

Skill Formation in Central and Eastern Europe: A Search for Patterns and Directions of Development

Vidmantas Tūtlys, Jonathan Winterton and
Jörg Markowitsch

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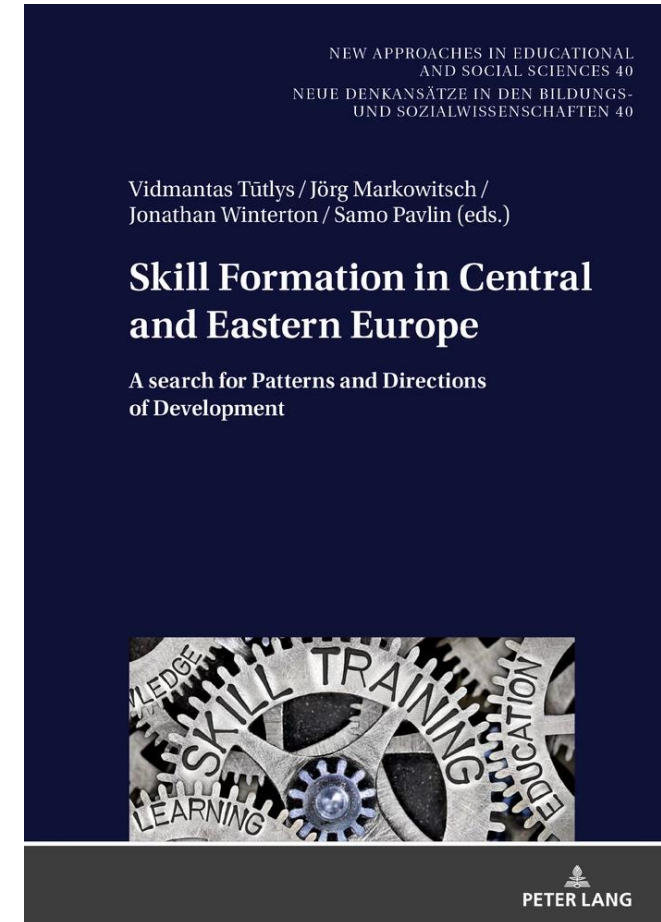
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Historical-geographical scope of research: capturing all regions of post- communist CEE

- countries in the 'socialist camp' since WW2, liberated in 1989–90 and became EU member states from 2004 onwards (BU, CZ, HR, HU, PL, RO, SI, SK)
- countries belonging to USSR since 1940, regained freedom in 1990-91 and became EU member states in 2004 (Baltic States)
- country that was a part of USSR since its establishment in 1922, regained independence in 1991 potential EU candidate country (Ukraine).





2022

1989



Why this book?

- Lack of comparative research on skill formation in CEE
- Variety of approaches to skill formation in the region.
- A higher dynamic of change and more profound changes
- Overcoming a fragmented view of skill formation in CEE
- Better understanding the role of policy transfer
- Supporting VET research in CEE

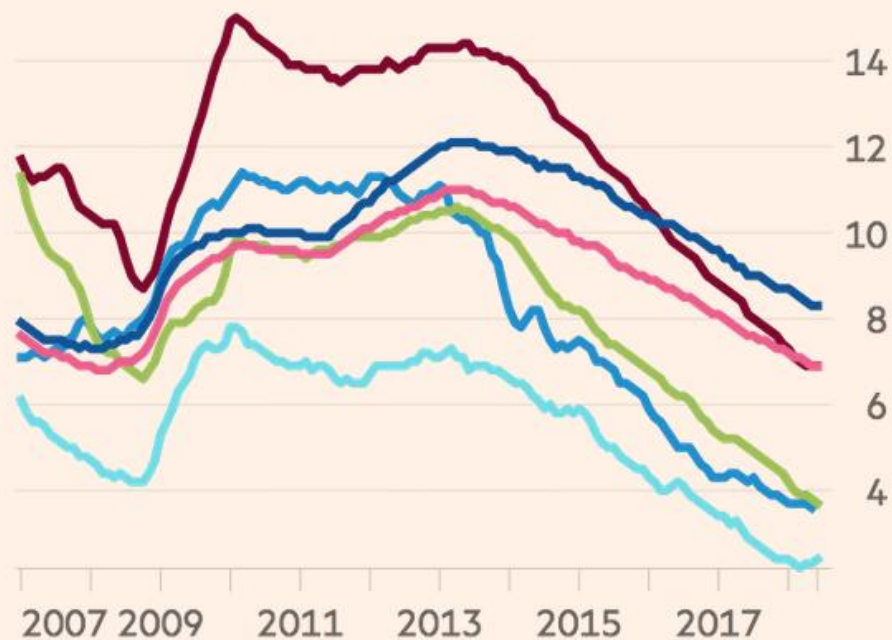
The other end of history?
New awareness for the East
„Catch-up“ countries?
From emmigration to immigration
Different trajectories



