance for the track, quality of the substance, and quality of the form. You will be notified when the decision is made, on March 15th latest. It can be acceptance, rejection, or conditional acceptance.

Registrations will be open from March 1st onwards.

The full paper (if applicable) is expected by May 31st.


The organizers can be contacted at info@iias-lien-conference2019.org.


Après avoir créé un compte, vous serez en mesure de proposer un résumé dans un atelier de la conférence. Sauf disposition contraire dans l’appel, les résumés sont limités à 500 mots. Dans chaque atelier, au moins un auteur correspondant est mentionné : vous pouvez le/la contacter à l’avance si vous avez des questions de contenu. Le date limite est fixée au 15 février.


Les inscriptions seront ouvertes à partir du 1er mars.

La contribution complète (si applicable) est attendue d’ici le 31 mai.


Les organisateurs peuvent être contactés à info@iias-lien-conference2019.org.
ABOUT THE ORGANIZERS

The International Institute of Administrative Sciences

The **International Institute of Administrative Sciences** (IIAS) is an international non-profit organization headquartered in Brussels (Belgium). Established in 1930, its mission is to:

- Organize high impact events for academe and the public service,
- Produce and disseminate relevant knowledge on public governance,
- Enable strategic projects with its members and partners, and
- Accredit training programs.

Every year in late June, the IIAS organizes its flagship Congress, gathering more than 300 scholars, students and civil servants in a different region of the world.

The IIAS is also a Group of several public governance societies contributing to its mission through own events, publications, projects and accreditation services:

- The **International Association of Schools and Institutes of Administration** (IASIA)
- The **European Group of Public Administration** (EGPA)
- The **Asian Group of Public Administration** (AGPA)
- The **Latin American Group of Public Administration** (LAGPA)

Nanyang Technological University, Singapore

A research-intensive public university, Nanyang Technological University, Singapore (NTU Singapore) has 33,000 undergraduate and postgraduate students in the colleges of Engineering, Business, Science, and Humanities, Arts and Social Sciences, and its Graduate College. NTU’s Lee Kong Chian School of Medicine was established jointly with Imperial College London. In 2018, NTU was placed 12th globally in the Quacquarelli Symonds (QS) World University Rankings. It was also ranked the world’s best young university (under 50 years old) by QS for the fifth consecutive year. In addition, NTU was named the world’s fastest rising young university by Times Higher Education in 2015.

The Nanyang Centre for Public Administration (NCPA) is a leading institution in Asia that provides policy-oriented postgraduate education and executive training programmes as well as cutting-edge research on public governance. The School of Social Sciences which includes Economics, Psychology, Public Policy and Global Affairs, Sociology, Geography and Urban Planning has directed extensive academic attention to the central themes of effective, accountable and inclusive governance.

Every alternate year, with generous funding support by the Lien Foundation, NCPA organizes the Lien International Conference on Good Governance where more than 200 scholars, researchers and practitioners from all over the world gather to examine major issues in governance and public service delivery in the national and global contexts.