



# ETF WORK PROGRAMME 2011





**GB11DEC001**

## **ETF WORK PROGRAMME 2011**

# ETF VISION, MISSION AND PRINCIPLES OF ACTION

## **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.

## **Principles**

The ETF:

- is an impartial, objective, neutral and non-commercial source of expertise on public policies for human capital development for the European Commission.
- places a country's own context and needs at the core and assists policy learning through dialogue on national and international experience<sup>1</sup>.
- provides analytical work and policy advice to partner countries and assists EC programming and project cycles.
- strives to strengthen mutual learning through a blend of interventions designed on a country or multi-country basis.
- draws on EU developments in education and training and their links to employment, social inclusion, enterprise development and competitiveness. It encourages partner countries to reflect on the developments of their systems in this light.
- cooperates with EU institutions and agencies as well as relevant international organisations to ensure complementarity, added-value and value for money. It will also establish close links with the Economic and Social Committee (EESC), the Committee of the Regions and European social partner organisations to promote more efficient schemes for vocational education and training.

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<sup>1</sup> 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](http://www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html))

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# EXECUTIVE SUMMARY

The European Training Foundation (ETF) is a specialised EU agency that supports 30 partner countries and territories<sup>2</sup> 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. The ETF vision is 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.

The ETF's added value comes from its neutral, non-commercial and unique established knowledge base consisting of expertise in human capital development and its links to employment. This includes expertise in adapting the approaches to human capital development in the EU and its Member States to the context of the partner countries.

The ETF combines these elements to provide tailored advice to the Commission and partner countries on how to achieve sustainable reform. This advice embeds human capital and employment policy into the overall economic and social development strategies of the partner countries in line with EU external relations priorities.

Through its policy analysis, advisory and capacity building actions, the ETF improves knowledge dissemination and policy management to promote realistic priority and objective setting. The ETF's programming support for the Commission ensures that assistance is accurately targeted and scheduled and fits country capacities and priorities. The ETF's collaboration with partner countries creates a framework for continuity and informed policy decision making and implementation in uncertain and at times unstable situations.

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<sup>2</sup> Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Egypt, former Yugoslav Republic of Macedonia, Georgia, Iceland, Israel, Jordan, Kazakhstan, Kosovo (as defined in UNSCR 1244), Kyrgyzstan, Lebanon, the Republic of Moldova, Montenegro, Morocco, occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, and Uzbekistan.

## Multi-dimensional planning

The rationale of the ETF's 2011 work programme in terms of planning is to:

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

ETF planning and reporting are based on three dimensions:

**Geographical** in four regions covered by the EU's external assistance instruments:

- The Instrument for Pre-accession Assistance (IPA) covering the **Enlargement region** (see section 3.1);
- The European Neighbourhood and Partnership Instrument covering: the **Neighbourhood South** region in co-operation with the Union for the Mediterranean (see section 3.2.1); and the **Neighbourhood East** region in co-operation with the Eastern Partnership (see section 3.2.2); and,
- The Development Cooperation Instrument covering **Central Asia** (see section 3.3.)

**Thematic** clustered into the three core themes of the ETF's mid-term perspective and the four pillars of EU Education and Training 2020:

- Vocational education and training system development and provision in a lifelong learning perspective;
- Labour market needs and employability and

- Enterprises and human capital development: Education and Business partnerships.

Functional:

F1: Support to the European Commission;

F2: Capacity building;

F3: Policy analysis and

F4: Dissemination and networking

Planning starts from corporate performance indicators, which define the relevance and measurability of the ETF's objectives and provide data on how the ETF performs at an aggregate level in relation to its core business and as an EU agency. At the operational level, 'project implementation plans' detail activities, project outputs, results, indicators, resources and timeframes. Projects are the means by which the mid-term perspective and work programme objectives are implemented and cover different regions, countries within regions or specific countries. Some projects and activities are implemented to develop the expertise necessary to provide tailored support to the countries.

## European and partner country contexts

The European Union's external relations policies and the EU's internal approaches to education and training and employment shape the ETF's co-operation with partner countries. EU internal approaches to education and training provide increasingly relevant reference points for partner countries seeking to modernise their education and training systems.