Unemployment is lower in central Europe than in most of the EU

%

— Eurozone — EU — Czech Republic
— Poland — Hungary — Slovakia

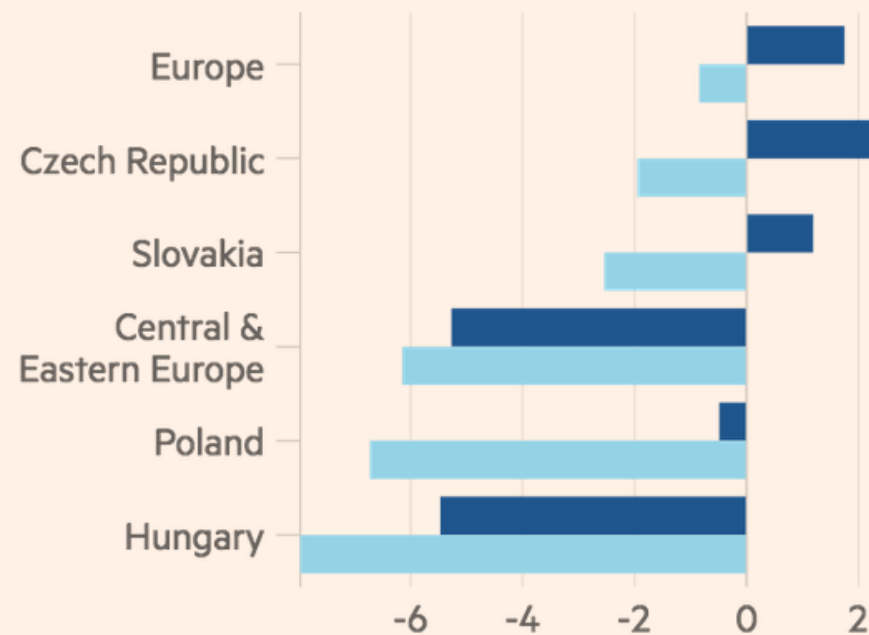


Sources: Thomson Reuters Datastream, Eurostat
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The region's population is shrinking

