

ETF WORK PROGRAMME 2010

The work programme should be read in conjunction with the ETF country information notes.

Vision

To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion.

Mission

The ETF 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.

Values

We aspire to set of shared values, which guide us in our external contacts and our cooperation with each other.

Diversity

We recognise, learn from and improve through differences. We encourage dialogue and treat everyone with consideration and respect.

Integrity

Our behaviour and decisions reflect honesty, openness and fairness.

Development

We build on teamwork, initiative and continuous improvement of skills and knowledge. We encourage innovation and embrace change.

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1. CONTEXT

1.1 Introduction

1. The ETF work programme for 2010 puts into practice the new mandate defined in the recast regulation adopted in December 2008¹. The mandate is to contribute, in the context of EU external relations policies, to human capital development, defined as work that contributes to the lifelong development of individuals' skills and competences through the improvement of vocational education and training systems. In response to the new mandate, the ETF has prepared a new Mid-Term Perspective (MTP) 2010-13 which sets the key orientations upon which this work programme is based.
2. The work programme outlines the details of the actions which are planned in 2010. A regular monitoring process is in place to support the achievement of objectives and results as well as to ensure that the ETF remains alert to internal and external developments. This may require that individual actions are adapted to the new circumstances.
3. Section 1 of this document sets out the EU policy context and the ETF's objective. It outlines the situation in the ETF's partner countries. Section 2 defines the scope of work and thematic priorities. Section 3 focuses on the ETF's work in improving vocational education and training systems and their links to employment, social inclusion, enterprise and competitiveness. Section 4 focuses on appropriate corporate communication to underpin the ETF's key messages and section 5 outlines the resources, governance and management needed to achieve the planned results in an effective and efficient manner as well as describing how the ETF will monitor and evaluate the implementation of its work programme.

1.2 Policy context

1.2.1 EU policy context

4. Since 2000, following the Lisbon Strategy to make the EU the most dynamic and competitive knowledge-based economy in the world, there have been significant developments in EU education and training policies. As a result of the Copenhagen process, Member States, together with the European Commission, have developed an extensive set of tools, references and principles related to vocational education and training systems and reforms. These tools and messages reflect stronger co-operation between Member States and a clearer European perspective in vocational education and training. They contribute to the development of the internal market and to making lifelong learning a reality in the European context.
5. Furthermore, in the context of wider European cooperation in education and training launched at the Barcelona Council in 2002, the Commission's Communication on an updated strategic framework for European co-operation in education and training is strengthening the process by focusing on four strategic challenges² for the period 2010-20³. The ETF is mentioned as one of the instruments for enhancing mutual learning, transfer of innovation and policy development in the field of education and training in third countries.

¹ Regulation (EC) No 1339/2008 of 16 December 2008

² Make lifelong learning and learner mobility a reality; improve the quality and efficiency of provision and outcomes; promote equity and active citizenship; enhance innovation and creativity, including entrepreneurship at all levels of education and training

³ COM(2008) 865 final: An updated strategic framework for European cooperation in education and training.

6. Since 2007, in the area of external relations, the European Union has introduced new external assistance instruments. These instruments aim to establish clearer relationships between the EU and its partner countries⁴. Candidate and potential candidate countries may move progressively towards accession through support from the Instrument for Pre-Accession Assistance (IPA)⁵. Countries covered by the European Neighbourhood and Partnership Instrument (ENPI)⁶ will develop closer relations with the EU and its internal market through mutually agreed action plans.
7. Under both of these instruments there is potentially a stronger interaction between the internal approaches of the European Union and the EU's external assistance objectives. Candidate and potential candidate countries following an accession strategy may increasingly take account of internal European co-operative approaches to education in framing their own policies. Similarly, ENPI partner countries working on relevant mutually agreed objectives with the EU, and with the potential for greater integration into the EU's internal market, may also increasingly draw on internal EU approaches. The potential of these closer links between internal and external policies was foreseen in the preparation of the new external assistance instruments⁷.
8. The Union for the Mediterranean⁸ and the Eastern Partnership⁹ together with the Black Sea Synergy Initiative¹⁰ will be key areas for ETF support in the European neighbourhood region. The ETF will assist in the implementation of the ENPI initiatives, adding value and being complementary to EU interventions. Similarly the Regional Co-operation Council¹¹ in the IPA region and initiatives in Central Asia¹² are regional platforms with which the ETF expects to work. In line with its regulation, as agreed by the Commission and the ETF Governing Board¹³, the ETF may also provide support to the European Commission under other Community instruments or international agreements.
9. Under the Development and Co-operation Instrument, the EU pursues a policy that fosters cooperation, partnerships and joint undertakings between economic players in the Community and partner countries and regions, and promotes dialogue between political, economic and social partners, and other civil society organisations in relevant sectors. When taken together, the instruments reflect the need to pursue a differentiated approach depending on development contexts and needs. The ETF's MTP reflects this approach and supports its partner countries or regions with specific, tailor-made programmes, based on their own needs, strategies, priorities and assets
10. In line with these instruments the EU has also been developing its perspective on the contribution that the EU can make as a specific actor in the international environment. This perspective emphasises the link between external and internal policies and aims to

⁴ Communication from the Commission to the Council and the European Parliament: On the Instruments for External Assistance under the Future Financial Perspective 2007-2013, COM(2004) 626 final of 29 September 2004

⁵ Council Regulation (EC) No 1085/2006 of 17 July 2006 establishing an Instrument for Pre-Accession Assistance (IPA) L 210/82 Official Journal of the European Union 31.7.2006

⁶ Regulation (EC) No 1638/2006 Of The European Parliament And Of The Council of 24 October 2006 laying down general provisions establishing a European Neighbourhood and Partnership Instrument , L 310/1 Official Journal of the European Union 9.11.2006

⁷ See COM(2004) 626 final, p.10: 'The external aspects of internal policies' ...the projection of internal policies outside the Union ... it is essential to reconcile the need for policy coherence and thematic visibility for the internal policies concerned (notably education; environment; immigration and asylum; ...), with the need for the overall coherence of external relations"

⁸ http://ec.europa.eu/external_relations/euromed/index_en.htm.

⁹ Communication from the Commission to the European Parliament and the Council Eastern Partnership, COM(2008) 823 final of 3 December 2008.

¹⁰ Communication from the Commission to the Council and the European Parliament Black Sea Synergy - A New Regional Cooperation Initiative COM(2007) 160 final of 11 April 2007.

¹¹ The Regional Cooperation Council promotes mutual cooperation and European and Euro-Atlantic integration of South Eastern Europe. <http://www.rcc.int/>.

¹² For example the Central Asia Education Initiative.

¹³ Article 1 (c), ETF regulation (recast).

enhance the EU's standing in the international community¹⁴ by drawing on its policy assets to make the European dimension more coherent, visible and effective in its external actions¹⁵.

11. This policy development is based on the strength of the EU social model (including the contribution of human capital development to competitiveness and social inclusion in a knowledge-intensive economy), closely linked to the response to globalisation represented in the Lisbon Strategy¹⁶. It includes policies such as the potential external dimension of the European Qualifications Framework (EQF)¹⁷, the Small Business Charters and the Small Business 'Act'¹⁸ in the Balkans or the Mediterranean region, the Mobility Partnerships¹⁹ and the Decent Work Agenda²⁰ as well as the EU's social agenda. It also embraces the EU's contribution to the Millennium Development Goals, Education for All and Education for Sustainable Development²¹, the European Consensus²², Policy Coherence for Development, the EU agenda with strategic partners built on common values, but also the neighbourhood and enlargement policies, which include both internal (acquis communautaire, preparation for future participation in the Structural Funds upon accession) and external aspects (capacity building for closer integration in the internal market)²³.
12. In education and training, this trend was further reflected at the meeting of the European Council of Education Ministers through the Bordeaux Communiqué²⁴ of 2008 which identified the Copenhagen Process as providing "important help for the modernisation of VET systems and for reforms - actively supported by the ETF - in countries concerned by enlargement and the European Neighbourhood Policy".
13. Similarly, the "New skills for new jobs" Communication²⁵ foresees the deepening of international cooperation and highlights: "the policy dialogue with Neighbourhood countries and within the Eastern Partnership and the Union for the Mediterranean supported by the European Training Foundation, notably to develop the vocational education and training sector (VET) and national qualifications frameworks". The ETF is also mentioned in the Council Resolution on better integrating lifelong guidance into

¹⁴ Reform of the Management of External Assistance. DG Relex Overview; http://ec.europa.eu/external_relations/reform/intro/index.htm

¹⁵ The Bordeaux Communiqué of the European ministers for vocational education and training on Enhanced European Co-operation in vocational education and training, November 26 2008. Section IV: Implementing and reporting.

¹⁶ EU Declaration on Globalisation (14 December 2007), the EU Report on Policy Coherence for Development [COM (2007) 545 final], Europe in the World [COM (2006) 278 final], and the Joint declaration by the Council and the representatives of the governments of the Member States meeting within the Council, the European Parliament and the Commission on the development policy of the European Union entitled "The European Consensus" [Official Journal C 46 of 24.2.2006]

¹⁷ EQF Advisory Group Note AG1-5, March 2008; ETF response to consultation on EQF, March 2006; Conference report on EQF: Linking to a globalised world, ETF, January 2009

¹⁸ http://ec.europa.eu/enterprise/entrepreneurship/charter_en.htm; Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions "Think Small First" A "Small Business Act" for Europe Brussels, 25.6.2008 COM(2008) 394 final

¹⁹ A comprehensive European Migration Policy: <http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/08/402>

²⁰ Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions: Promoting decent work for all - the EU contribution to the implementation of the decent work agenda in the world, COM (2006) 249 of 24 May 2006.

²¹ <http://portal.unesco.org/education>, and the European Strategy for Sustainable Development. COM(2005) 658 final. This communication underpinned the adoption of a new EU Sustainable Development Strategy at the Brussels European Council of June 2006.

²² Joint Statement by the Council and the representatives of the Governments of the Member States meeting within the Council, the European Parliament and the Commission on European Union Development Policy: "The European Consensus", Brussels, November 2005

²³ Also drawing on the European Employment Strategy perspectives where appropriate.

²⁴ http://ec.europa.eu/education/news/news1087_en.htm

²⁵ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: new skills for new jobs: Anticipating and matching labour market and skills needs, COM(2008) 868/3, SEC(2008) 3058

lifelong learning strategies, as a tool for fostering the development of lifelong guidance in third countries²⁶.

14. Even if security concerns remain paramount, the EU approach to migration through the “Global Approach to Migration” and the “European Pact on Immigration and Asylum”, has shown the growing concern and commitment for formulating comprehensive and coherent policies that address the broad range of migration-related issues. They bring together different policy areas: development, social affairs and employment, external relations and justice and home affairs. The ETF’s work on analysing the relationship between migration and skills and its impact on local labour markets, as well as the issue of transparency and portability of skills are fully in line with and rooted in the EU approach to migration.

1.2.2 Partner country context

15. The ETF’s partner countries represent a wide range of regions, socio-economic backgrounds and human development issues. Spanning from Eastern Europe to the Balkans, Caucasus, Central Asia, North Africa and Middle East, ETF activities contribute to human capital development fitting the national context while driving for excellence and building upon EU experiences and policies.
16. Key issues arising in all regions in relation to human capital development can be grouped under the area of labour market management, in particular unemployment and/or skills mismatch and labour mobility, employability and entrepreneurship, and the area of education reforms with renewed attention on vocational education and training at all levels in the context of lifelong learning, focus on governance and content of vocational education and training, access and inclusion, and increased attention to the benefits of social partnership to link the worlds of education and work.
17. IPA countries have undertaken initiatives to adapt their education and training systems to meet national employment, social inclusion and competitiveness goals. However, implementation often lags behind declared policy goals. Persistent challenges include a widening of choices and the improvement of quality in vocational education and training and adult learning, the active engagement of social partners, the furthering of key competences and in particular people’s sense of innovation and entrepreneurship as well as enhancing teachers’ competences for inclusive education and reducing early school-leaving in contexts of socially and culturally diverse societies. The ETF expects rising demands, by both young people and adults, for the kind of vocational training, also at higher levels, that equips people with the skills needed for employment or self-employment. Adult learning participation is low and far below the EU benchmark in all countries, with individuals often being asked to cover the costs of training themselves. The capacity of companies’ to train is highly restricted, given the fact that the large majority of businesses are of small or micro size and struggling to survive in the current phase of the crisis.
18. The ENPI region covers a wide range of countries with common challenges that are being faced by most of them: one is the governance of education and training systems which has a high priority in the respective ENP Action Plans. Greater autonomy of schools, optimisation of resources, social dialogue and the development of social partnerships at all levels in the system (national, regional, local and at school level) are key elements to be addressed in all countries. A second common area of challenges relates to lifelong learning. This includes the poor links between different education sub-sectors, the often missing or poorly developed continuing training systems, and the absence of clear and comprehensive qualification systems enabling better access and mobility of individuals and better links with labour markets. In the context of countries with high levels of unemployment, a lifelong learning approach is crucial. In this framework countries are looking at tertiary education and its links to secondary education and training as a way to ensure continuum in the education systems.

²⁶ Council Resolution on better integrating lifelong guidance into lifelong learning strategies, Education, Youth and Culture Council meeting, Brussels, 21 November 2008.

Unemployment is a key challenge in almost all countries. The communication on “New skills for new jobs”, in a situation of high unemployment aggravated by the financial and economic crisis, remains an important reference point for the neighbourhood region. Understanding the dynamics of labour markets, (the mismatches between skills supply and demand, the level of efficiency of the matching mechanisms) and the key levers for employment promotion, (including the importance of entrepreneurship, SMEs and enterprise competitiveness and the role of women as a productive economic factor) remain crucial for the provision of relevant policy advice on human capital development. In the light of increased labour mobility and managed migration flows, the need for transparent and relevant information on education and training systems is crucial as a starting point for well managed labour migration. The European Commission in its Eastern Partnership Communication has stressed the priority to be given to mobility and security. The main tools to be used are the Mobility Partnerships that should improve the mobility of people and the security of EU borders.

19. The Central Asia region continues to face a number of inter-related challenges in terms of economic development, labour market structure and absorption capacity, demographic change as well as growing social disparities and rural poverty. Key challenges concerning the education and training systems of all these countries include: the need to develop institutional capacity to improve the organisation, content and quality of education and training, develop mechanisms to enable and encourage adult training and to initiate approaches towards lifelong learning, and develop qualifications that match the diverse needs of the economy and labour market demands. Labour market issues include a mismatch between the supply and demand for skills, a need to improve competitiveness, enhance living conditions and reduce poverty, and issues related to labour mobility at regional and international levels.
20. Cross-cutting themes which relate to both the worlds of education and work impact on access, relevance and the effectiveness of systems. In particular, the ETF focuses its attention on cooperation with partner countries in the fields of gender equality and equity, lifelong guidance, sustainable development and social inclusion. Building systems and providing responses to human capital challenges which are equitable, inclusive and sustainable is both a positive indicator for human development, and has long-term benefits for society, and economic and social development thus contributing to competitiveness and well-being.
21. The financial and economic crisis has an impact in all partner countries, exasperating existing problems in some cases, and creating new ones in others. The ETF will assist the regions to make better use of scarce national resources and external assistance for the design, implementation and assessment of efficient and effective education and training systems.
22. Given the limited fiscal capacities of some countries, education reforms risk receiving insufficient funding for their expansion or being suspended altogether. However, the limitations may provide an additional impetus to spend scarce resources more efficiently and effectively on systemic reform. At the same time young people and adults may want to stay in or return to education to improve their labour market skills and bridge the time until they find a (new) job. However, private contributions to education are likely to increase, resulting in higher inequalities and exclusion. Governments will need to increase their budgets for employment policies to accommodate higher numbers of unemployed people, which could be at the expense of active measures. While governments focus on short term crisis management, the need for human capital development has not diminished. However, a new focus on efficiency in budget spending, resource allocation, quality and returns on investment has emerged, in particular for the social sectors.

2. OBJECTIVE AND PRIORITIES

2.1 Strategic objectives 2010-13

23. The ETF's objectives are to contribute:
1. to the interplay between EU internal policies and the implementation of its external relations policies in human capital development²⁷ through vocational education and training reform;
 2. to the development of partner country intelligence and capacities in planning, designing, implementing, evaluating and reviewing evidence based policies in vocational education and training reform.