The ETF draws on internal EU initiatives when partner countries have the political willingness and capacity to implement the EU approach in their context, when such initiatives are relevant and there is a conducive policy environment.

In this respect, the ETF will follow the recent Conclusions of the Council and of the Representatives of the Governments of the Member States on the priorities for enhanced European cooperation in vocational education and training, for the period 2011-20, as well as on the flagship initiatives put forward by the European

Commission, respectively *Youth on the Move* and *An agenda for new skills and jobs* to inform its work with partner countries. As 2011 is the European year for Volunteering, ETF work will focus on developments supporting the validation of skills acquired through volunteer work and on their recognition for career development.

The Bruges communiqué, and its short-term deliverables, will be an important reference for the ETF's work, in particular for the revision of the analytical framework of the Torino Process to be used for the 2012 policy review.

The ETF seeks to renew the attention given in partner countries to vocational education and training and the contribution it can make to sustainable economic development through lifelong learning. The *Torino Process* started in 2010 as one of the ETF's top priorities for the period 2010-13, in order to consolidate and extend the policy learning approach developed over recent years and to systematically promote evidence based policy making. The *Torino Process* is key to a shared assessment and understanding of the country context, including the identification of key policy issues and main priorities for modernising and developing vocational education and training systems. The *Torino Process* also helps to strengthen and improve the ETF's capacities to provide relevant and accurate analyses to the European Commission.

The main policy areas in need of development in the partner countries, following the Torino Process analyses in 2010 are: governance and social partnerships; qualifications; education architecture and pathways; labour market skills needs forecasting and adult learning.

## ETF objectives for 2011

The ETF's 2011 work programme is framed by its Mid-term Perspective (MTP) 2010-13. This document sets the key orientations for the ETF's work over a four-year period. The objectives are:

- to build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence based policies in vocational education

and training reform (both in initial and continuing vocational education and training);

- to support relations, where relevant, between EU internal policies and the implementation of its external relations policies.

In order to achieve the mid-term objectives of contributing to the development of partner country capacities and supporting the interplay between EU internal policies and the implementation of EU external relations policies, the **ETF's specific objectives for 2011** for the first main objective are to:

- to support relevant stakeholders, governments and 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;
- to build partner country institutional capacity to analyse and interpret trends and challenges and design, implement, evaluate and review evidence based policies in human capital development;
- and for the second main objective are to:
- to 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 jobs, EU 2020, the European Commission communication on vocational education and training).
- to support the EU external policy instrument programming cycle;
- to disseminate relevant information and encourage the exchange of experience and good practice between the EU and the partner countries and among the partner countries in human capital development;
- to contribute to the analysis of the overall effectiveness of external assistance to the partner countries in the field of human capital development;

ETF projects will achieve 149 specific outputs. These underpin the European Commission's annual subvention to the ETF and are aligned with the ETF's main functions as described in its regulation.

The table below describes the outputs that the ETF will achieve in 2011.

### ETF outputs<sup>3</sup> in 2011

ETF functions	Enlargement	ENP South	ENP East	Central Asia	Innovation and learning	Total
Input to commission programming	9	9	5	4		27
Capacity building	26	17	19	15		77
Policy analysis	4	2	2	2	8	18
Dissemination/ Networking	9	4	3	1	10	27
Total outputs	48	32	29	22	18	149

<sup>3</sup> In line with the targets established for ETF in 2011 in the financial perspective in the Commission's proposal for the recasting of the ETF regulation in 2006

## ETF operations

Planning both at country and regional levels is largely informed by the *Torino Process*. Drawing from the analysis undertaken for each partner country, thematic policy areas for priority support – which could come from any partner, including the ETF – have been identified in line with the following criteria:

- strategic importance of the theme for the development of the VET system, and availability of evidence that confirms the need for work in this area, and
- government commitment to engage in this area.

The ETF has identified the support it should provide to take advantage of its competitive edge in the area, synergy with other international partners and donors and concern for focus and leverage effect. This support has been converted into activities.

The overall breakdown of the operational budget between the regions and the innovation learning programme is as follows:

- 32.5% for the Enlargement region;
- 16% for the Neighbourhood East area;
- 20% for the Neighbourhood South area;
- 11.5% for Central Asia; and,
- 20% for the innovation and learning programme.