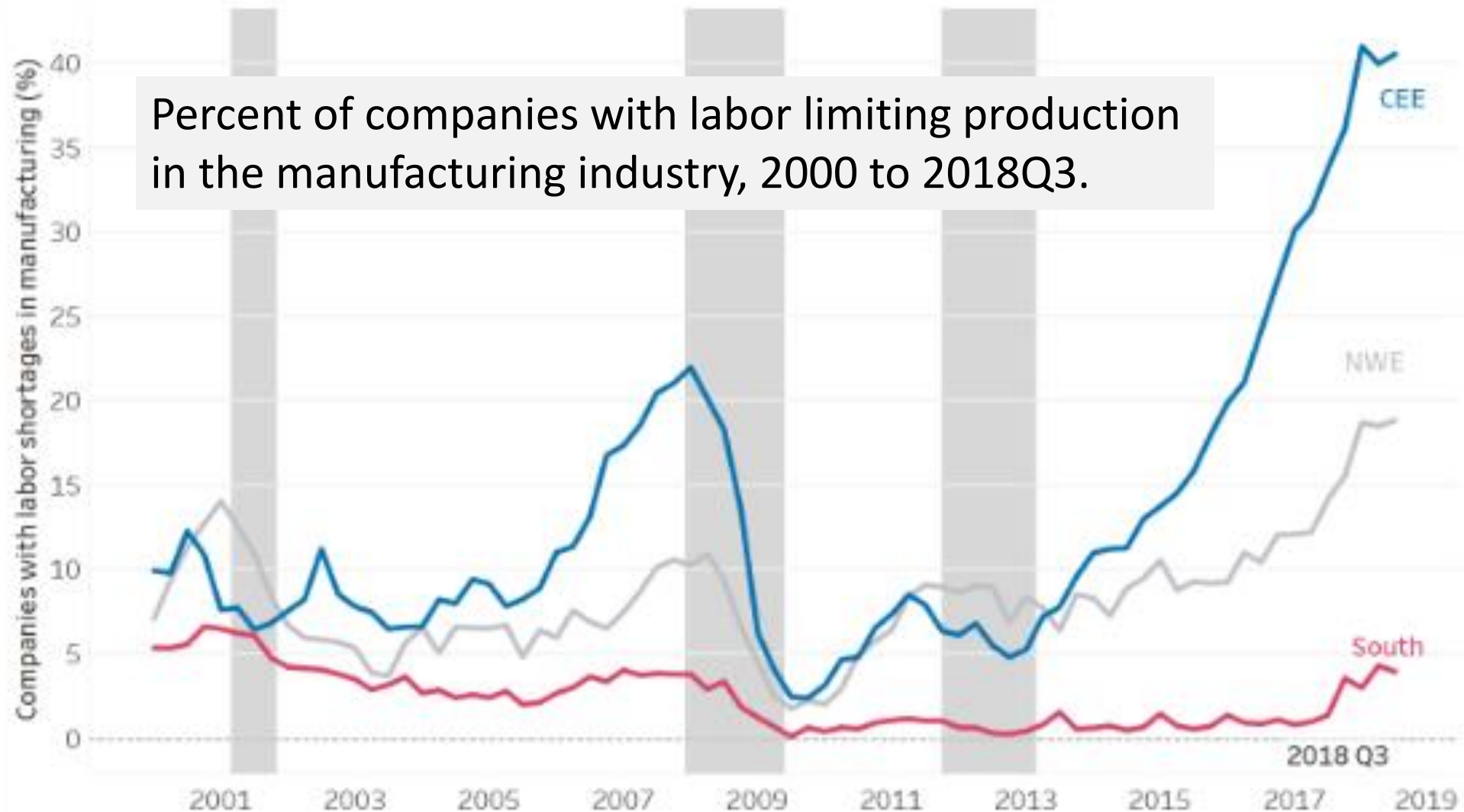
% change

■ 1990 - 2015
■ 2015 - 2035 (forecast)



Source: UN population projections
© FT

CEE: The tightest labour markets in the EU



Source: European Commission Business and Consumer

Country Chapters:

Individual focus despite common structure

- Institutional development of skill formation.
- Development of national systems of qualifications.
- Development of social dialogue over skill formation.
- Implications of EU accession and Europeanization.
- Role and impact of policy learning.
- Future development scenarios.

	Collapse and Transformation 1989-1999	EU Accession and Global economic crisis 2000-2010	Rapprochement and COVID-Crisis 2011-2021
Key Education and Training Trends	Decline of VET, mass HE, surge of private universities	De-vocationalization, increasing professional HE, reluctance of employer engagement	Decline of private universities, re-emphasis on VET and adult education
Major Education and Training Reforms	Autonomy of HE and VET providers, decentralisation, de- ideologization of curricula	Bologna reform, modernising HE and VET, introducing quality assurance systems	Qualifications frameworks, Development of dual VET
Drivers of Change, Political and Economic Context	Privatization and economic restructuring, hyperinflation, mass unemployment, establishment of statehood institutions (in some countries).	Strong economic growth, large scale emigration, increasing foreign investment, consolidation of state and societal institutions and social dialogue	Ongoing growth, skill shortages, immigration (pos. net migration), nationalist and developmental socio-economic policies in some countries.
Timeline, key facts	Dissolution of Soviet Union 1991	Accession 2004/2007/ 2013, Economic Crisis 2009	Ukrainian Revolution 2014, Refugee Crisis 2015, Pandemic 2020/21

Voices from the authors

What was the one most important insight you gained from studying skills development in your country over the last three decades?