2.2 Specific objectives

24. In order to achieve the strategic objective of supporting the interplay between EU internal policies and the implementation of its external relations policies, the ETF's specific objectives are to:
1. improve labour market analysis and forecasting about the partner countries and support them in reviewing vocational education and training systems in this light (New skills for new jobs);
 2. support the EU external policy instrument programming cycle;
 3. disseminate relevant information and encourage exchange of experience and good practice between the EU and the partner countries and among the partner countries in human capital development;
 4. contribute to the analysis of the overall effectiveness of external assistance to the partner countries in the field of human capital development;
25. In order to achieve the strategic objective of contributing to the development of partner country intelligence and capacities, the ETF's specific objectives are to:
5. support relevant stakeholders, particularly the social partners, in the partner countries to increase their involvement in vocational training reforms and develop their capacity for becoming key actors in those reforms;
 6. build partner country capacity to analyse and interpret trends and challenges and design, implement, evaluate and review evidence based policies in human capital development;

2.3 Core themes

26. The ETF's vision and strategic objectives are translated into the content related activities by grouping them into three core themes for the period 2010-13 where considerable support is necessary for the further sustainable development of partner country VET systems.

²⁷ Human capital development is defined as work which contributes to the lifelong development of individuals' skills and competences through the improvement of vocational education and training systems.

27. Overall, the ETF is guided by the principle of ensuring policy coherence between vocational education and training, employment and business as a way of increasing competitiveness and creating inclusive societies in the partner countries.
28. The core themes are linked and therefore the ETF will work to create synergies between them. Collectively the core themes represent an integrated agenda for reform which links VET systems with business and the labour market.
29. The ETF's activity based budgeting is also based on these three core themes.
30. The core themes to be addressed in the mid-term have been clustered as follows:

A. Vocational education and training system development and provision in a lifelong learning perspective

31. The development of vocational education and training policies in a lifelong learning perspective covers the design and implementation of policies in partnership with all relevant stakeholders and in particular with the social partners. This means:

The development of vocational training policy in secondary, post-secondary and tertiary education as well as further education for adults including horizontal and vertical pathways with other components of education and training, in line with the needs of the labour market. It should be supported by efficient counselling and guidance systems and modernised qualification systems. These include learning outcomes and, where necessary, the development of national qualification frameworks, transparent and equitable certification systems and the establishment of systems for the recognition and validation of non-formal and informal learning. The aim is to facilitate access to education and the transition to work, enhance qualification levels, and promote equity, including gender mainstreaming and the social inclusion of disadvantaged groups. This should rely on effective public-private partnerships both in the design of policies and the provision of services, as well as cost sharing schemes.

The improvement of the quality of the system with a particular focus on teachers and trainers and innovative pedagogies, as well as updated curricula including the introduction of key competences. Quality assurance approaches will centre on evaluation and review functions and the use of appropriate indicators. New governance schemes will be needed, for example school autonomy, efficient and effective financing approaches, and specific support to the institutions involved, including the social partners.

B. Labour market needs and employability

32. This theme focuses on understanding labour market changes and their implications for the employability of individuals. It informs the policy debate on: (a) the development of responsive vocational education and training systems for young people and adults; and (b) actions that enhance the quality of the labour force within the framework of employment policies. Particular emphasis will be given to: (i) anticipation of skills needs in close consultation with the economic players; (ii) enhancing employability; (iii) matching the supply and demand of skills in the short, medium and long-term in the context of economic restructuring processes taking place in the partner countries; (iv) addressing skills in the informal sector for the promotion of decent work and lifelong learning opportunities. A high priority will be given to the social dimension including flexicurity policies, the activation of people and their participation, including gender mainstreaming, in active labour market policies including formal or non-formal training, counselling and guidance, and support to self-employment, with a particular emphasis on disadvantaged adults.

C. Enterprises and human capital development: education and business partnerships

33. This theme focuses on four main strands:
1. creation, management and sharing of knowledge and skills in enterprises (in both the public and the private sector), particularly small and medium-sized enterprises.
 2. support to enterprise development with a focus on entrepreneurship skills and learning.
 3. education and enterprise partnerships to support the transition from school to work
 4. building the capacities of enterprise representatives, employers and employees as well as other civil society institutions for their active participation in defining and implementing policy, as well as monitoring and evaluating in the context of lifelong learning.
34. For all three themes, the ETF will consider cross-cutting issues such as the promotion of equal opportunities, including gender mainstreaming, the involvement of the social partners, lifelong guidance, sustainable development principles and the contribution of skills to poverty reduction.

2.5 Functions

35. The objectives will be achieved through the delivery of outputs relating to these core themes and the following four main functions²⁸:
1. support to the European Commission in the design and deployment of external assistance to the partner countries in the framework of EU external policies and assistance programmes. More specifically, the ETF will provide country, regional and thematic background analyses to feed into EU programming, into IPA/ENP reporting exercises and into regional policy dialogue processes, such as the Eastern Partnership thematic platforms and the Union for the Mediterranean. At the request of relevant EC services, the ETF will provide inputs to the EC project cycle and sector policy support programme preparations. (Specific objectives 2 and 4)
 2. support to partner countries to further build their capacity in quality policy development, policy in action and policy progress review. Capacity building includes dissemination of information, networking and exchange of experience and good practice between the EU and partner countries, between partner countries themselves and among different geographical regions will continue to be a priority. (Specific objectives 5 and 6)
 3. provision of evidence-based analysis on country or cross-country policy reforms to support informed decision-making on partner country policy responses. This will include development of national capacities for the provision of reliable data collection and analysis. As outlined above, this will include national, regional or sub-regional and thematic analysis. (Specific objectives 1, 5 and 6)
 4. facilitation of exchanges of information and experience in the international community (agencies, regional platforms and councils, bilateral and international organisations and donors). This includes exchange of information, joint participation in conferences or workshops, development of joint research or analytical work, and peer review exercises. (Specific objective 3)

²⁸ Defined by clustering the eight main functions in the ETF's mandate, regulation (EC) No 1339/2008 article 2a-h.

36. These functions are delivered through outputs as presented in Annex 2 and are reflected in the structure of the ETF's activity based budgeting 2010-13.

2.6 ETF principles of action

37. In defining its activities the ETF will respect the following principles:
- Reform policies and strategies for vocational education and training should not be merely copied from other countries. They must fit a country's context and above all must be owned by their principal stakeholders.
 - A fundamental ETF approach is to facilitate policy learning that encourages reflections on national and international experiences and which place a country's own context and needs at the core²⁹.
 - As a centre of expertise, the ETF's main resource is its staff. Analytical work, policy advice and support to the EC programming and project cycles will be carried out by ETF expert teams. These teams may be complemented on a case-by-case basis with external expertise.
 - The ETF strives to strengthen mutual learning through a blend of interventions designed on country-by-country or multi-country basis.
 - The ETF draws on EU developments in education and training and their links to employment, social inclusion, enterprise development and competitiveness. The ETF encourages partner countries to reflect on the developments of their systems in this light.
 - The ETF cooperates with EU institutions and agencies (particularly Cedefop and Eurofound), as well as relevant international organisations in the field of human capital development to ensure complementarity, added-value and value for money. The ETF will also establish close links with the Economic and Social Committee (EESC), the Committee of the Regions and European social partner organisations to support more efficient schemes for vocational training.
38. Specifically in 2010, the ETF will also cooperate closely with the two Presidencies of the EU in 2010: Spain and Belgium. Particular attention will be paid to qualification development, multi-level governance and the role of key stakeholders, including territorial authorities and cooperation between education and enterprises.
39. Also in 2010, the ETF will develop its institutional relationships and share lessons with the World Bank and other international organisations such as the OECD, the Asian Development Bank, the Council of Europe, the ILO, UNESCO, UNICEF and the African Development Bank and the Regional Co-operation Council for South Eastern Europe working in the field of human capital development.
40. In particular in 2010, the ETF will take an active role in the interagency cooperation on vocational education and training together with UNESCO, ILO and OECD. Within this cooperation the ETF will focus on the development of indicators for the monitoring of vocational education and training, the establishment of a data base on good practice in vocational education and training, and possibly host a summer programme on the topic for staff of the agencies and other relevant institutions.

²⁹ Following the ownership and alignment principles of the Paris Declaration which was endorsed on 2 March 2005, as an international agreement to which over one hundred Ministers, Heads of Agencies and other Senior Officials adhered and committed their countries and organisations to continue to increase efforts in harmonisation, alignment and managing aid for results with a set of monitorable actions and indicators. (http://www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html)

3 PRIORITY ACTIONS IN 2010

41. This section focuses on how the ETF will translate the context, its functions, and themes into actions in the partner countries. In line with the ETF's recast regulation, project outputs in relation to each of the ETF's four main functions and three core themes are presented in a summarised table for each of the regions as well as for the development of thematic knowledge. The ETF will carry out flagship activities of a cross-regional nature, notably corporate conference, entrepreneurship, business education cooperation and the Turin process. More detailed information on these projects is available in annexes 5, 6 and 7³⁰.
42. The ETF manages both planned actions and others carried out as direct requests within its mandate and the framework of this mid-term perspective. The following sections cover planned actions. Moreover, during the implementation of the work programmes, the ETF accommodates additional direct requests from the Commission and other relevant EU institutions.
43. The objective of ETF operations in the partner countries is to provide expertise in the field of human capital development by contributing to reform in the partner countries and to the effectiveness of EU assistance.
44. The following sections present the ETF's operational and thematic expertise through a description of the activities planned for 2010. Operational expertise illustrates the ETF's thematic expertise in action targeted to the specific context of the partner countries.

3.1 Contributing to the Enlargement process by supporting human capital development

45. Actions in each country cover the main ETF functions and focus on input to IPA programming and other support to Commission services, background analyses and the ETF's direct contribution to national policy development and implementation. In particular, the ETF will provide input to the annual Enlargement package including the update on the progress achieved by the countries in human capital development. The ETF will also support the update of the prioritisation of financial assistance, the development of the annual IPA programmes (in particular concerning IPA component 1 for potential candidate countries and IPA component 4 for candidate countries) and the content review of ongoing projects.
46. Within the area of vocational education and training system development and provision, special attention will be paid to vocational education and training and lifelong learning policy development. All countries are invited to participate in the mutual learning, entrepreneurship learning and social inclusion in education and training projects.
47. During the first half of 2010, the ETF will support the participation of the three candidate countries in the Bruges review of the Copenhagen process by supporting their reporting along the lines of the questionnaires prepared by Cedefop for the EU Member States. In addition, the ETF will undertake a similar exercise in the potential candidate countries to support policy reflections in the countries and to see the extent to which EU developments in education and training inspire policy development in the countries.
48. Cutting across all three thematic areas, an important new development in 2010 is the request from DG Employment, Social Affairs and Equal Opportunities (DG EMPL) for the ETF to support the IPA programming process for Albania, Montenegro and Serbia

³⁰ According to the ETF Annual Planning Process, project implementation plans (PIP) are drafted for each project following approval of the work programme by the ETF Governing Board. Project plans specify in detail activities, outputs and results, indicators, resources, and timeframe. Project plans are finalized in January 2010. It is at this stage that project outputs and performance indicators are fine-tuned and confirmed as baseline for quarterly monitoring and reporting. An overview of annual targets for project output numbers as specified in the Annex to the ETF Council Regulation Financial Perspective 2007-2013 is provided in annex 8.

through the elaboration of three in-depth country analyses with recommendations for future operational programmes focusing on employment and active labour market measures, education and training in the context of lifelong learning and relations to social inclusion. Joint DG EMPL and ETF seminars to discuss the findings will take place in each of the three countries to feed into the programming exercise and the preparation of first operational country programmes. Towards the end of 2010, the ETF will start preparing similar reports on the three candidate countries to provide input by mid 2011 to the revision of the operational programmes for 2012-13. For Kosovo and Bosnia and Herzegovina, the ETF will update its biennial country reviews in 2010.

49. The evidence base is fundamental for making informed policy decisions. During the first part of 2010 in dialogue with the partner countries, the ETF will consider how further capacity can be built in the countries in this area.
50. In the area of enterprises and education-business partnerships, the ETF will continue its work in the area of entrepreneurial learning and the region will also be covered by a cross-regional study on education and enterprise cooperation.
51. In the area of micro-credits, the ETF will support the design of training support programmes aiming at maximising the benefits of the credit schemes.
52. Regional actions will be implemented with a focus on inclusive multi-lateral cooperation facilitated through the sharing of experience and learning in order to reach a commonly agreed approach to priorities in human capital development at regional level. The development of knowledge clusters, such as the Entrepreneurial Learning Centre will be supported by the ETF in the different countries of the region in cooperation with other regional and international organisations. Cooperation with Member States will be of utmost importance.
53. In light of the above, ETF actions will focus on contributions on programming, implementing and assessing pre-accession assistance; contributions to the European Commission's progress reporting; support to build capacity in policy development, implementation and assessment; support to build capacity to benefit from the assistance; support to assess policy progress and provision of analytical background reports.
54. The table below summarises project indicators by function and theme over the reporting period:

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
	Indicators	Indicators	Indicators	N° of outputs
Function 1 – Input to Commission sector programming and project cycle ³¹	IPA 1.1 Country reviews for BIH, KOS Contributions to IPA I project fiches for all potential candidates countries Background analysis to the implementation of the Sector Wide Approach in KOS (UNSCR 1244) Assessment reports of progress in VET in BIH	IPA 2.1 In-depth analysis to inform first IPA IV ALB, MON, SER		9 by the end of 2010

³¹ Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
Function 2 – Support to partner country capacity building	<p>IPA 1.2</p> <p>VET and lifelong learning strategies and policies support in CRO, KOS , SER and TK</p> <p>Policy development in post-secondary vocational training, adult learning and quality assurance support in ALB</p> <p>Teacher training development in MON and TK</p> <p>Qualifications systems and frameworks in KOS, SER and TK</p> <p>Development of policies to foster inclusive education within teacher training policies in Western Balkans</p> <p>Mutual learning programmes in all eight countries</p>	<p>IPA 2.2</p> <p>Governance and social partnership support for the implementation of strategic employment framework in KOS</p> <p>Career guidance support in SER</p>	<p>IPA 3.2</p> <p>Update policy index on entrepreneurial learning and enterprise skills in all countries</p> <p>Completion of assessment approach of entrepreneurial learning in tertiary education in pilot universities in CRO, MON and SER</p> <p>Report on skills' development in growth enterprises in MON.</p> <p>Policy index on entrepreneurial learning and enterprise skills will be updated (according to the new European small business act), including a third assessment by country and region. .</p> <p>Second phase of indicators for entrepreneurship in tertiary education implemented with dissemination to all IPA partner countries.</p> <p>Report and proposals for skills development for growth finalised and disseminated.</p>	<p>33</p> <p>by the end of 2010</p>
Function 3 - Policy analysis	<p>IPA 1.3</p> <p>Completion of Bruges reviews of the Copenhagen process in CRO, FYROM and TK</p> <p>Impact assessment of EU development in VET in a life long learning perspective in the five potential candidate countries</p> <p>Evaluation reports of VET programmes in FYROM</p> <p>Assessment reports of policies and practices for the preparation of teachers in the Western Balkans</p>		<p>IPA 3.3</p> <p>Cross regional draft report on education and enterprise cooperation</p>	<p>4</p> <p>by the end of 2010</p>
Function 4 - Dissemination and networking	<p>IPA 4</p> <p>Activities promoting collaborations among partner countries and donors</p>			<p>8</p> <p>by the end of 2010</p>
Total IPA				54

3.2 Contributing to the Neighbourhood process through cooperation and partnership in human capital policy development and implementation

55. In the 2009 Communication from the Commission regarding implementation of the European Neighbourhood Policy³², the EC recognised that “the crisis in 2008 and the remaining challenges in partner countries have only reinforced the strategic rationale for an intensified ENP providing tangible and credible support to create mutual security and prosperity dividends”. The EU commitment to its close neighbours was thus reinstated. Furthermore, ties were strengthened through two regional frameworks which complement the differentiated bilateral relations: the Union for the Mediterranean (launched in July 2008) and the Eastern Partnership (launched in May 2009).
56. In the framework of the ENP and of the ENPI programming priorities, the ETF will continue to provide its support to the EC at regional and country level in line and complementary with EU interventions. The ETF will reinforce its input regarding the provision of intelligence at regional and sub-regional level that can fit into the two processes to the East and to the South.
57. This is the case of the on-going collaboration with DG Relex and AidCo in the context of ENPI with ETF specific inputs into the programming cycle.
58. The ETF will as work closely with DG EAC in particular in the context of the Platform³³ IV under the Eastern Partnership.
59. Regarding cooperation with DG Employment, the ETF will continue to provide inputs for the follow up to the Union for the Mediterranean Marrakesh Ministerial conference on employment (2008), in particular the employability pillar, and supporting as requested, the preparation for the 2010 follow up Ministerial conference. The ETF will also share and widely disseminate the results of the regional Eastern Partnership employment review in 2010.
60. The ETF will continue its support to DG Enterprise in the follow up of the Union for the Nice Mediterranean Ministerial conference (2008) and the follow up ministerial conference in 2010. Activities in 2010 are a continuity of those started in 2009 identified as a result of the assessment of the Charter undertaken in 2008. It is also expected that the ETF will work with DG Enterprise on the preparation of interventions in 2011 in the context of the Eastern Partnership Platform II on economic development. The ETF also collaborates with ECOSOC and, in particular, EuroMed ECOSOC providing inputs to its annual gatherings. In 2010, the results of the regional Mediterranean study on social partnership in education and training can be of particular relevance for dissemination and knowledge sharing.
61. The ETF will continue to provide inputs in the context of the current and the upcoming mobility partnerships to DG Justice and Relex.
62. 2010 will see continuity with 2009 interventions where the challenge of addressing VET in a lifelong perspective had already been taken up. In 2010 this challenge will be further addressed with a strong focus on activities directed to transparency and portability of skills, qualifications, employability and measures that promote lifelong learning.
63. In light of the above, ETF actions will focus on the provision of input to ENPI project and programme cycle as requested by EC services, contributions to the European Commission’s ENP Action Plan progress reporting, analysis at country level on progress of VET reform implementation, cross country analysis on employability to feed into sub-regional processes, provision of support to partner countries to build capacities in the

³² COM (2009) 188/3

³³ In the context of the Eastern Partnership, four thematic platforms are organized by the European Commission on (I) Democracy, good governance and stability; (II) economic integration and convergence with EU sectoral policies (III) energy security and (IV) contacts between people. Platforms are aimed at providing a fora for open and free discussions on the above mentioned areas of cooperation

design, implementation and monitoring of vocational education and training reforms focusing on the key building blocks of education, training and labour market systems, as well as the implementation of regional activities to ensure exchanges of experiences and, where relevant, development of comparable methodologies. .