Which insight from your chapter do you consider most significant for your future research?

12 country chapters and 5 comparative chapters

Emma Wallis and Jonathan Winterton

14. Social dialogue and skill formation systems in the CEE 371

Jörg Markowitsch and Horacy Dębowski

15. Education systems and qualification frameworks 397

Sandra Bohlinger and Vidmantas Tūtlys

16. EU implications for skill formation in CEE 427

Jonathan Winterton

17. Liberal market influences on CEE 453

Andreas Saniter and Christiane Eberhardt

18. Skill formation: policy learning from Germany? 481

Social dialogue over skill formation

Emma Wallis and Jonathan Winterton

- Social dialogue over skill formation in the EU15 countries compared with CEE countries.
- Under-development of social dialogue in CEE countries: historical-institutional and societal reasons.
- Critical junctures: post-communist transition, EU accession and global economic crisis affecting social dialogue over skills in CEE.
- Weakness of social dialogue and Baltic neoliberalism.
- Impact of international organizations and donors in weakening social dialogue in South Eastern Europe.

Social dialogue over skill formation

Emma Wallis and Jonathan Winterton

- Failed efforts of imitation of collective approaches to skill formation in Croatia and Slovenia.
- Negative impact of oligarchization of economy and politics for social dialogue in Ukraine.
- Challenges and difficulties in establishing tripartite social dialogue on skills in the Visegrad countries, weakening of the trade unions and state regulation of employment relations in Poland and Hungary.
- *‘Social dialogue over skill formation in CEE countries is, rather like the dog that didn’t bark, most significant by its absence.’*

Development of Qualification Frameworks (QF) in CEE

Jörg Markowitsch & Horacy Dębowski (p. 395-424)

- Largest European sub-region
- Common communist past
- Different socio-economic conditions compared to other EU regions
- Little comparative research on QFs beyond a few countries



Two Research Questions: NQFs as outcomes or drivers?

When looking at the major changes in the education and training systems in the CEE countries to what extent were these related to the introduction of qualifications frameworks?

When looking at the introduction of qualifications frameworks in the CEE countries what impact on the delivery or outcomes of education and training can be identified?

Qualification Frameworks in CEE: A questionable success story

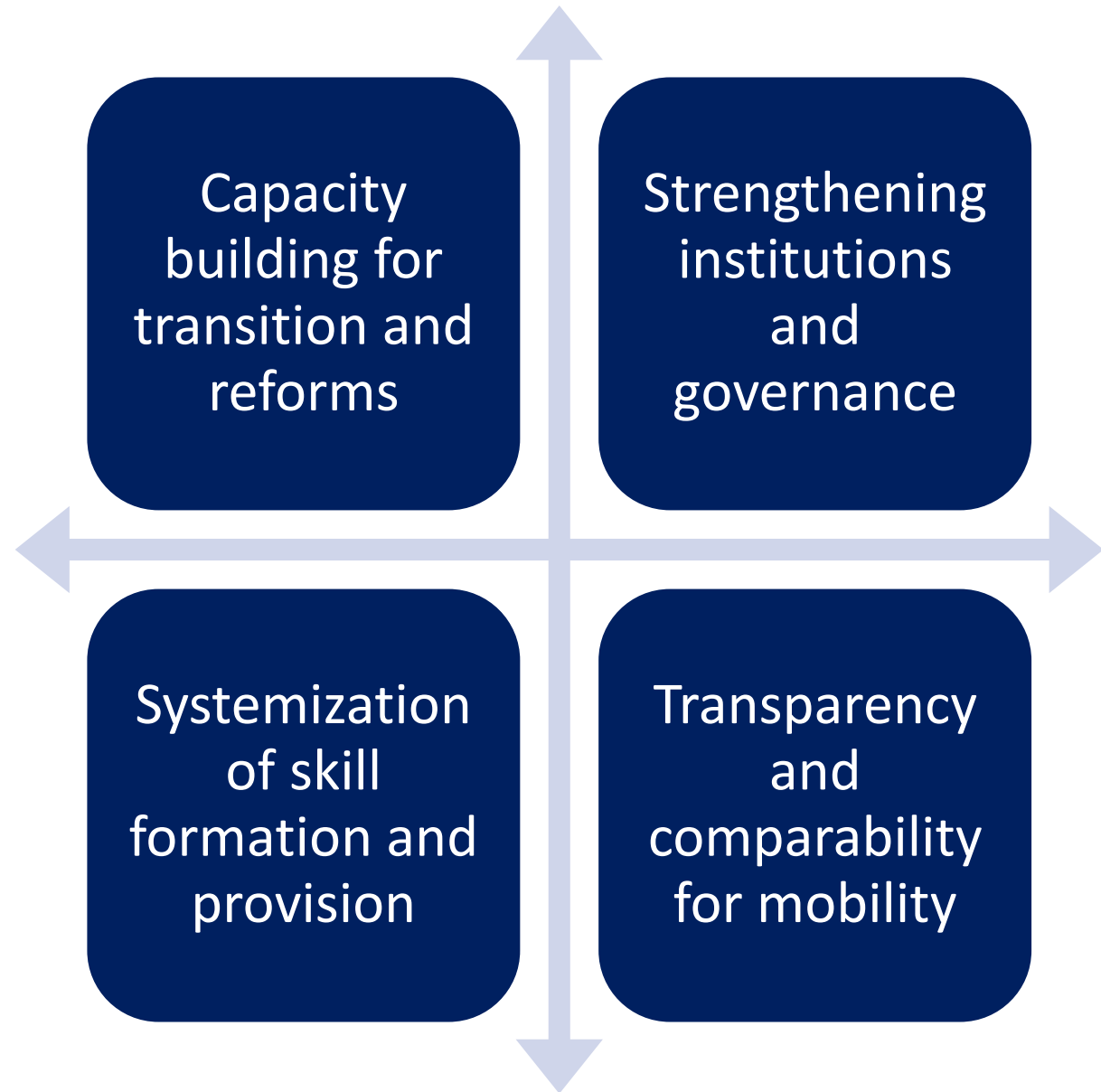
- Favorable conditions for the implementation of NQFs in the past
- Scope of NQFs limited to the formal education sector
- Limited transformative potential of qualifications frameworks
- Major changes in the education systems have taken place independently of the establishment of NQFs
- Sustainability of NQFs and related mechanism are questionable

Changes within the education system	Aims and reasons for changes	Intended and unintended effects
<p>Establishing or appointing agencies to coordinate NQF implementation and development</p> <p>Establishing accreditation centres or other external quality assurance bodies</p> <p>Institutionalization of social dialogue</p> <p>Renewing occupation standards, restructuring VET curricula</p> <p>Creating new types of qualifications (e.g. supplementary, partial qualifications)</p> <p>Changing assessment, implementing RPL procedures</p> <p>Developing qualifications registries</p>	<p>Integrating qualifications system</p> <p>Coercive pressure from EU</p> <p>Modernizing skill formation</p> <p>Enhancing quality of qualifications</p> <p>Increasing the flexibility and transparency of VET</p> <p>Improving coordination and involvement of social partners</p> <p>Reducing asymmetry of information on the labour market</p> <p>Alleviating growing skills deficits</p>	<p>Stronger involvement of employers' and employees' organizations in standard setting</p> <p>Modernized curricula and qualifications structures</p> <p>Emergences of sectoral frameworks</p> <p>Better coordination of qualifications system</p> <p>Various shifts in the responsibilities of ministries and between ministries and various governmental agencies</p> <p>More flexible pathways to attaining qualifications</p> <p>Increased participation in Lifelong Learning</p>

EU implications for skill formation in CEE (Bohlinger and Tütlys)

- ‘Are there any consistent EU skills formation policy approaches and what are the main characteristics of these?’
- ‘Is there any European integration in relation to skills formation and VET?’
- ‘What are the implications of EU VET policy for the institutional development of skill formation in the CEE countries?’
- Political-economic approaches of EU policies in skill formation and VET.
- The role of policy transfer (borrowing and learning) for EU ‘governance’ of skill formation.