64. In addition to the country based projects and recognising the importance given to the sub-regional processes by the Eastern Partnership and the Union for the Mediterranean, the ETF will continue to implement a limited number of regional or multi-country projects. These projects focus mainly on the provision of cross country information on relevant issues and peer learning activities (via the creation of focus groups, fora and networks) that will allow a space for exchange of experiences and, when relevant, closer bilateral links.
65. The tables below summarises project indicators by function and theme over the reporting period:

ENP-East: Eastern Partnership countries and Russia

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
	Indicators	Indicators	Indicators	N° of outputs
Function 1 – Input to Commission sector programming and project cycle	<p>ENP-East 1.1</p> <p>Country project fiches as input to ENP action plan monitoring</p> <p>Cross regional analysis on progress of VET reform (tbc with DG EAC)</p> <p>Contributions to project cycle for Sector policy support programmes</p> <p>Contributions on issues linked to transparency and portability of skills for current and upcoming mobility partnerships</p>	<p>ENP – East 2.1</p> <p>Based on 2009 regional employment review, inputs to DG Enterprise in the context of Platform II discussions</p>	<p>ENP – East 3.1</p> <p>Inputs to DG Enterprise in the context of Platform II (tbd)</p>	<p>6</p> <p>by the end of 2010</p>
Function 2 – Support to partner country capacity building	<p>ENP - East 1.2</p> <p>Expertise provision, facilitation of national focus groups discussion, workshops on issues linked to</p> <ul style="list-style-type: none"> - National qualification frameworks (UKR) - Quality and quality assurance (GEO) - Validation of prior learning (MOL) 	<p>ENP – East 2.2</p> <p>Expertise provision, facilitation of national focus groups discussion, workshops, on issues linked to:</p> <ul style="list-style-type: none"> - skills needs analysis (UKR) - Career guidance (RU, tbc) 	<p>ENP –East 3.2</p> <p>Expertise provision, facilitation of national focus groups discussion, workshops, on issues linked to:</p> <ul style="list-style-type: none"> - Role and involvement of different stakeholder groups in policy design and implementation (stakeholder forum in GEO, ARM) 	<p>20</p> <p>by the end of 2010</p>
Function 3 - Policy analysis	<p>ENP – East 1.3</p> <p>As part of the “Turin process”</p> <ul style="list-style-type: none"> - Completion of self assessment for all Eastern Partnership countries and RU on developments in VET in a lifelong learning perspective and relevance of EU developments <p>Draft report (all ETF regions)</p>	<p>ENP - East 2.3</p> <p>Finalisation, translation and printing of Eastern partnership employment review</p>	<p>ENP – East 3.3</p> <p>Cross regional (covering all ETF partner regions) draft report on education and enterprise cooperation</p>	<p>2</p> <p>by the end of 2010</p>

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
Function 4 - Dissemination and networking	ENP-East 1.4 Dissemination workshops to share end of year project results - High level event to disseminate policy note in Ukraine	ENP – East 2.4 Dissemination workshops to share end of year project results Dissemination conference of 2009 regional employment review Focus workshop with relevant EC services to discuss regional employment review and added value in the context of Eastern Partnership regional platforms	ENP-East 3.4 Dissemination workshops to share end of year project results	4 by the end of 2010
Total ENP				32

ENP-South

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
	Indicators	Indicators	Indicators	N° of outputs
Function 1 – Input to Commission sector programming and project cycle	ENP-South 1.1 Country project fiches as input to ENP action plan monitoring Inputs to design of sector policy support programmes Report on progress of VET reform and links to secondary education in EGY	ENP – South 2.1 Based on 2009 regional employment review, inputs to DG Employment in the context of follow up to Marrakesh Ministerial conference on employment and preparations for 2010 follow up Ministerial conference Identification of capacity development needs for Ministry of Employment in TUN as part of ENPI intervention	ENP – South 3.1 Update of policy index on entrepreneurial learning and enterprise skills Finalisation of second phase of regional indicators for entrepreneurship in tertiary education. This activity dovetails with the one under IPA above. Inputs to DG Enterprise as a follow up to Union for Mediterranean Nice Ministerial Conference when convened and preparations for follow up Ministerial conference	6 by the end of 2010
Function 2 – Support to partner country capacity building	ENP – South 1.2 Expertise provision, facilitation of national focus groups discussion, workshops on issues linked to - National qualification frameworks - Regional qualifications - Quality and quality assurance	ENP – South 2.2 High level seminar on employability and qualifications in TUN	ENP – South 3.2 Expertise provision, facilitation of national focus groups discussion, workshops, on issues linked to: - Role and involvement of different stakeholder groups in policy design and implementation (JO) - Partnership building and development of strategy for entrepreneurial learning in a lifelong learning context (LEB) - Sectoral skills needs analysis (SYR)	20 by the end of 2010

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
Function 3 - Policy analysis	ENP – South 1.3 Completion of countries self assessment on developments in VET in a lifelong learning perspective and relevance of EU developments Draft report on the above	ENP – South 2.3 Report on insertion of graduates in MOR as input to evaluation of external efficiency of the system Finalisation and printing of regional employment review	ENP – South 3.3 Regional report on social partnership Cross regional draft report on education and enterprise cooperation	2 by the end of 2010
Function 4 - Dissemination and networking	ENP – South 1.4 Annual workshop to share first year results of regional project on qualifications (incl. dissemination of 2009 regional study on role of social partners) Dissemination workshops to share end of year project results linked to Theme 2	ENP – South 2.4 Dissemination workshop of insertion study in MOR	ENP – South 3.4 Dissemination of 2009 transition from school to work in SYR High level dissemination conference on outcomes of assessment on entrepreneurial learning in tertiary education	4 by the end of 2010
Total ENP				32

3.3 Contributing to economic and development cooperation in human capital development in Central Asia

66. The Development Cooperation Instrument highlights the importance of human capital development, and makes particular reference to the importance of vocational education and training, and the modernisation of higher education and skills development to enhance living standards and reduce poverty. It also stresses the role of social cohesion and employment, the importance of decent work and social and fiscal policies as ways of fighting poverty, inequality and unemployment. Since June 2007, the Council's Central Asian Strategy for a New Partnership has confirmed the importance of the reform of education and training systems, among others through the setting-up of a European Education Initiative for Central Asia.
67. ETF 2010 activities in Central Asian countries cover a range of issues, from analytical work, to input to the DCI programme cycle and ETF contributions to national policy development and implementation. The ETF will build as far as possible on the consistent use of results and outputs of previous actions and will therefore focus on the thematic area of vocational education and training system development and provision, also considering their contribution to poverty reduction.
68. A cross-cutting thematic issue will continue to be school development and the possible role of schools as lifelong learning centres. Turkmenistan and Uzbekistan will be invited to join this action together with Kazakhstan, Kyrgyzstan and Tajikistan. This initiative is complemented through a multi-country assessment carried out in the framework of the "Turin Process" covering the main achievements and challenges of vocational training systems, also covering examples of good practice.
69. At the country level the ETF will complement the above mentioned actions through targeted work with national stakeholders on labour market and employment related topics, such as on labour force demand and skills forecasting with stakeholders in Kazakhstan, guidance related activities in Kyrgyzstan and labour market, employability and social partnership related actions in Tajikistan.

70. Support to the European Commission in relation to the delivery of Community assistance to partner countries will continue and be agreed on a case by case basis with the European Commission, notably in Kyrgyzstan and Turkmenistan in support of vocational education reform programmes.
71. The ETF will continue to keep abreast on education and training related actions of other donors active in countries falling under the DCI instrument and share its experience with other donors or international organizations, such as the World Bank, Asian Development Bank and OECD.
72. In light of the above, ETF key actions will focus on contributions to EU assistance in the framework of the DCI instrument, support to build capacity of stakeholders involved in future planned DCI projects and on issues linked to policy development and implementation, and provision of analytical reports in the area of human capital development approaches in Central Asia and ensuing policy options to inform partner country policy and decision makers as well as EC services.
73. The table below summarises project indicators by function and theme over the reporting period:

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
	Indicators	Indicators	Indicators	N° of outputs
Function 1 – Input to Commission sector programming and project cycle	<p>DCI 1.1</p> <p>Project action fiche and terms of reference preparation (UZB)</p> <p>Inputs to grant scheme development for the VET sector (KYR)</p> <p>Support for the effective engagement of stakeholders in upcoming DCI projects</p>			<p>5</p> <p>by the end of 2010</p>
Function 2 – Support to partner country capacity building	<p>DCI 1.2</p> <p>Self assessment and quality control as tools supporting school development in a lifelong learning perspective (KYR, KAZ, TAJ)</p> <p>Accompanying policy dialogue on NQF development (KAZ)</p> <p>Approaches to VET reform and policy development (TK)</p>	<p>DCI 2.2</p> <p>Labour force demand and skills forecasting approaches (KAZ)</p> <p>Career guidance support (KYR)</p> <p>Accompanying policy dialogue on labour market policies (KAZ)</p>	<p>DCI 3.2</p> <p>Processes to develop or enhance social partnership in order to support better interaction of VET schools with their environment (KYR, KAZ, TAJ)</p>	<p>19</p> <p>by the end of 2010</p>
Function 3 – Policy analysis	<p>DCI 1.3</p> <p>Analysis of the quality of VET schools in a lifelong learning perspective (KAZ, KYR, TAJ)</p> <p>Completed country self-assessment on developments in vocational education and training in a lifelong learning perspective and draft report</p>		<p>DCI 3.3</p> <p>Cross regional draft report on education and enterprise cooperation</p>	<p>2</p> <p>by the end of 2010</p>
Function 4 – Dissemination and networking	<p>DCI 4</p> <p>Activities promoting collaboration between partner countries and donors</p>			<p>4</p> <p>by the end of 2010</p>
Total DCI				30

3.4 Other countries

74. By decision of the Governing Board in accordance with article 1c of its founding regulation, the ETF may contribute to improving human capital development in other designated third countries insofar as the corresponding additional resources are clearly identified. At present no such proposals are under consideration.

3.5 Thematic expertise development

75. To better inform operational projects and activities as described above, the ETF strives to continuously develop its thematic expertise. Innovation and learning combined with knowledge management are key to ensuring that the ETF sustains and further develops its capacity to meet its objectives in its thematic areas. The ETF will therefore continue to develop its capacity to innovate, learn and manage knowledge.

3.5.1 Innovation and learning programme

76. The programme consists of six communities of practice and four innovation and learning projects. The ETF's innovation and learning programme supports human capital approaches that are responsive to new models and strategies for economic growth, development and globalisation.
77. The communities of practice develop the ETF's thematic expertise, capture experience gained by the ETF and actively disseminate experience resulting from work with the partner countries within the ETF. They capture developments at EU and international level. The communities of practice bring together thematic experts to perform the helpdesk function responding to requests from ETF country and multi-country teams as well as ad hoc requests from external stakeholders. Communities of practice serve as well as 'incubators' for the design of new innovation and learning projects.
78. **A Vocational education and training system development and provision**
- Qualification systems and frameworks including quality
 - Tertiary education, in particular professionally-oriented higher education, will include developments that support breaking the barriers between education levels to ensure lifelong learning facilities to individuals. Actions related to the portability of individual skills and the permeability of education and training systems will be implemented in 2010.
79. **B Labour market needs and employability**
- Employment and labour market issues
 - Indicators and data for evidence-based policies
80. **C Enterprises and human capital development: education and business partnerships**
- Transition from school to work
81. In addition to coverage of the themes indicated above, one community will deal with transversal issues, such as education and development, capacity development and methodologies. An important aspect of this work will be to develop measurable indicators for the effectiveness of ETF support to the policy cycle in human capital development and for the ETF's support to the Commission.

82. In 2008, four projects were identified in the ETF core themes to enhance the ETF's capacity to provide support to the partner countries in the context of EU external assistance in the areas of:
- Enhancing education policies for national economic competitiveness;
 - The implications for lifelong learning and training policies of more flexible labour markets and the need for higher levels of security and employability in Kazakhstan, Ukraine, Turkey and Morocco;
 - Gender equality and equity in education and training and its links with access to the labour market for women in Egypt, Jordan and Tunisia;
 - Human capital development reviews with a focus on the role of equity for human capital development in Moldova and Tajikistan.

83. The table below summarises project indicators by function and theme over the reporting period.

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
	Indicators	Indicators	Indicators	N° of outputs
Function 1 – Input to Commission sector programming and project cycle				
Function 2 – Support to partner country capacity building	ILP 1.2 NA (integral part of work with partner countries under 1.3)	ILP 2.2 NA (integral part of work with partner countries under 2.3)		NA (integrated in specific objective 3)
Function 3 – Policy analysis	ILP 1.3 Assessment of the role of education policies and approaches for national economic competitiveness (EGY, UKR, ARM) Country and cross country analysis of gender equality and equity in education and training in two economic sectors and the links with access to the labour market for women (TUN JOR, EGY) Assessment reviews on the role/importance of equity for human capital development (MOL, TAJ) Reports on the development and evolution of NQFs in selected partner countries (TUN, RU)	ILP 2.3 Country studies on the relation of lifelong learning and training policies and flexible labour markets and higher levels of security and employability (Flexicurity) (MOR, TK, UKR, KAZ) Key indicators developed and used to support evidence-based policies	IPA 3.3 Enhanced understanding of the transition concepts and models with a focus on lifelong learning and enterprise-education co-operation	7 by the end of 2010
Function 4 – Dissemination and networking	ILP 4 Findings and new methods developed by the ILPs presented to partner countries and the international community. Communities of practice regularly involve the international community in information and knowledge sharing activities and contribute to the workshops and conferences they organise			3 by the end of 2010

ETF Functions	Theme A <i>Vocational education and training system development and provision</i>	Theme B <i>Labour market needs and employability</i>	Theme C <i>Enterprises and human capital development: education and business partnerships</i>	Indicators of performance
Total ILP				10

3.5.2 Knowledge sharing and management

84. Knowledge creation, management and sharing are paramount to the ETF's success as a centre of expertise and its capacity to deal with developments in the three core themes. The ETF will dedicate resources to explore, define and implement the most appropriate strategy and responses within the context of its work. These will ensure that existing and new knowledge created through the operation and innovation and learning projects is accessible, used and continuously enriched in the ongoing realisation of the organisation's mission.
85. Building upon the work of 2009 to establish a vision and strategy for knowledge management and sharing, in 2010 the ETF will implement the strategy. In 2010 it will:
- Initiate an organisational response to knowledge management needs, including setting up an adequately resourced team and in-house knowledge management network;
 - begin the development of tools and practices conducive to knowledge transfer and learning, taking ETF to its next step as a learning organisation;
 - commence with the implementation of an ETF knowledge hub providing support to operations and experts
 - define and monitor knowledge sharing and management related performance indicators.

4. CORPORATE COMMUNICATION

86. Corporate communication will contribute to the achievement of the ETF's mandate by ensuring transparent continuous information flow on its activities.
87. The ETF's work, activities and results will be communicated, in an open, transparent, and understandable way, to the European institutions, Member States, partner countries, the international community and the wider external public.
88. Information is provided on ETF activities contributing actively to the international debate on human capital development by disseminating ETF work, activities and results in events, conferences and media in the EU and partner countries, as well as at the international level.
89. In 2010, the ETF's work on communications will be steered by the overall goals in the mid-term perspective 2010-13, and in line with the ETF's communications policy and new, extended mandate. We will continue to develop methods to actively and effectively communicate the ETF's messages to politicians, practitioners, professionals, policymakers, and the public by better foreseeing their respective needs for information and better distributing it to the right people at the right time in the right way. External communication will concentrate on ensuring a clear and common understanding of the role of the ETF, including its expertise in supporting human capital development within the context of the EU external relations policies.
90. Corporate communication will continue to develop methods to effectively communicate ETF messages – primarily by further developing the ETF's publications programme, upgrading the ETF website, integrating social media, multimedia and audiovisual tools, further elaborating our contacts with journalists from international and national media and having more direct interaction and dialogue with stakeholders and citizens via the website, events and exhibitions. In addition, the ETF will implement a new corporate identity to reflect its new mandate and in support to the integrated communication approach.
91. The ETF liaison officer in Brussels will support effective communication and working relationships with key players at the European Institutions, in particular with new members of the European Commission and the European Parliament, and contacts will be established and developed to promote the ETF, its mandate and activities and to identify counterparts for strategic and operational cooperation.
92. Content wise, communication priorities in 2010 will, to a large extent, reflect the ETF's work programme activities, the content priorities as described in section 3 and in particular promote the ETF's acquired expertise and knowledge as well as country and regional activities. Furthermore, ETF will organise two large scale international conferences in relation to the European Year for Combating Poverty and Social Exclusion 2010. The first on gender equity in education and training to celebrate the International Women's Day, the second on promoting social inclusion into employment and active citizenship through education and training during the second half of 2010.
93. To be successful, ETF information and communication activities must be distinct, visible, proactive, regular and transparent. The ETF must stand out as an EU body which is open to politicians, authorities, organisations and the public, and the information gathered must be made freely available.

4.1. Indicators to measure performance of 2010 corporate communication activities

Specific objectives	Activity	Indicators of performance
Provide new tools for regular information exchange with ETF stakeholders particularly at European level and in the partner countries	Production of a variety of publications, including corporate periodicals, and expertise and country publications on ETF results and activities, such as the ETF magazine - Live & Learn, regular policy briefings, corporate publications and leaflets Upgrade and maintain the ETF's website and internet presence	Percentage of published publications versus planned publications Achievement of 80% client satisfaction through targeted surveys about ETF products Increase in audio-visual and user generated content on website Increase in ETF footprint through search engine optimisation See also corporate indicators (annex 11)
Promote the ETF's new role and its expertise publications	Organise targeted promotion activities at conferences, fairs and exhibitions in the field of human capital development, education, training and labour markets. ETF liaison office in Brussels	Present ETF materials at one identified event in each partner region Participate in at least three major and relevant international events Achievement of 25% awareness of new ETF brand among key clients through targeted surveys Production of at least four reports on activities of EU institutions
Enhance dialogue-generating and face-to-face communication with the main ETF audiences	Organise events and visits including two corporate conferences per year and assist in the organisation of expertise related events	Achievement of 80% participant satisfaction through targeted surveys on the quality of content and service
Enhance media coverage of ETF activities and human capital development issues.	Manage and promote the ETF through relations with the media, including audio-visual, web and printed	Bring at least two groups of journalists to visit ETF partner countries Place the ETF in programmes on at least two television stations Ensure the ETF presence in at least 10 newspapers or magazines

5. RESOURCES, GOVERNANCE AND MANAGEMENT

94. The ETF aims to enhance its potential as a creative and innovative organisation capable of adapting rapidly and effectively to its environment, to policy developments, to requests from its stakeholders and to the evolving situation of the partner countries. The ETF must also continually enhance its compliance with the requirements of sound management of its financial, human and technical resources in line with EU standards, while at the same time keeping overheads to a minimum
95. This will also involve the continuous refinement of its planning and resource management practices, including the processes it follows in monitoring and evaluating the quality, relevance and effectiveness of its work in order to reach its strategic objectives and deliver the expected results.
96. In particular, the ETF will continue to develop results-driven planning measures, improve its activity-monitoring tools and produce its performance reports and regularly evaluate its activities. The ETF will deploy revised management information, internal system audits, financial controls and accounting tools in line with its changing mission and the regulatory and technological environment of European public administration.

5.1 Resources

97. The subvention for the ETF from the Community Budget foreseen for 2010 is €19.460 million, out of which 74% corresponds to Title 1 (expenditure related to persons working with the ETF) and 2 (building, equipment and miscellaneous operating expenditure), while 26% to Title 3 (expenses relating to performance of specific missions)³⁴. A detailed activity-based budget is provided in annexes 2 and 3. The budget allocation and staff distribution based on activities is provided in annex 4.
98. To this budget other inputs may be added, if required, to ensure the results of projects and activities coming from other EC funds, bilateral aid or international organisations³⁵.
99. The posts available for the implementation of the ETF mandate will be:
 - 96 Temporary Agents,
 - 33 Contract and Local Agents and
 - 6 Seconded National Experts.
100. However, given the 2010 forecast budgetary allocation to Title 1, an estimated total of only 128 FTEs can be deployed during the year, corresponding to 132 posts out of the 135 available filled by the end of the year.

³⁴ See table in the Annex relating Regions, Functions and Titles.

³⁵ See art. 15.3 and 15.4 of the Council Regulation (EC) no. 1339/2008

101. These will be based in Turin with one liaison officer in Brussels. The 128 FTEs are expected to be distributed as follows:

Functions	Planned FTE
Experts	43
Professionals	32
Managers	12
Coordinators	2
Administrative support staff	39
Total	128

102. The ETF establishment plan will reflect the need for “expertise reinforcement “ with a shift of five posts from AST to AD levels resulting in a total of 59 AD and 37 AST compared to the previous establishment plan (54 AD and 42 AST)³⁶.

103. In addition, the request for a revised establishment plan reflects a more coherent policy of recruitment at entry grades for experts (specialists at AD7 level and senior specialists at AD9 level as set out in the ETF multi-annual Staff Policy Plan), while staff leaving at higher levels will be replaced by staff recruited at the above mentioned entry levels³⁷.

104. The overall distribution of grades as per the 2010 proposed establishment plan will naturally evolve overtime, to take account of real occupations, reclassifications and planned departures and replacements.

105. The ETF’s distribution of budget and human resources by function, theme and instrument is shown in the tables below.

³⁶ As per article 32 of ETF financial regulation, in November 2008 the Governing Board approved the new establishment plan function group shifts.

³⁷ The ETF follows the Staff Policy Plan guidelines issued by the Commission which refer to the principles mentioned in article 31 of the Staff Regulations.

Planned distribution of resources by function

	Budget	Staff (FTE)					Distributio n
	(million €)	OPS	ECU	PME-DIR	AD	Total	%
Function 1 – Input to Commission sector programming and project cycle ³⁸	8.271	28.9	10	10.5	39.5	54.4	42.5%
Function 2 – Support to partner country capacity building	4.670	16.3				30.7	24.0%
Function 3 - Policy analysis	3.892	13.6				25.6	20.0%
Function 4 - dissemination, and networking	2.627	9.2				17.3	13.5%
Total	19.460	68	10	10.5	39.5	128	

Planned distribution of resources by theme

	Budget	Staff (FTE)					Distributio n
	(million €)	OPS	ECU	PME-DIR	AD	Total	%
Theme A: Vocational education and training system development and provision	12.039	42.1	10	10.5	39.5	79.2	62%
Theme B: Labour market needs and employability	4.057	14.2				26.7	21%
Theme C: Enterprises and human capital development: education and business partnerships	3.364	11.8				22.1	17%
Total	19.460	68	10	10.5	39.5	128	

³⁸ Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

Planned distribution of resources by instrument

	Budget	Staff (FTE)					Distribution
	(million €)	OPS	ECU	PME-DIR	AD	Total	%
Instrument for Pre-accession Assistance	6.358	22.1	10	10.5	39.5	41.7	32.5%
European Neighbourhood and Partnership Instrument	6.358	22.1				41.7	32.5%
Development Cooperation Instrument	2.954	10.1				19.1	15%
Innovation and Learning	3.789	13.6				25.6	20%
Total	19.460	68	10	10.5	39.5	128	

5.2 Governance

106. The ETF has a Governing Board consisting of one representative of each Member State, three representatives of the Commission including the chairperson, the Director General of DG Education and Culture, as well as three non-voting experts appointed by the European Parliament³⁹. In addition, three representatives of the partner countries may attend the meetings of the Governing Board as observers.

The main responsibility of the Governing Board is the adoption of the draft annual work programme of the ETF and its budget, subject to the approval of the European Parliament in the context of the overall European Union budget. With the aim to increase GB members' contribution and involvement into ETF planning and evaluation exercises two working groups will be set up to provide inputs in the organisational planning cycle.

The ETF aims at taking advantage of GB members' technical expertise from their countries through direct participation in events and support in organising study missions to Europe. Their support will also be sought in order to ensure ETF participation in the EU Presidencies' most relevant initiatives.

107. ETF governance related processes include regular meetings with the European Commission Directorate Generals represented in its Governing Board through structured dialogue meetings.

108. In addition to the structured dialogue, the ETF regularly meets with its parent DG (DG Education and Culture) and, for operational matters, with the different DGs requesting services, notably DG Enlargement, DG External Relations, EuropeAid, DG Development, DG Employment, Social Affairs and Equal Opportunities, DG Enterprise, DG Justice, Freedom and Security and others.

109. It also works with the European Parliament, particularly the Committee on Employment and Social Affairs, the Budgetary Committees and others (e.g. Education and Culture). The ETF can also be asked to participate in the European Council committees, such as the Education and Culture Committee.

³⁹ Article 7 of the Regulation (EC) № 1339/2008.

110. The ETF cooperates regularly with EU economic and social partners and their different institutions.
111. With all the above mentioned stakeholders, the ETF will ensure a flexible response to their specific and differing requirements.
112. In 2010 there are planned two meetings of the Governing Board, in Turin, during June and November.

5.3 Organisation

113. The ETF is currently organised in units and departments . An organisational chart can be found in annex 10.
114. The Internal Audit Service of the European Commission is the ETF's internal auditor.
115. The ETF will continue to adapt its organisational structure to respond better to its mandate.

5.3.1 Operations Department

116. The activities of the Operations Department are described in detail in Section 3 above..
117. The Operations Department is organised around a team-based approach to deliver its regional, country and project activities. Consequently the department gives high value to teamwork. According to their specific field of specialisation and competences and the evolving portfolio of the organisation, specialists may be asked to lead and/or work within country and/or project teams.

5.3.2 Planning, Monitoring and Evaluation Unit

118. The Planning, Monitoring and Evaluation Unit (PMEU) co-ordinates and contributes to the ETF's strategic planning process by co-ordinating the institution's dialogue with its main stakeholder, the European Commission. As part of strategic planning, PMEU produces and undertakes policy assessments and environmental analyses which provide ETF staff with inputs for a development strategy and work programme by capturing inputs and suggestions provided by the main stakeholders.
- PMEU drives the ETF's performance measurement framework which covers the ETF's capacity to manage its performance, effectiveness and efficiency by coordinating the implementation of the Internal Control Standards, risk management, audits, monitoring and evaluation. The Unit also manages the ETF's statutory Governing Board to ensure the discharge of its statutory obligations and its active contribution to the work of the ETF.

5.3.3 The ETF Communication Unit

119. The ETF Communication Unit produces and disseminates high quality information, both online and printed, on key ETF issues to a wide audience comprising policymakers, partners and practitioners. The activities of Communication Unit are described in detail in Section 4. above

5.3.4 Administration Department

120. The Administration Department supports the achievement of the ETF's mission through efficient and effective management of the organisation's human, financial and material resources and by delivering specialised 'enabling services' internally (directly or through

outsourcing) according to pre-defined standards. The Administration Department's activities include legal advice, human resources management, budget and financial management, accounting, ICT and infrastructure services, logistics, procurement and administrative support. The Administrative Department strives to improve continually the efficiency and quality of its services while ensuring compliance with the rules and regulations in force and the principles of sound financial management.

121. It does so by continuously reviewing its systems and services in response to feedback from the operational area and auditing bodies and through benchmarking and adoption of good practice from peer organisations. In the course of the year, the Administration department carries out customer satisfaction surveys, the results of which are published and give rise to action plans to implement improvements. The approach aims to focus on making efficiencies possible by identifying opportunities and overcoming unnecessary bottlenecks and sharing knowledge of improved process across the organisation as whole.

5.4 Management

122. The main driver for ETF management is its mandate. An efficient and effective management of the organisation makes a significant contribution to achieving ETF operational objectives. This section of the ETF work programme 2010 outlines how ETF management and horizontal services plan to work to reach the common organisational goal. .

5.4.1 Planning

123. The ETF's annual planning and programming cycle starts with the institution's dialogue with its main stakeholders and policy assessments and environmental analyses. This provides the organisation with inputs for the annual work programme drafted within the framework of a four-year multiannual development strategy.

124. The rationale of the 2010 ETF annual work programme is:

- To plan and manage activities towards achieving objectives and using resources efficiently;
- To set the baseline to monitor progress during the year with quantitative and qualitative indicators;
- To identify main risks associated with the activities and objectives and take appropriate action to address them; and
- To set the basis for reporting on results in the Annual Activity Report.

125. To this end, the ETF's 2010 main activities and expected outputs and indicators of achievement are outlined in section 3 (Priority actions in 2010), section 4 (Corporate communication) and point 5.4.8 at the end of this section.

126. The priority actions are deployed through specific projects, which are defined in "project implementation plans"⁴⁰ and which detail activities, outputs, results, indicators, resources and timeframe.

127. The Directorate, PME unit, ETF Communication unit and Administration department base their work plans on the common objective to provide high quality and efficient management and administrative support, advice, assistance, control and monitoring functions to the organisation to achieve its operational mandate.

⁴⁰ In conjunction with the ETF country information notes

5.4.2 Monitoring and evaluation

128. The ETF monitors its performance on a quarterly basis, through reporting on and measuring of:
- Progress of activities and outputs and indicators of achievement according to planning;
 - Corporate performance indicators;
 - Activity-Based Budget status; and
 - Risk update (delayed activities-forecasted risks, and mitigation action proposals)
129. In 2006, the ETF introduced a matrix of corporate indicators to provide data of how the agency performs at an aggregated level in relation to its core business and its functioning as an agency of the European Union. Corporate indicators include aggregate number of projects outputs. The list of corporate performance indicators is in annex 11.
130. 2010 will see the start of a new external evaluation of ETF operations, within the framework of the ETF mandate, organised by the European Commission, as foreseen in the ETF Council Regulation. The ETF will devote resources to effectively support the evaluators in their work.
131. The ETF also commissions evaluations of selected projects. In 2010 these activities will focus on the implementation of country plans.

5.4.3 Quality assurance and control framework

132. **ETF Internal Control Standards provide** the quality benchmark standard to which the organisation aims to reach effectiveness of its operations.
133. The ETF's quality and risk management activity will continue in 2010 according to
- the three-year risk management implementation plan 2008-10, and the outcomes of annual self assessment review exercises, and
 - the established risk register 2009 which identified actions in five risk areas: vision, efficiency and proportionality, planning, knowledge management and reporting.
134. In particular, in 2010 ETF prioritises actions to strengthen the basis of the annual declaration of assurance of the ETF Director.
135. Risks that are largely beyond the ETF's control and that could undermine the quality and impact of our activities might include budgetary risks, policy risks (new demands or priority changes in policy at EU level requiring a new definition of the core themes and strategic activities as well as changes in policies towards partner countries and within the countries).
136. The Internal Audit Service of the European Commission (IAS), operating as the Internal Auditor of the ETF, regularly audits the ETF on its application of the Internal Control Standards. For 2010 the following audits are foreseen:
- ETF planning and monitoring processes
 - Follow-up audit
137. The European Court of Auditors (ECA) audits the compliance of the ETF with the Financial Regulation and the Staff Regulation through ex-post controls on financial and recruitment transactions. In addition, the ECA verifies the annual accounts of the ETF, and provides its opinion on their reliability, legality and regularity to the Governing Board, as part of the discharge process.

138. Furthermore, in 2010, the ETF will consolidate its compliance with data protection requirements through complete notification of relevant organisational procedures to European Data Protection Officer and definition of respective privacy statements.
139. The above audits are complemented with the deployment of an ex-post audit campaign by external auditors related to a selection of ETF projects and expenditures.

5.4.4 Financial management

140. Sound financial management is key to a public organisation like the ETF. Whilst ensuring compliance with financial regulations, the ETF in 2010 put special effort in improving the efficiency of its financial management processes.