EU implications for skill formation in CEE (Bohlinger and Tütlys)



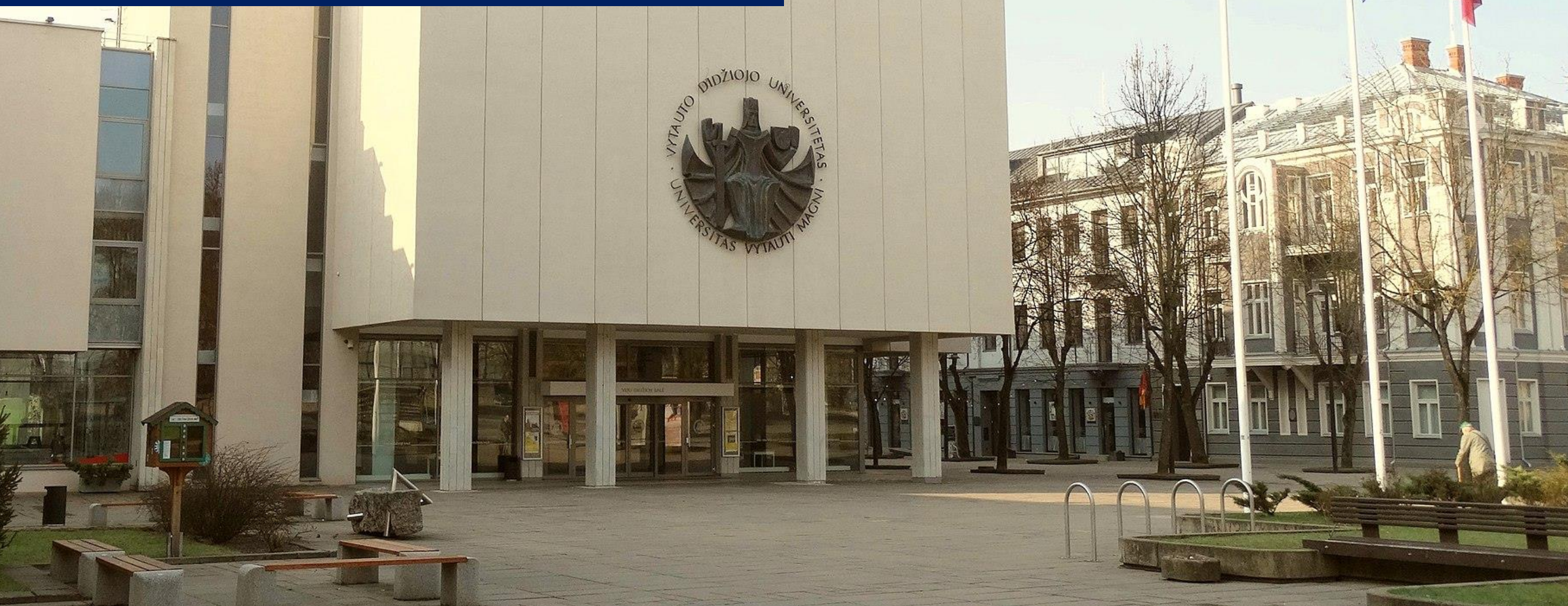
EU implications for skill formation in CEE (Bohlinger and Tütlys)

- EU support for skill formation policies in CEE countries.
- Facilitating convergence of skill formation processes, practices and instruments.
- Acceptance of workforce mobility underpinning EU skill formation agenda by CEE countries.
- Problem of lagging implementation of 'EU enhanced' reform tools in skill formation
- EU fostered neoliberally driven reforms in skill formation?

Future research

We are open to the ideas of research projects and activities in skill formation in CEE countries and beyond this region covering the topics discussed in this book, as well as new research ideas.

**Thank you for your
attention and
enjoy the conference!**



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AND SOCIAL SCIENCES 40
NEUE DENKANSÄTZE IN DEN BILDUNGS-
UND SOZIALWISSENSCHAFTEN 40

Vidmantas Tutlys / Jörg Markowitsch /
Jonathan Winterton / Samo Pavlin (eds.)

Skill Formation in Central and Eastern Europe

A search for Patterns and Directions
of Development



PETER LANG

Skill Formation in Central and Eastern Europe

A search for Patterns and Directions of Development

by Vidmantas Tutlys (Volume editor), Jörg Markowitsch (Volume editor), Samo Pavlin (Volume editor), Jonathan Winterton (Volume editor)

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