5.4.5 Human resources management

141. The ETF has chosen to operate a competence-based management of its human resources, designed to support its continuing development as a centre of expertise.
142. In this framework, human resources management will bring a significant contribution to the achievement of the work programmes' objectives focussing on four main pillars:
- Increasing the suitability of job profiles (e.g. country managers) and enhancing organisational adaptations of staff deployment (e.g. tackling fragmented staffing allocations), as a consequence of the new mandate,
 - reinforcing the process for setting individual objectives to strengthen their alignment with the ETF's strategic objectives,
 - re-engineering selection procedures to speed up the acquisition of missing profiles and further increase quality and compliance of the process,
 - reviewing learning opportunities, to support the growth of strategic key competences.
143. With regard to increasing the suitability of job profiles and the need to pursue the vision set out in the mandate and the mid-term perspective, the optimisation of the use of human resources may lead to a series of organisational adaptations. A reshuffle and redistribution of competences and posts to be deployed is expected and therefore figures planned for 2010 may evolve over time.
144. As already begun, and as mentioned in the multiannual Staff Policy Plan, the ETF will implement such adjustments by further reinforcing the expertise function in the Operations Department and by optimising the use of human resources (including the identification of areas where further efficiencies can be sought).

5.4.6 Information and communication technologies (ICT) and facilities management

145. Informatics and infrastructure management will ensure the continued evolution of ICT systems and services supporting the operations and administration of the ETF. These will include efficient information and communication technology networks and systems, software solutions and high-quality facilities.

5.4.7 Interinstitutional and interagency cooperation on administrative matters

The ETF will continue to work closely with the European institutions, the interinstitutional bodies (EPSO, PMO, EAS, OIB) and the other EU agencies to share experience and good

practice on management and administrative issues and to achieve efficiency gains through joint action, especially in the areas of training, recruitment and procurement. In 2010, the ETF will seek to develop such cooperation in particular with its sister agency Cedefop and with other EU bodies located in northern Italy (EFSA, JRC Ispra).

5.4.8 Indicators to measure performance of 2010 activities to improve efficient management of the ETF

146. This section focuses on how the ETF cascades down its overall objective into specific objectives and activities for horizontal services. It includes a list of main planned activities for 2010 and indicators to monitor progress and measure results. Moreover, horizontal services will continue to adapt their plans to the evolving needs of the organisation. (See also Annex 11: ETF corporate indicators)

Specific objectives	Activity	Indicators of performance
To improve consistency, relevance and measurability of ETF operations	Quality review of 2010 Project Implementation Plans (objectives, outputs, indicators and risks)	% of 2010 PIPs approved by the deadline versus planned
To improve quality of management information and ensure an effective and efficient monitoring and reporting structure	Up-dating and further development of reporting and monitoring tools and databases Analysis and aggregation of data for quarterly reporting to management on implementation of WP2010 Deployment and active use of integrated activity based management in activities and resource planning cycle	ETF Quarterly reports 2010 timely prepared Corrective actions based on indicators showing risk of underachievement of objectives identified quarterly ETF performance against target indicators (variation %) Automatic periodical ABM reporting
To enhance ETF quality assurance processes	Management and follow-up of external evaluations of a selected number of ETF projects ETF improvement plan review includes corrective actions to respond to - IAS and ECA recommendations - Annual ICS and risk management review report. - ex post audit campaign, and is part of regular monitoring and reporting On going review of ETF procedures (2 yearly and ad hoc basis)	Recommendations for improvement resulting from 2-3 evaluations agreed and acted on key actions in ETF improvement plan implemented by end 2010 % of ETF procedures reviewed versus planned
To ensure sound and efficient financial management	Introduction of revised implementing rules of financial regulation Replacement of local financial management system with centralised European Commission system (ABAC, hosted and maintained in EC data centre) Introduction of efficiency improvements (for example risk based differentiated payment circuits, systematic internal ex-post campaigns)	Key improvement actions implemented according to schedule % of transactions and tendering processing time within target lead time Support/service requests responsiveness/lead time rate

<p>To ensure HR management and staff development match the needs of the ETF</p>	<p>Increasing the suitability of job profiles Reinforcing individual objective setting process to strengthen the alignment with the ETF's strategic objectives Re-engineering selection procedures to speed up the acquisition of missing profiles and further increase quality and compliance of the process, reviewing learning opportunities, to support the growth of strategic key competences.</p>	<p>Internal training delivered satisfaction rate Key improvement actions implemented according to schedule At least 30% of Jobs profiles reviewed annually and methodology for staff planning needs in place At least 70% of objectives set in line with guidelines, coaching given The selection cycle time is reduced by 10% 85% of staff attending training assess the courses attended as appropriate for their roles</p>
<p>To provide a safe and efficient working environment in terms of Information Communication Technologies facilities and premises</p>	<p>Server and desktop virtualisation leading to improved IT efficiency Wireless network deployment Improve knowledge and information management systems (including internet) Improve human resources management systems Refurbish ETF meeting facilities</p>	<p>key improvement actions implemented according to schedule</p>

Annex 1: Projects

Cross-regional

Number	Project	Objective	Countries	Project Funds 2010	Breakdown by theme	Breakdown by function	Expected Duration
CRO-10-01	Corporate conferences	To raise awareness and share good practice on social inclusion of disadvantaged groups through education and training within the framework of the European Year of Combating Poverty and Social Exclusion through corporate events	All	120,000 ⁴¹	TA: 80,000 TB: 40,000	F4: 120,000	2010
CRO-10-02	Entrepreneurship and enterprise skills	To bring forward developments in life-long entrepreneurial learning and enterprise skills development in the participating countries in keeping with the provisions of the European Charter for Small Enterprise and the Euro-Mediterranean Enterprise Charter and to explore possibilities of extending experience to the Eastern Partnership	ALB, BIH, CRO, KOS, FYROM, MON, SER, TK, ALG, EGY, IS, JO, LEB, MOR, OPT, SYR, TUN, AZB, ARM, BEL, GEO, MOL, UKR	240,000	TC: 240,000	F1: Relying on internal expertise F2: 200,000 F3: 20,000 F4: 20,000	2009 - 2011
CRO-10-03	Turin process	To identify key trends and gaps in VET reform in partner countries and assess the extent to which partner countries are inspired by EU developments in VET reform	All	80,000	TA: 80,000	F3: 80,000	2010 - 2011
CRO-10-04	Education institutions and enterprise cooperation	To provide evidence based information on education institutions and enterprise cooperation in partner countries	All	150,000 ⁴²	TC: 150,000	F3: 150,000	

⁴¹ This action is funded from the budget line for corporate communication.

⁴² This action is additional to the foreseen allocation of €3,030,000 for Operations

ILP-10-05	Education and training for competitiveness	To provide evidence based policy advice to partner countries on the links between skills formation and foreign direct investment	TBC	80,000	TA: 80,000	F3: 70,000 F4: 10,000	2008-2011
ILP-10-06	The contribution to lifelong learning strategies for flexibility and security in labour markets in partner country contexts	To identify the implications for lifelong learning and training to encourage more flexible labour markets and ensure higher levels of security	TK, MOR, KAZ, UKR	165,000	TB: 165,000	F3: 125,000 F4: 40,000	2008-2011
ILP-10-07	Women and Work	To identify economic and socio-political impediments to the transition process of women, and particularly you women, from education to work and their impact on the overall economic and social development for the countries	EGY, JO, TUN	90,000	TA: 90,000	F3: 40,000 F4: 50,000	2008-2011
ILP-10-08	Communities of Practice	To act as incubators for future innovation and learning projects, consolidate and mainstream knowledge developed on HCD approaches, disseminate the ETF's knowledge on HCD issues and serve as easily deployable helpdesk on HCD related expertise in the ETF priority areas	All	200,000	TA: 160,000 TB: 20,000 TC: 20,000	F3: 100,000 F4: 60,000 F3: 15,000 F4: 5,000 F3: 15,000 F4: 5,000	2010
ILP-10-09	HCD Reviews	To undertake and design reviews in human capital development in partner countries, focusing on the role of equity for HCD	MOL, TAJ	55,000	TA: 55,000	F3: 35,000 F4: 20,000	2008-2011
TOTAL Cross regional and ILP (Additional need)				1,030,000 (+150,000)	TA: 545 ,000 TB: 225,000 TC: 260,000 (+150,000)	F1: Relying on internal expertise F2: 200,000 F3: 500,000 (+150,000) F4: 330,000	

Pre-accession region

Number	Project	Objective	Countries	Project Funds 2010	Breakdown by theme	Breakdown by function	Expected Duration
IPA-10-10	Social inclusion through education and training	To enhance the capacity of national stakeholders to address the social exclusion of disadvantaged ethnic communities in education and training	All	140,000	TA: 140,000	F2: 80,000 F3: 40,000 F4: 20,000	2009 - 2011
IPA-10-11	Mutual learning programme	To encourage mutual learning to support the quality of decision making on quality promotion and quality assurance, tertiary professional education and adult learning	All	220,000	TA: 220,000	F2: 220,000	2009 - 2011
IPA-10-12	Country projects	To support the delivery of Community support in the field of human capital development To support the partner countries in the design, implementation and assessment of human capital development policies and strategies	All	480,000	TA: 340,000 TB: 100,000 TC: 40,000	F1: 50,000 F2: 330,000 F3: 100,000	2010
Total				840,000	TA: 700,000 TB: 100,000 TC: 40,000	F1: 50,000 F2: 630,000 F3: 140,000 F4: 20,000	

Neighbourhood region

ENP-East: Eastern Partnership and Russian Federation

Number	Project	Objective	Countries	Project Funds 2010	Breakdown by theme	Breakdown by function	Expected Duration
ENPI-10-13	Country projects	To support the delivery of Community assistance to partner countries in the human capital development field To provide relevant advice and develop national capacities for the design and implementation of reform	AZB, ARM, BEL, GEO, MOL, UKR, RU	250,000	TA: 140,000 TB: 35,000 TC: 75,000	F1: 15,000 (relying on internal resources) F2: 190,000 F4: 45,000	2010-2013
ENPI-10-14	Eastern Partnership Employment reviews	To provide relevant analysis on the development and generation of human capital and how it is allocated to the labour market	ARM, AZB, BEL, GEO, MOL, UKR	100,000	TB: 100,000	F1: relying on internal resources F3: 20,000 F4: 80,000	2008 - 2010
ENPI-10-15	Eastern Partnership support to Platform IV	To support DG EAC in the policy dialogues under Platform IV with provision of information on country context	AZB, ARM, BEL, GEO, MOL, UKR	40,000	TA: 40,000	F1: relying on internal resources F3: 40,000	2010-2011
Total				390,000	TA: 180,000 TB: 135,000 TC: 75,000	F1: 15,000 F2: 190,000 F3: 60,000 F4: 125,000	

ENPI South

Number	Project	Objective	Countries	Project Funds 2010	Breakdown by theme	Breakdown by function	Expected Duration
ENPI-10-16	Country projects	To support the delivery of Community assistance to partner countries in the human capital development field To provide relevant advice and develop national capacities for the design and implementation of reform	ALG, EGY, IS, JO, LEB ⁴³ , MOR, OPT, SYR, TUN	330,000	TA: 205,000 TB: 70,000 TC: 55,000	F1: 20,000 F2: 205,000 F3: 40,000 F4: 65,000	2010-2013
ENPI-10-17	The regional dimension of qualifications in the Mediterranean	To create a regional platform of cooperation and exchange of experience between participating countries on the development of qualifications and the relevance of the regional dimension	ALG, EGY, IS, JO, LEB ⁴⁴ , MOR, OPT, SYR, TUN	100,000	TA: 100,000	F2: 60,000 F4: 40,000	2010-2013
ENPI-10-18	Input to policy dialogue in the U4M	To support EC services in the preparation of relevant policy discussion events in the framework of the U4M by provision of regional intelligence and studies	ALG, EGY, IS, JO, LEB ⁴⁵ , MOR, OPT, SYR, TUN	20,000 ⁴⁶	TB: 20,000	F1: relying on internal resources F3: 20,000	2010
Total				450,000	TA: 305,000 TB: 90,000 TC: 55,000	F1: 20,000 F2: 265,000 F3: 60,000 F4: 105,000	2007 - 2011

⁴³ Activities in Lebanon are financed by Italian cooperation funds with an amount of 200,000 for the overall projects duration 2010-2012

⁴⁴ Activities in Lebanon are financed by Italian cooperation funds with an amount of 200,000 for the overall projects duration 2010-2012

⁴⁵ Activities in Lebanon are financed by Italian cooperation funds with an amount of 200,000 for the overall projects duration 2010-2012

⁴⁶ The amount foreseen is to conclude the publication of the 2009 U4M employability report

Central Asia

Number	Project	Objective	Country involvement	Project Funds 2010	Breakdown by theme	Breakdown by function	Expected Duration
DCI-10-19	Human capital development policy reform in Central Asia	To support the delivery of Community assistance to partner countries in the HCD field To provide relevant advice and develop national capacities for the design and implementation of reform To support regional cooperation on HCD reform topics	KAZ, KYR, TAJ, TKM, UZB	220,000	TA: 105,000 TB: 90,000 TC: 25,000	F1: 30,000 F2: 135,000 F3: 55,000	2009-2011
DCI-10-20	School development towards flexible community learning centres	Increase the relevance of training towards need of the community including formal education and adult learning	KAZ, KYR, TAJ	220,000	TA: 160,000 TC: 60,000	F2: 190,000 F3: 30,000	2009-2011
TOTAL DCI				440,000	TA: 265,000 TB: 90,000 TC: 85,000	F1: 30,000 F2: 325,000 F3: 85,000	
TOTAL ALL (+additional need)				3,150,000 (+150,000)	TA: 1,995,000 TB: 640,000 TC: 515,000 (+150,000)		

Planning, Monitoring and Evaluation

Number	Project	Objective	Budget
PME-10-21	Policy Analysis and Anticipation	To develop ETF policy strategies within the context of the ETF's Council Regulation	60,000
PME-10-22	Strategic Partnership	To reinforce ETF capacity to exchange information and lessons with Member States' donors for the benefit of the partner countries	60,000
PME-10-23	Evaluation	To contribute to the quality of ETF services and projects	150,000
PME-10-24	Ex post Audit	To contribute to the achievement of ETF objectives supporting compliance with its regulatory framework	50,000

Annex 2: Activity based budgeting – budget allocation to activities according to core themes and regions

147. The following matrix shows how its actions respond to the themes in the different regions

Budget resources (€)	Pre-accession	Neighbourhood	Central Asia	Expertise	Total
Theme A: Vocational education and training system development and provision	4,688,000	3,308,000	1,830,000	2,344,000	12,171,000
Theme B: Labour market needs and employability	642,000	1,445,000	578,000	1,252,000	3,918,000
Theme C: Enterprises and human capital development: education and business partnerships	1,028,000	1,606,000	546,000	193,000	3,372,000
Total	6,358,000	6,358,000	2,954,000	3,789,000	19,460,000

	Pre-accession	Neighbourhood	Central Asia	Expertise	ECU	PME-DIR	AD	Total
Theme A: Vocational education and training system development and provision	13.7	13.7	6.3	8.4	10	10.5	39.5	79.2
Theme B: Labour market needs and employability	4.6	4.6	2.1	2.8				26.7
Theme C: Enterprises and human capital development: education and business partnerships	3.8	3.8	1.8	2.4				22.1
Total	22.1	22.1	10.1	13.6	10	10.5	39.5	128

Annex 3: Activity based budgeting – allocation to activities according to internal organisation and titles

Activity	Title			
	1	2	3	Total
Operations	7,390,000	-	3,030,000	10,419,688
<i>Enlargement</i>	2,414,000	-	990,000	3,404,452
<i>Neighbourhood</i>	2,414,000	-	990,000	3,404,452
<i>Development and Co-operation</i>	1,122,000	-	460,000	1,581,867
<i>Innovation and Learning</i>	1,439,000	-	590,000	2,028,916
Corporate communication	1,099,000	130,000	707,000	1,935,719
Management, governance and resources	5,434,000	1,351,000	320,000	7,104,594
<i>Administrative</i>	4,293,000	1,351,000	-	5,643,539
<i>Planning, Monitoring, and Evaluation</i>	1,141,000	-	320,000	1,461,055
Total	13,922,000	1,481,000	4,057,000	19,460,000

Annex 4: Activity based budgeting – budget allocation according to core themes, titles and staff distribution

	Full Time Equivalents	Title 1	Title 2	Title 3	Total
Theme A: Vocational education and training system development and provision	79.2	8,707,000	926,000	2,537,000	12,171,000
Theme B: Labour market needs and employability	26.7	2,803,000	298,000	817,000	3,918,000
Theme C: Enterprises and human capital development: education and business partnerships	22.1	2,412,000	257,000	703,000	3,372,000
Total	128	13,922,000	1,481,000	4,057,000	19,460,000

Annex 5: Cross-regional actions

1. Entrepreneurship and enterprise skills

148. With increasing EU interest in the contribution of entrepreneurship education and wider skills development for better performing enterprises the ETF will maintain its support to the European Commission ensuring that key policy messages are disseminated to the partner countries.
149. Firstly, the ETF will consolidate the lifelong entrepreneurial learning policy index elaborated in 2007-2008 set against the provisions of the European Small Business Act. More specifically, the activities foresee the second and final phase a pilot action which aims to promote across-campus entrepreneurship education involving universities from a further eight countries (eight countries participated in phase 1 of the pilot in 2009) involving the development of methodology for entrepreneurial learning audits in tertiary level education.⁴⁷ The outcomes of the overall cross-regional exercise will be discussed at a cross-regional conference in November 2010. This meeting will determine the viability of a first set of indicators for transition and developing economies in the area of entrepreneurship in third level education.
150. Secondly, following EU policy recommendations on education-economy cooperation, the ETF will support two countries (one pre-accession, one Southern Mediterranean) on partnership building for lifelong entrepreneurial learning and where both countries will co-work policy developments and partnership building processes. This activity will build on the experience from the ETF 2009 entrepreneurial learning partnership project in Serbia.
151. Finally, the ETF intends to further its EU policy dissemination services with broader information events. Two activities in particular are foreseen in 2010. First, the dissemination of the outcomes of the EU's internal reflection process on entrepreneurship education and training, including a more involved engagement of a select group of partner countries (Turkey, Israel, Croatia, former Yugoslav Republic of Macedonia, Kosovo, Montenegro⁴⁸) in a similar policy reflection process on entrepreneurship education. Second, the ETF will start preparations of a high profile international symposium on lifelong entrepreneurial learning to take place in spring 2011, possibly in cooperation with a multi-country meeting on the Turin Process (see below). The crux of entrepreneurial learning meeting will be to focus on innovative policy and good practice in lifelong entrepreneurial learning with a particular focus on developing a system for accredited best practice.
152. The project covers the following countries:
- IPA Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey
 - ENPI Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Occupied Palestinian Territories, Syria, Tunisia
 - DG Enterprise has expressed an interest in exploring with the ETF the possibilities of extending some of the project activities to the countries under the Eastern partnership. Details of this intervention will be discussed further.

2. The 'Turin Process'

153. The preparation of the policy report for the Bruges ministerial meeting in 2010 provides a number of VET themes⁴⁹ and will be the focus of a joint Cedefop-ETF analysis in the candidate countries.

⁴⁷ This action additionally contributes to the entrepreneurship education provisions of the Euro-Mediterranean Working Group in Industrial Cooperation (2009-10).

⁴⁸ Countries participating in the EC Competitiveness and Innovation Framework Programme (CIP).

⁴⁹ The Bruges themes are: a) impact of the Copenhagen process on European cooperation in VET; b) emerging challenges for future VET policy development; c) the role of skills, competences and VET policies for economic recovery; d) strengthening links

The themes also provide a framework for analysing the VET reforms in all ETF partner countries. The ETF will therefore additionally launch and coordinate a process (the 'Turin Process') dedicated to its partner countries with the aim to getting an overview of VET reform in the countries, identify key trends and gaps and assess the extent to which EU policy developments in education and training are a point of reference and inspiration for partner country reforms. The exercise will as well identify good practices. The outcomes will be published in a cross-regional report and launched at a conference in Spring 2011.

154. In terms of timing, the process for candidate countries will be launched in 2009 following the same timetable as foreseen for EU Member States. The process for other countries will start in 2010. In all instances, information build up will draw on existing ETF country intelligence and dovetail with other ETF country-specific analysis (e.g. human capital assessments in Albania, Montenegro and Serbia, employability regional reports in the Union for the Mediterranean and the Eastern Partnership countries). The results of the process will feed as well in the Union for the Mediterranean "Employability Agenda" and in the Eastern Partnership regional platform IV.
155. The outcomes of the process for pre-accession countries will be presented in Bruges in December 2010, as a separate chapter to the Cedefop policy report. As mentioned above, the outcomes for all ETF partner countries will be presented in an ETF report at the 2011 dissemination conference.
156. The action will cover all ETF partner countries and will be organised within each country project under an overall coordinating group.

3. Education institutions and enterprise cooperation

157. The ETF will support DG Education and Culture with a study on cooperation between education institutions and enterprises (covering both secondary and tertiary levels) in ETF partner regions, borrowing on country intelligence, networks and good practice. The study will compliment a similar exercise launched by DG Education and Culture in the European Union and will build on partnership dialogue generated through the ETF 2009 conference on social partnership.
158. This study will cover all ETF partner countries.

4. Innovation and learning action: Education for economic competitiveness

159. Education for economic competitiveness implies that a certain kind of education can increase the employability and productivity of individuals in national or global markets. Global Competitiveness Indexes view education as one of the main drivers of human capital development and thereby national economic competitiveness. All democratic nations desire sustainable economic development and prosperity for the well-being of their people. Prosperity is driven by the productivity of an economy which, in turn, depends on the value of goods and services produced per unit of national human capital and national resources including those derived from 'natural capital'. Both the value of a nation's products and services and the efficiency with which they are produced determine productivity. The education for economic competitiveness project aims at enhancing the knowledge within the ETF of economic competitiveness, how it can be measured and what kind of education policies can contribute to reforms that have a positive affect on productivity. This knowledge is valuable for the ETF partner countries as they formulate their economic and education policies. It also supports the European Commission in communicating the implications of the Lisbon Strategy 2020 through its external policy instruments.
160. This project will cover Armenia, Croatia, Egypt, Morocco and Ukraine

between VET and the labour market; e) addressing equity issues in VET; f) attractiveness of VET; quality and excellence, innovation and creativity; g) VET financing.

5. Innovation and learning action: flexicurity

161. The ETF innovation and learning action on 'flexicurity and the contribution of lifelong learning' aligns with the EU commitment to promote 'decent work throughout the world as part of its efforts to strengthen the social dimension of globalisation', both in the EU and outside. Its aim is to share with partner countries the potential, benefits and difficulties of the "flexicurity" approach to labour market policy that is based on the principles of the EU's economic and social model, caring equally for both competitiveness and social cohesion. However, the project also recognises that the 'EU's economic and social model cannot simply be transposed to other parts of the world'; neither can practices that promote it be replicated in other countries without taking into account their specific socio-economic context. In this respect, the aim of the ETF project is to address a double question: (i) how could the concept of labour market flexicurity be best applied in ETF partner countries so as to promote decent work for all; and (ii) how can lifelong learning systems and active labour market policies (two of the four elements of flexicurity) contribute to both labour market flexibility and workers' security against the risks of the labour market in the context of the ETF partner countries.
162. The project will produce case-studies in four countries with diverse economic and labour market structures in the ENP and DCI regions: Turkey, Ukraine, Kazakhstan and Morocco. The case studies will cover a qualitative environment analysis that can provide evidence on the relevance and applicability of the flexicurity concept (with particular emphasis on the education and training system and active labour market policies and its interaction with the other two elements of flexicurity) as well as realistic/concrete recommendations on how to implement the flexicurity approach in these countries as an input to national debates for promoting decent work.
163. In addition to an enhanced understanding within the ETF of the applicability of the flexicurity approach in the socio-economic contexts of its partner countries giving particular emphasis on
164. the role of lifelong learning, the project is also expected to contribute to the international debate on decent work for all in developing and transition countries, again with a focus on lifelong learning.
165. This project will cover Kazakhstan, Morocco, Turkey and Ukraine.

6. Innovation and Learning action: human capital development (HCD) reviews

166. The Human Capital Development Reviews support the development of new expertise in the ETF thematic area of "vocational education and training system development and provision" exploring in particular the question of open access to learning opportunities and equity of systems, for both young and adult people. The Reviews are based on focalised questions for research, on a combination of quantitative and qualitative assessment, findings and conclusion, and country-specific policy options. Thus the reviews also represent a new type of tool that can be used to support human capital development related policy dialogue and development in partner countries.
167. Activities in 2010 will be mainly devoted to (i) consolidation of the innovative approach consisting in analysing HCD from the point of view of equity, and of the new methodology, piloted in 2009 in two partner countries: Tajikistan and the Republic of Moldova, for assessing the intensity of the link between opportunities for developing HC and equity; to (ii) the elaboration of evidence based policy options in the two pilot countries ; and to (iii) active dissemination.
168. Policy options, or scenarios developed in the framework of this ILP intend to represent an approach to policy advice formulation, which goes beyond a list of recommended actions. Instead the aim is to formulate policy options that are country specific, based on evidence and findings of the two country analyses, not exclusive (hence two possible options), and budgeted.
169. In 2010 the project will in particular focus on dissemination by involving local stakeholders through feedback about country analysis' findings, targeted discussions around the policy options, and finally seminars to report to a wider public and generate open discussions in the two partner countries. In parallel, dissemination at international level will also be pursued through a

publication and debate, primarily with the European institutions without excluding international fora.

170. This project will cover the Republic of Moldova and Tajikistan.

7. Innovation and Learning action: Gender Equality and Equity in Education and Training – Women and Work

171. In accordance with the EU strategic guidelines for the promotion of gender equality as a fundamental right, a common value, and a necessary condition for the achievement of the objectives of growth, employment and social cohesion, the ETF is committed to strengthen the gender approach in its activities related to education, training and employment.

172. This innovation and learning action aims at increasing the knowledge and awareness of obstacles and opportunities for women's employment in two (ITC and tourism) potential growth sectors of the economy in Jordan, Tunisia and Egypt and to provide recommendations and advice to both the national authorities as well as the European Commission for strengthening women's role in the labour market and the related contribution of the vocational education and training system.

173. The project is furthermore fully in line with the priorities of the Italian Ministry of Foreign Affairs, which is co-funding it, in the field of the international assistance in the MEDA region.

174. The project, which is to a great extent research based, covers a quantitative and qualitative analysis of female labour supply and demand and will result in 2010 in three country reports, validated by partner country stakeholder representatives, containing an assessment of existing gender policies and socio-political barriers to the female transition from education to work, the results of the field research and resulting policy recommendations. The project will furthermore result in a cross-country report evidence based policy recommendations and lessons learned, which are expected to serve among others as input to EC services. A third result for this project enhanced knowledge within the ETF of gender policies and their implications in a number of ENPI countries and an enhanced capacity within the ETF to consider gender in its work with partner countries.

175. This project will cover Egypt, Jordan and Tunisia.

Annex 6: Multi-country actions

1. Pre-accession region

1.1 Social inclusion through education and training

176. Social inclusion remains a critical challenge in the Western Balkans and Turkey and is an important theme under the European Employment Strategy and also for European cooperation in education. In this context, the ETF commissioned a study on “Social inclusion of ethnic groups through education and training” in 2007 to provide contextual information on access to education and training by ethnic groups in the region with a view to work with the Western Balkan countries to emphasise how education and training can impact on social exclusion in culturally heterogeneous societies, and to facilitate the development and implementation of long-term, sustainable strategic policy approaches. In 2009, the ETF initiated a study on “Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural diversity of the Western Balkan countries” to be concluded in 2010 and continued supporting a regional policy network on social inclusion through education and training with the involvement of international partners.
177. During 2010-2011 the ETF will continue to i) support the European Commission in working with the partner countries on this issue as part of the pre-accession agenda and ii) support the enhancement of partner country capacities in promoting education and training as one of the key dimensions for reducing social exclusion in culturally heterogeneous societies, and facilitate the development and implementation of long-term, sustainable strategic policy approaches. The main activities will focus on promoting networking, mutual learning among and between Western Balkan countries stakeholders, the European Commission, EU Member States and other international organisations, as regards the design, implementation, monitoring and evaluation of inclusive and ethnically sensitive education and training policies including vocational education and training and to facilitate evidence based policy discussions in the Western Balkan Region. In 2010, this will include discussion and dissemination of the findings of the study at national and regional forums aiming to enhance capacity building of stakeholders for setting priority areas of inclusive and ethnically sensitive education and training policies.
178. The project covers Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey.

1.2 Mutual learning programme

179. Based on long experience with peer reviews and peer learning methodologies as instruments to foster mutual learning and policy discussions within and between countries, in 2009 the ETF initiated a new three year mutual learning programme with the dual aim of fostering policy sharing amongst the countries as a tool to inform national policy development and of introducing the countries closer to the open method of coordination. Based on an assessment of future challenges for the education and training systems in the region, three areas representing common challenges were chosen: quality and quality assurance in VET, post-secondary vocational education and links to higher vocational education, and adult learning. During 2009, a detailed work plan was elaborated in close cooperation with the countries and first measures were implemented. During 2010, the project will move into full implementation with a series of workshops, peer learning visits and reporting arrangements.
180. The project covers Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey.
181. In addition to these two multi-country projects, the ETF will support the European Commission in shaping regional initiatives by sitting on the board of the South Eastern European Centre for Entrepreneurship Learning established with EU support and of the Regional Competitiveness Initiative which focuses on the role of human capital development and innovation in strengthening long-term competitiveness of the Western Balkan economies and to be implemented by the OECD and funded by the EU.

2. Neighbourhood region

Eastern Partnership

2.1 Eastern Partnership employment review

182. The Black Sea employment review was extended in 2009 to cover as well Belarus. Building on the 2008-2009 national stock taking reports the regional cross country report covering the six Eastern Partnership countries will be widely disseminated in 2010. The project activities include a number of dissemination events to present the key findings of the regional study and receive feedback to fine-tune its conclusions. The planned activities for this final phase are organisation of one regional workshop and an international seminar, as well as the publication of the regional study in English and Russian. The results of the study are expected to provide input to three policy areas: (i) employment policy, (ii) VET reforms, and (iii) migration policy, which can be used by the Eastern partners, the ETF and the EC services, particularly in the context of the Eastern Partnership, Platforms II and IV. The study will feed into other ETF exercises such as the "Turin process" (cf. cross regional actions below).

2.2 Input to policy dialogue in the context Eastern Partnership, Platforms II and IV

183. The ETF will provide input to DGEAC, in the context of Platform IV on contacts between people. Input will consist on the provision of intelligence on country context and eventually organizing a seminar on education and training reform. The ETF will build on existing analysis. The analytical frameworks developed for IPA country analysis could serve as a point of reference. ETF inputs will be defined in close cooperation with DGEAC.

184. On a similar line, the ETF will work closely with DG Enterprise for relevant inputs to Platform II building as well on the results of the regional Employment review carried out in 2009 (see above).

185. As part of ETF input to the policy dialogue process above and also in relation with the Turin process (see cross regional activities above) the ETF could launch additional analysis and/or stock taking exercises.

ENP - South

2.3 Input to policy dialogue in the context of the Union for the Mediterranean

186. The ETF will continue its support to DG Employment to the preparations of the Union for the Mediterranean Employment conference (follow-up to Marrakesh), using the results of the 2009 regional employability report and to DG Enterprise for the preparations of the Ministerial on Industry (cf. cross regional activities above). The ETF will as well continue exchanges and input to DG Relex for other policy dialogue processes in the context of the Union Mediterranean relevant to our field of expertise.

187. As part of ETF input to above and also in relation with the Turin process (see cross regional activities above) the ETF could launch additional analysis and/or stock taking exercises.

2.4 The regional dimension of qualifications in the Mediterranean

188. There is a growing interest for the regional dimension of qualifications, sparked on one hand by the success of the European framework, but also by the sprouting of a number of regional qualification frameworks around the world. The U4M provides a further incentive and a potential political umbrella for such an initiative in the region. The Euro-Mediterranean Employment and labour Ministers Conference in Marrakesh in November 2008 highlighted the need for cooperation on qualifications at regional level as a means to better meet labour market needs. The Euro-Mediterranean Forum on Technical and Vocational Education and Training held in Marseilles in December 2008 stressed the need for a regional agenda for vocational training and acknowledged that "labour mobility is essential to strengthening qualifications and competencies of workers; This mobility could be facilitated by creating a regional platform that would ensure mutual recognition for qualifications and competences...". Furthermore, the conclusion of the Rabat closing conference of the previous ETF regional project in November 2008 also mentioned

the regional dimension as the next step for the countries. A number of donors are working or intend working in the field and are willing to cooperate with the ETF, such as the World Bank, GTZ, British Council, AFD, ILO.

189. The ETF project will be based on the principle of variable geometry involving some partner countries, namely those on which the NQF discussions are more advanced, i.e. Tunisia, Morocco, Egypt and Jordan, as well as member states. The regional project will provide a forum for peer learning where countries can strengthen their capacity to design qualifications and for collective action which increase mutual trust.
190. The national and the regional level will exist together (as they do in the EU). The national level aims at reaching consensus on the relevance, the format, the breath, the scope of the framework and contributes to reforms. National initiatives should continue towards a successful implementation with the support of the ETF (see below relevant country sections).
191. The regional dimension has a more limited scope but seeks a higher achievement: it is a pilot exercise on how qualifications in a specific economic sector of mutual interest pulled by a high regional demand in skills can be approached in common. This means retracing the steps that leads to the making of qualifications: from the demand in the labour market and occupational standards. The regional dimension will focus as well on peer learning and on regional sharing events on issues of common interest (implementation of NQFs, recognition of prior learning, quality are some of the initial topics identified as relevant).
192. 2010 will be a preparatory year that should focus on designing the project architecture at regional level, agreeing on the most relevant pilot economic sectors. The project should envisage as well a number of key events, milestones in which other countries in the region will be associated to the process.

3. Central Asia

3.2 School development initiative:

193. Through this initiative which was initiated in 2009, the ETF will address key challenges identified for Central Asian countries, focusing on tools and policies that enable VET schools to develop into life-long learning centres. The initiative will focus in 2010 on Kazakhstan, Kyrgyzstan and Tajikistan but will were possible share information and involve stakeholders from Turkmenistan and Uzbekistan dealing with similar issues in the framework of country based actions agreed with these two partner countries (see below).
194. Based upon data collected in Kazakhstan, Kyrgyzstan and Tajikistan in 2009 on the quality of TVET schools, an analysis of outcomes of past and current pilot projects and experiences in the region, an analysis of the legal and institutional frameworks applicable to school development and discussions with TVET stakeholders; the initiative will focus in 2010 on carrying out a series of targeted capacity building opportunities for VET stakeholders at national and regional level on school development.
195. Capacity building activities will in each of the three participating countries be closely linked to national education and training reform agendas and specific objectives selected by stakeholders. Special emphasis is expected to be put on social partnership initiatives at local and national level, managerial training, and strengthened institutional mechanisms for dialogue among stakeholders.

Annex 7: Country actions

196. In addition to the cross-regional and multi-country actions including the countries as described in annexes 5 and 6, there will be country specific actions as follows.

1. Candidate countries

1.1 Croatia

197. Planned IPA support to Croatia will support implementation of the new vocational training legislation act which addresses vocational qualifications, curricula, quality assurance mechanisms and institutional issues, such as the role of the Vocational Training Agency, Vocational Training Council and Sector Councils. Particular emphasis is given to social partnership and its contribution to a Croatian qualifications framework. Within this framework, the ETF will support Croatia in vocational education and training system development by advising on the design and implementation of the Croatian qualifications framework. In the area of relevance to the labour market support to the Chamber of Trades and Crafts will continue to finalise and disseminate of a school-to-work transition survey.

1.2 Former Yugoslav Republic of Macedonia

198. The ETF's support is focused on vocational education and training system development. In 2009, the ETF initiated support to the Vocational Training Centre and the education authorities in the design and implementation of a collaborative evaluation methodology of the four-year vocational training programmes. This activity aims to enhance the evaluation capacity of the centre and generate an evidence base to inform further developments in secondary vocational education. In 2010, the ETF will support the finalisation of the vocational training evaluation activity, facilitate reflection and learning on the evaluation processes and draw conclusions and policy implications. The findings will be disseminated to the vocational training community and the European Commission to assist with improved monitoring and evaluation of external support. Appropriate follow up activities and, where possible, links with the IPA programme will be agreed with the EC Commission services.

1.3 Turkey

199. The main intervention area will be on vocational education and training system development in the context of lifelong learning through the provision of policy advice and policy learning opportunities by means of a series of targeted workshops on commonly agreed priority areas such as post-secondary training, decentralisation and work-based learning. In the area of teacher training the focus will be on school leadership, the development of in-service teacher training and support to a Vocational Training Centre of Expertise in the University of Sakarya. The ETF will also continue to support the development of a national qualification system with reference to the European Qualifications Framework. These areas allow the ETF to focus its contribution as a follow up to larger scale European Commission and other supported initiatives and will help Turkey take this support on board.

200. In the area of relevance to the labour market and enhanced employability, support will be provided through the flexicurity project and in the area of career guidance.

2. Potential candidate countries

201. In addition to the following interventions, the ETF will support the Commission services and the potential candidate countries in the IPA programming cycle for component I upon request.

2.1 Albania

202. As an extension to its application for EU membership in 2009 and as an input into preparations of IPA component IV, the ETF, following a request from DG EMPL, will undertake an in-depth country review with recommendations for future areas of EU intervention focusing on employment and active labour market measures, education and training in the context of lifelong learning and

relations to social inclusion. The ETF will support policy development and implementation for vocational education and training in a lifelong learning perspective. Work on level of provision and internal efficiency of the vocational training system will be continued with stronger emphasis on quality. The ETF will take forward the results and findings from 2009 policy analyses in post-secondary vocational training, entrepreneurship learning, and employment policy. These will serve as a base to continue policy dialogue and strengthen the capacities of the key stakeholders in policy development, to improve the potential for cooperation on cross-sectoral issues, including possibilities to identify and develop actions to be funded through IPA 2010.

2.2 Bosnia and Herzegovina

203. ETF support will focus on the elaboration of an impact assessment of all EU assistance in the field of vocational education and training and employment to Bosnia and Herzegovina since 1998. The assessment will look at impact on policy development, the degree of implementation of proposed reform initiatives and their sustainability. The results of the impact assessment will provide input to the European Commission and the Ministry of Civil Affairs in identifying additional support to the sector. The ETF will also update the 2008 country review of human capital development which will focus on all three core thematic areas.

2.3 Kosovo⁵⁰

204. In its support to the European Commission, the ETF will work closely with the Kosovo government to facilitate the design of human capital development strategies and interventions focussing on policy implementation. This will include assisting the Delegation in the dialogue with the Kosovo authorities on education and employment, supporting the government and the European Commission in IPA programming and monitoring of education and training, employment, and labour market policies. In 2010, the ETF will update the 2008 country review of human capital development in Kosovo.

205. In the area of vocational education and training system development, the ETF will support the Ministry of Education, Science and Technology in the implementation of the sector wide approach in education which focuses on the elaboration of a comprehensive lifelong learning sector strategy, on building a comprehensive capacity development plan and on improving sector and donor coordination. The ETF will also assist capacity building for the development of a national qualifications framework to ensure that European reference levels and transparency between national and sectoral qualifications are taken into account. Bridging education and training and employment, the ETF will continue to facilitate policy discussions and interventions on the “job agenda” and enhancement of human capital. This policy dialogue will be based on facilitated discussions for consensus building among the different stakeholders for the institutional reform and on the rolling out of the ETF “Capacity Development Plan for the Ministry of Labour and Social Welfare and Public Employment Institutions, 2009-2012”.

2.4 Montenegro

206. The ETF will offer support to the Montenegrin stakeholders for enhancing the reforms in the human capital development sector vis-à-vis the country's perspective for EU accession. Specific emphasis will be given to two areas: vocational training system development and provision and adaptability of enterprises and education-economy partnerships. In the first area, policy advice for improving teachers' skills for inclusive education and for teaching key competences will be provided based on the findings and recommendations of the ETF's regional project on inclusive education and training policies and practices in the Western Balkans. As regards the second area, policy and human resources development measures for competitive businesses will be designed and piloted in synergy with the cross-regional, multi-country ETF project on entrepreneurial learning. Finally, following a request from DG EMPL and in extension of Montenegro's application for EU membership in 2008, as well as an input into the preparations of IPA component IV, in 2010 the ETF will undertake an in-depth country review with recommendations for future areas of EU intervention focusing on employment and active labour market measures, education and training in the context of lifelong learning and relations to social inclusion.

⁵⁰ Under the UN Security Council Regulation 1244

2.5 Serbia

207. As an input into preparations for IPA component IV in Serbia, in 2010 the ETF, following a request from DG EMPL, will undertake an in-depth country review with recommendations for future areas of EU intervention focusing on employment and active labour market measures, education and training in the context of lifelong learning and relations to social inclusion. In addition, ETF support is focused on vocational education and training system development. It will address capacity building for the National Education Council on policy development with specific reference to key competencies and links between general and vocational education. It will involve key vocational and adult learning institutions in peer learning activities on national qualification frameworks. Furthermore, policy advice is foreseen in the area of careers guidance and counselling and professional development of school staff and employment. The support is complementary to ongoing and planned IPA EU support to Serbia and agreed in close cooperation with the Serbian authorities and the Delegation.

3. Neighbourhood region

Eastern Partnership countries and Russia

3.1 Armenia

208. The EU has been a major donor in the reform of vocational education and training in Armenia since 2006 with an overall amount of around €35 million provided through not targeted budget support. The objective of the reform has been to promote better ownership and quality of the system, both in terms of content and physical infrastructure in order to make it more relevant to society and the labour market. Upon request of the EC and the EC Delegation, the ETF has provided continuous input in the design phase of the programmes and also in assessing progress on the reform. In addition, and in line with the strategic actions foreseen in the reform, the ETF has provided support for institutional capacity building to the National Vocational Training Council, established in 2009, with the objective of guiding the reform. In 2010 the ETF will continue to provide support to the EC Delegation on the assessment of progress of vocational training reform. It will consolidate the support to social partnership borrowing on EU best practice. This initiative is complementary to the activities implemented under the 2009 Sector Policy Support Programme 2009 where the National Vocational Training Council will play a major steering role.

3.2 Azerbaijan

209. In 2010, the ETF will continue to support the EC Delegation and AidCo with specific actions requested in relation to the ongoing Tacis vocational training project. Major activities include the elaboration of a national qualifications framework and the piloting of programmes in tourism in two pilot schools. The ETF will pursue its on-going dialogue with EC Delegations and national stakeholders to identify what relevant inputs could be required to complement the support provided by the EU project.

3.3 Belarus

210. In 2010, and subject to interest of the European Commission, the ETF will continue to promote the understanding of EU human capital developments with primary stakeholders in Belarus, including cross-stakeholder partnership building. Furthermore, the ETF will support the participation of Belarus in regional and cross-regional initiatives, in particular those linked to employability and relevance of vocational training systems to the labour market in the framework of the Eastern Partnership policy dialogue and using the outcomes of the ETF regional employability report.

3.4 Georgia

211. Regarding vocational education and training system development, the ETF will wrap up the support to the EC Delegation for the preparation of the Sector Policy Support Programme on vocational training with, in particular, inputs on capacity development needs, provision of relevant information and analysis on progress of the reform, including VET financing issues. Furthermore,

and to support national stakeholders, the policy paper on quality assurance in vocational education and training, including targeted support at school level, will be finalised. This will be complemented with a draft methodology for a quality framework in the vocational training system and discussions with the local stakeholders. These activities will help building vocational training institution capacity to manage quality in vocational training, and will contribute in the long-term to achieving a framework for quality, autonomy and competitiveness of the vocational training institutions.

212. The ETF will provide support to DG Justice in the context of the upcoming 'Mobility Partnership' on issues linked to transparency and the portability of qualifications.
213. Regarding education-enterprise partnerships, particular efforts will be made to promote cross-stakeholder policy dialogue on vocational education and training. Support will be provided to establishing a stakeholders' forum with the view to developing a constructive level of interaction between the state decision makers and non-state actors, and to build a sound basis for vocational training policy analysis and research. The forum is designed to be a network involving all the different stakeholders, including, but not limited to: teachers, students, students' parents, vocational training institutions, policy makers, researchers, and social partners.

3.5 The Republic of Moldova (hereinafter "Moldova")

214. In 2010, the ETF will continue its support to the EU-Republic of Moldova Mobility Partnership by working on relevance to the labour market for employability, notably of adult returning migrants. The aim is increased transparency and portability of their skills and qualifications, for better matching in the labour market. With closer involvement of the social partners in both technical and policy-related activities, the project will demonstrate how the acquisition and acknowledgement of adult workers' competence is beneficial for both employers and employees. While working on methodology for matching profiles, assessing skills and recognising non-formal and informal learning, the project will put in place effective mechanisms for alliances between enterprises and educational institutions. With its focus on adult learning, the project intends to contribute towards the lifelong dimension of the Moldovan vocational education and training system.
215. In addition, the policy analysis on human capital development in Moldova for an equity perspective (innovation projects) will be presented and disseminated to Moldovan stakeholders providing additional insights and inputs into system development. The review will also be a valuable input for the EC and other donors in preparation of upcoming interventions.

3.6 Russian Federation

216. The ETF will engage Russia in regional and cross-regional activities and will promote cooperation with Ukraine on national qualification developments (including the NQF and RPL). Furthermore, the ETF will support the national authorities in providing expertise input and relevant EU experience in the field of career guidance.

3.7 Ukraine

217. The ETF is well positioned in Ukraine due to the several years of its close engagement in supporting the development of effective policies for modernisation of the country's education and training system, as well as facilitating Ukraine's own policy development by bringing in the international best practices and expertise. The 2010 programme will build on this basis and will selectively focus on the areas of where the strongest need in the country exists and where the ETF has a comparative advantage.
218. These areas of support will target in different forms and proportions all three core themes of the ETF's assistance to the partner countries in 2010. The Ukraine programme will promote the development and piloting of specific policies and more effective mechanisms for increased quality and relevance of the education and training system to satisfy the needs of the labour market and the modern economy as a whole. Specific activities will include: dissemination of World Bank/ European Commission education policy review followed by the targeted expert assistance in developing an action plan for the implementation of the modernised national reform strategy and for effective resource use at the post-basic levels of education and training; support to a cross-sectoral working group under the Ministry of Economy on the elaboration of a concept and a regulation on mapping the education supply with demand of the economy in the current economic, social and political context.

219. Secondly, the ETF will continue its support to the development and implementation of policies for building the Ukraine's National Qualification System and the National Qualifications Framework, improving the transparency and portability of skills, as well as ensuring the efficiency of VET system's financing and sustainable development. Finally, the ETF will support the enhancement of the effectiveness of social partnerships, first of all close involvement of employers in the definition of modern skills needs and supporting various forms of their engagement in the delivery of education and training in order to ensure better employability of vocational training graduates in the context of lifelong learning. Specific activities in support of themes 2 and 3 will include: expert support and facilitation of development and piloting of national policies in the area of national qualifications development with particular reference to training standards and learning outcomes; as well as support to cooperation, networking and peer learning between Ukraine and Russia on qualifications development.

ENP South countries

3.8 Algeria

220. In 2010, the ETF will focus on the issue of vocational education and training system development and provision, at the request of the Algerian authorities, in terms of quality and quality assurance issues. ETF interventions will build on the stocktaking carried out in the framework of the regional Education and Training for Employment project.

221. Regarding relevance to the labour market and employability issues, the EC Delegation has expressed interest in ETF input for the ongoing support to employment reforms in the country.

3.9 Egypt

222. In 2010, the work in Egypt will focus on initiatives that will provide policy input in key areas related to vocational education and training system development and provision, ranging from assessment of the current state of the art in the reform process to provision of policy analysis and advice in the fields of career guidance and national qualifications. Additional support will address accessibility and mobility in vocational training through the participation in the regional initiative on qualifications in the Mediterranean.

223. The ETF will provide the European Commission with policy assessments in the areas of secondary and technical vocational education, with possible specific inputs into a review of tertiary education following the 2009 OECD/World Bank/ETF review. This assessment will support the ongoing and future EU support to Egyptian education and TVET reform.

224. In the labour market field, the ETF will continue to support the further development of the observatory function through expertise input and policy analysis capacity building. The ETF will also support national authorities in the dissemination of a study in the field of skills needs linked to migration. The innovation project on Women at Work will also provide additional insights on female employability issues. In the context of enterprise development, and as a follow up to the 2009 seminar on education and competitiveness organised in cooperation with the Egyptian National Competitiveness Council, the ETF will provide expertise input for a report on the Egyptian situation.

3.10 Israel

225. Israel, member of the European Neighbourhood Policy and the Union for the Mediterranean is an ETF partner for regional activities. Israel faces many common challenges in the field of human capital development that can usefully be shared with EU Member States and other countries of the region and outside. In this light, the ETF will support the participation of Israel in the wider ETF regional and cross-regional initiatives.

3.11 Jordan

226. In 2010 in the framework of vocational education and training system development, the ETF will continue its support in the development of a national qualification framework, which is one of the main areas of the vocational training sector strategy. In particular, the ETF will continue its support for qualifications development in two key sectors: tourism and water. This work will provide a tested methodology that could then be applied in other sectors supported by the EU or

other donors. Synergies will be built in this context with the regional project on qualification in the region.

227. Regarding the issues of education-economy partnerships, and following the capacity building action started in 2009, the ETF will further support the engagement of social partners in all the policy contexts where their role is now foreseen by the technical vocational education and training sector reform. In particular this year the institutional capacity building actions will aim at a better definition of institutional roles. Regarding relevance to the labour market and enhanced employability, the ETF will discuss the possibility of carrying out a visual mapping of the education and training provision and demand for employment (by regions, sectors, etc.) with the objective of rationalising the provision and support the definition of labour market policy interventions.

3.12 Lebanon

228. The ETF will support Lebanon in 2010 in two areas linked to vocational education and training system development and to increasing the adaptability of enterprises, with the support and financing of the Italian authorities.

229. Firstly, the ETF will focus on developing cross-stakeholder awareness on qualification systems and frameworks. Support will focus on awareness raising, exposure to EU (including the European Qualifications Framework) and neighbouring countries on issues linked to qualification systems and frameworks.

230. Secondly, the ETF will support partnership building and strategy formulation for lifelong entrepreneurial learning generating potential for further public-private sector cooperation in education, including the engagement of civic interest groups.

3.14 Morocco

231. The ETF will work in Morocco in 2010 under several initiatives at system level that build on work started in previous years.

232. In the field of vocational training system development, the ETF will focus on two areas. Firstly, it will continue its support to national authorities to develop a proposal for a national qualification framework and to finalise a pilot exercise on the tourism sector. These two actions will link with the regional project on qualifications in the MEDA region. Secondly, with due reference to improved efficiency in education, the ETF will continue its capacity building activities at the Higher Council for Education to reinforce an evaluation function of the education and training systems with the finalisation of the evidence based report on insertion of young graduates in the labour market.

233. Concerning the labour market component – as part of the flexicurity innovation project – the ETF will share the results of an analysis of the labour market from a flexicurity perspective with the local authorities in order to identify options for policy making, especially concerning the role of education and training. The insertion study above should as well provide relevant insights on employability issues of young graduates.

234. As regards the links between education and enterprises, two initiatives have raised interest but still need to be clarified with national stakeholders. One is the organisation of a seminar together with the National Competitiveness Council on the interrelations between education and the competitiveness of the Moroccan economy (as part of the ETF innovation project on Education for economic competitiveness). The other takes place in the context of the establishment of a new mechanism for continuing training. The ETF could support social partners, namely entrepreneurs associations, in developing tools and approaches to better satisfy the needs for skills in enterprises. Key topics to be addressed could include the identification of new skills for new jobs and requalification programmes for employees.

3.15 Occupied Palestinian Territories

235. The ETF will contribute to the priorities established by the EU in its support to the Occupied Palestinian Territories by promoting participation of key stakeholder institutions on in regional and cross regional activities. Furthermore, upon request from the European Commission, the ETF stands ready to provide policy and technical inputs into human capital developments, particularly in the framework of the new reform strategy for technical and vocational training.

3.16 Syria

236. Demands from Syrian national stakeholders have converged on addressing the key issues of youth employability and raising the competitiveness of Syrian industries to face the challenges of the transition towards a market economy. It is in this context that in 2010 the ETF will follow-up on 2009 activities and in particular on the transition survey from school to work to support the government planning of the 11th five year plan. In this context the World Bank has expressed interest in using the results of the survey to complement their MILES and country economic memorandum projects carried out for the Syrian government. The results of ETF activities will feed into EC services in the planned ENPI interventions described in the National Indicative Programme, specifically, the 2010 ENPI "In-service training programme" and the 2010 ENPI "Promoting business development programme" and into the 2009 "Higher Education Reform Programme".

3.17 Tunisia

237. With regard to vocational training system development, the ETF will support the Tunisian authorities and their partners in the new implementation phase of the national qualifications framework; special assistance will be provided for addressing the linkages with the reform of recognition and validation of prior learning, and for the monitoring and evaluation mechanism that should be set up to ensure that the national qualifications framework is a living and inclusive framework; the findings of the 2009 regional study on social partnership in the Mediterranean will nurture the reflection on how to set up a multi-stakeholder constituency around the framework's implementation. Tunisia will also participate on the regional project on qualifications where the peer exchanges and mutual learning events will support the national discussion process.

238. Focusing on the relevance of vocational training systems to the labour market and employability, the ETF will support the national stakeholders to organise of a high-level meeting with the objective of discussing and promoting links between employability and qualifications, including tertiary level qualifications. The findings of the MEDA study on employability will serve as a basis for discussion, as well as progress at national level on the implementation of the qualifications framework as one tool to improve employability. The innovation project on women at work will provide additional inputs and insights on employability of women.

239. The ETF will also provide support to the EC delegation in technical aspects related to the launching of the new SPSP in favour of education and training, and higher education sectors, whose finality is to improve employability of young people; this may include for example a support to the Ministry of Employment in the identification of its capacity development needs.

4. Central Asia

4.1 Kazakhstan

240. In July 2008, Kazakhstan adopted a new vocational training reform programme with a strengthened focus on the need to coordinate the vocational education and training and the labour market offer, facilitate social partnership in vocational training including a lifelong learning perspective and attention to local, regional and national school management capacity. The programme also makes reference to a national qualification framework. In January 2009 an anti-crisis programme with a strong emphasis on maintaining high employment levels and on professional training was started, backed by a substantial financial package. This programme sets a target of 100,000 trained adults in 2009 and is expected to continue in 2010; its implementation takes place through the network of public and private vocational training institutions.

241. In response to the national training reform programme, in 2010 the ETF will continue to focus its actions around the theme of "vocational education and training system development and provision" through the involvement of Kazakhstan in the multi-country "school development" initiative. As a follow-up to the National Qualifications Framework project finalised in 2009, the ETF will accompany the ongoing policy dialogue with stakeholders involved in the development of the Kazakh National Qualification Framework with policy inputs to key documents and by promoting exchange with qualifications experts from the European Union and other partner countries. Furthermore, in line with the thematic area "labour market and enhanced employability"

and with a view to contribute to policy discussions supporting the “anti-crisis” programme, the ETF will continue its “flexicurity” innovation and learning action and will be based on data and feedback collected through this action and provide targeted capacity building events on labour force demand and skills forecasting.

4.2 Kyrgyzstan

242. Since 2008 Kyrgyzstan has been developing a new medium and long-term education strategy and preparations have been ongoing for a sector programme in education supported by the EU. A new strategy for the consolidation and modernisation of the VET system was adopted in April 2009, as a basis for the implementation of the new large project of the Asian Development Bank. While public spending on education as share of GDP is relatively high, the quality of education remains a problem, which also raises questions on the efficiency of financing. Alongside growing participation in higher education, a tendency of early dropouts from basic school has been emerging, leading to an increase of de-skilled youth.
243. In response to the challenges outlined above, the ETF will continue in 2010 to focus in particular on the core theme of “vocational education and training system development and provision” through the involvement of Kyrgyzstan in the multi-country “school development” initiative.
244. At the request of the State Migration and Employment Committee, the ETF will consolidate work in the area of “labour market and employability” and continue work initiated in 2009 on career guidance. On the basis of findings from a 2009 ETF report on employment policies, the ETF will provide capacity building to national stakeholders on career guidance and give them input and feedback on guidelines and approaches that are currently under development.
245. At the request of the EC services, the ETF may provide input to the preparation of the sector programme in education.

4.3 Tajikistan

246. The country is in the process of redefining the role of vocational education within the overall education system. Special attention is being paid to adult education, which is considered as having strong links to employment and migration issues.
247. Based on this challenge, the ETF will continue in 2010 to focus on the core theme of “vocational education and training system development and provision” through the involvement of Tajikistan in the multi-country “school development” initiative. Furthermore and complementing work carried out under the “school development initiative”, the ETF will continue to work on an innovation and learning project investigating to which extent equitable access to education supports or hinders human capital development in the country. The review will analyse the links between policies in education, labour market and migration and the effects on local development and poverty reduction, and their implications for the social and economic development of the country. Based on evidence collected during 2009, the project will during 2010 result in national policy recommendations and policy dialogue.
248. The work carried out by the ETF in cooperation with local stakeholders in 2009 on labour market and migration has brought new focus to medium to long term issues which impact on VET demands and offer, while the global financial and economic crisis has brought new unexpected issues such as the inflow of returning migrants, which is posing new challenges for the human development dimension in the country. The ETF in 2010 will strengthen actions on “labour market and enhanced employability” and will engage in policy dialogue and capacity building activities based upon findings from the 2009 ETF labour market and migration review.

4.4 Turkmenistan

249. The country is taking its first step in education reform with the approval of a new education law in 2009 and institutional reforms. Turkmenistan will engage in a review of the education system in 2010, with EC support. This first phase is due to be followed in 2011 by a review of the vocational training sector, supported by the EC.
250. The focus of the ETF’s work with stakeholders in Turkmenistan will be in the thematic area “vocational education and training system development and provision”. The ETF will support the national education authorities and its institutions (e.g. the newly created Vocational Training Department of the Ministry of Education, Council of Directors of Vocational Schools) for more effective engagement with EU-supported interventions for the education sector scheduled to

begin in 2010. Capacity building is likely to focus on topics covered by the multi-country “school development initiative”, such as governance, quality assurance, the role of school managers and teachers, in order to allow stakeholders from Turkmenistan to engage with their counterparts in other ongoing ETF multi-country actions.

4.5 Uzbekistan

251. By 2010 Uzbekistan will have completed its ambitious National Programme for Personnel Training (2005-09) and as a follow-up may have to renew its efforts on issues such as the quality of vocational training, including teacher training and re-training , entrepreneurial learning and social partnership.
252. Consequently, the ETF in 2010 will focus on the thematic area of “vocational education and training system development and provision”.
253. In 2010, the ETF will support the EC services in the preparation of two DCI interventions, focusing on inclusive education and management training.
254. At the request of the EC services, the ETF will organise capacity building actions that will allow stakeholders to engage effectively with the upcoming EU supported interventions on management training and inclusive education scheduled to begin in 2011.
255. At the request of the national authorities, the ETF will organise capacity building focusing on topics covered by the multi-country “school development initiative” such as quality assurance, the role of school managers and teachers and social partnership, in order to allow stakeholders from Uzbekistan to exchange information or engage with their counter-parts in other ongoing ETF multi-country actions.

5. Other countries:

256. By decision of the Governing Board in accordance with article 1c of its founding regulation, the ETF may contribute to improving human capital development in other designated third countries insofar as the corresponding additional resources are clearly identified. At present no such proposals are under consideration.

Annex 8: Targeted outputs 2010

Regions	Type of output	2010 outputs
Pre-accession		
	Function 1 – Input to Commission sector programming and project cycle	8
	Function 2 – Support to partner country capacity building	34
	Function 3 - policy analysis	4
	Function 4 - dissemination, and networking	8
Total		54
Neighbourhood	Function 1 – Input to Commission sector programming and project cycle ⁵¹	11
	Function 2 – Support to partner country capacity building	41
	Function 3 - policy analysis	4
	Function 4 - dissemination, and networking	8
Total		64
Central Asia	Function 1 – Input to Commission sector programming and project cycle ⁵²	5
	Function 2 – Support to partner country capacity building	19
	Function 3 - policy analysis	2
	Function 4 - dissemination, and networking	4
Total		30
ILP		10
Grand total		158

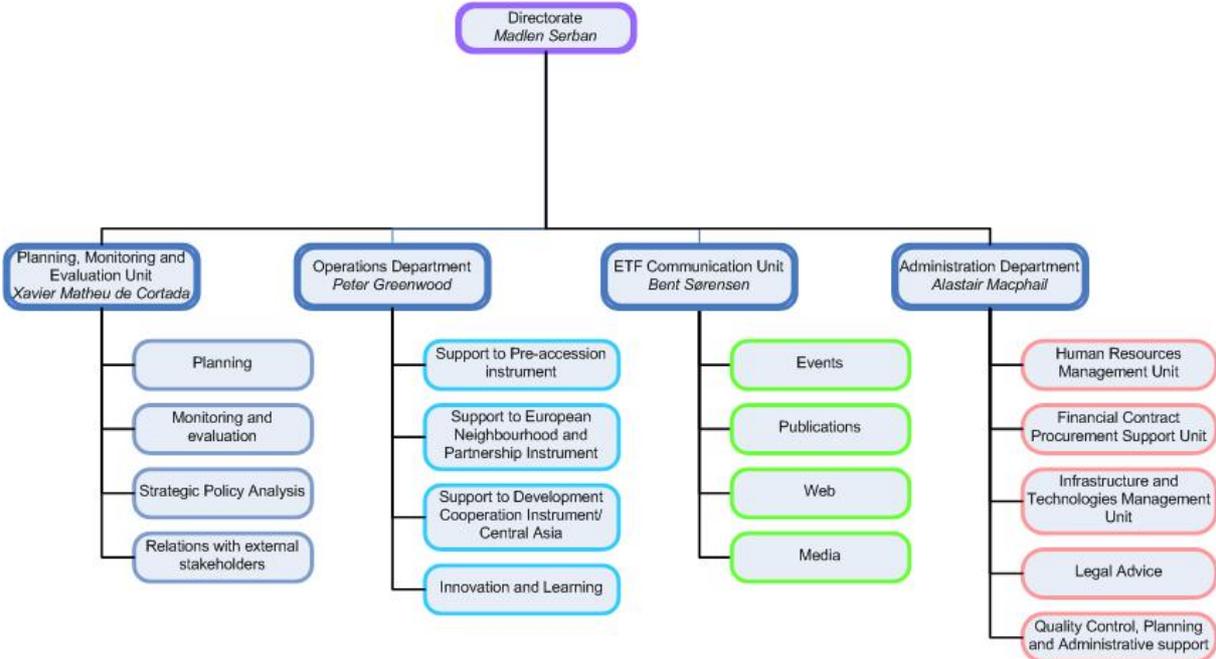
⁵¹ Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

⁵² Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

Annex 9: Joint work programme with Cedefop 2010

Core themes	Specific themes for 2010	Exchange of information and good practices	Joint actions	Knowledge sharing seminars
Vocational education and training system development and provision	VET policy reporting		ETF chapter on candidate countries in the Cedefop policy report	Thessaloniki seminar (June 2010) Turin seminar (November 2010) <i>Agendas to be commonly agreed</i>
	Study Visits		Study Visits: ETF: preparatory work related to information on candidate countries Cedefop: coordination of quality and thematic implementation	
	EQARF, ECVET, lifelong guidance, validation of non-formal and informal learning, migration, ReferNet,	Exchange of information and experience on EU and third country policy issues		
	Qualifications Development		Participation in the EU internal working group on the EQF external dimension Participation in the international group to follow up the January 2009 conference on qualifications frameworks in third countries	
Administrative issues	HR, Procurement, Finance, Budget, ABAC implementation	Exchange of good practices	<i>Ad hoc</i> procedures	
Strategic issues	Participation of the directors in Governing Board meetings			

Annex 10: ETF organigramme



Annex 11 Corporate indicators for 2010

Indicator	Measuring that	Achievement target
CORE BUSINESS		
1. Input to Commission sector programming and project cycle	EC recognises ETF capacity to support the delivery of Community assistance	24 (outputs)
2. Support to partner country capacity building	EC recognises ETF capacity to support partner countries	94 (outputs)
3. Policy analysis	ETF provides policy advice to the partner countries	10 (outputs)
4. Dissemination and networking	ETF encourages networking and exchange of experience	20 (outputs)
5. Number of expertise requests from the EC	EC recognises ETF capacity to support the delivery of Community assistance	Annual % increase
6. Number of ETF specialist presentation in International education and training conferences	ETF expertise is known and requested	Annual % increase
7. Number of downloads of ETF publications	ETF expert publications are useful	Annual % increase
FINANCIAL RESOURCES		
8 Overall budget commitment	ETF manages its budget efficiently	> 98%
9. Overall budget execution (paid/committed)	ETF manages its budget efficiently	> 80%
10 overall carry forward to next year	ETF manages its budget efficiently	< 20%
11. Consumption of budget carried forward	ETF manages its budget efficiently	98%
12. Material value of registered exceptions	ETF manages material risk	<1% overall budget
HUMAN RESOURCES		
13. ETF FTE recorded on project work (versus corporate)	ETF deploys its human resources effectively	80%
14. Job vacancies filling rate (posts available/posts filled)	ETF is an effective recruiter	95%
15. TA turnover rate (staff left/average actual staff)	ETF has a healthy turn-over of staff	8-15%
16. Staff satisfaction index	ETF has motivated staff	70%
17 % of staff with ≥ 8 days training	ETF provides staff development opportunities	80%
FACILITIES		
18. Space (m ²) / person	ETF manages its material resources efficiently	40-50 m ² /person
19. Building costs / m ²	ETF manages its material resources efficiently	<€250/ m ²
20. IT critical systems uptime during business hours	ETF has effective ITC infrastructure	99%