Within a given region, the ETF allocates budget for regional activities and country specific activities.

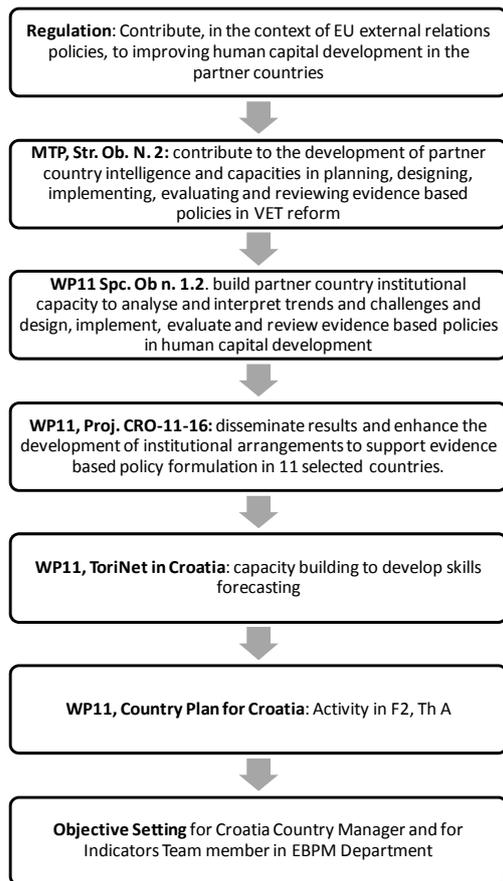
The ETF uses five main criteria for assessing the relative priority given to a given country within a region.<sup>4</sup> These criteria are:

- priority of the country for the EU external relations and its contractual or bilateral relations with the respective third country;
- priority of human capital development in EU external relations with the country;
- priority given to human capital development in country policies;
- partner country stakeholder commitment to human resources development reform; and,
- support from other donors in human capital development reform initiatives.

As indicated above, the work programme follows a cascading principle from the Regulation, through the multi-annual work programme (mid-term perspective), the annual work programme, the projects described in each work programme (which also identify the region and country level project outputs and indicators). Cascading is also applied to resources management. The objectives of each unit and team are defined on the basis of the corporate performance indicators and outputs. Subsequently individual staff objectives are set and are subject to performance appraisal. As an example:

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<sup>4</sup> Detailed expenditure in any country is based on the nature of interventions to support the ETF's objectives for the year. This comprises a range of expenditure items, such as conferences, seminars, workshops and study visits and or publications and complementary expertise where required.



As a follow-up to the policy analysis and vocational education and training system assessments conducted in and with the partner countries in 2010, the *Torino Process* has informed ETF planning for 2011. As a result, thematic priority policy areas for country and regional support have been identified, and pilot actions on evidence-based policy making will start in 11 countries. These pilot exercises aim at (i) strengthening evidence production and enhancing access to policy data and evidences and (ii) building capacities of institutions leading or engaged in policy making

The following tables provide an overview of the planned ETF interventions in each region in 2011. They are the basis for achieving the 149 corporate outputs for the year. The achievement of these outputs are monitored by the ETF's performance management system and measured against a set of corporate performance indicators<sup>5</sup>. Project implementation plans (PIPs) detail these projects further. They are published on the

ETF website at the beginning of the first year of its implementation.

The operational projects for 2011 relate to:

- Supporting each partner country in the design, implementation and assessment of human capital development policies and strategies;
- Enhancing the capacity of national stakeholders to address the social exclusion of disadvantaged ethnic communities in education and training;
- Encouraging mutual learning to support the decision making on the promotion and assurance of quality, tertiary professional education and adult learning;
- Bringing forward developments in lifelong entrepreneurial learning and enterprise skills development;
- Creating regional platforms for cooperation and mutual learning and to develop common methodologies for regional sectoral qualifications;
- Supporting European Commission services in the preparation of relevant policy discussion events in the framework of the Union for the Mediterranean by providing regional intelligence and studies in the field of employability;
- Assisting EU efforts to reinforce the capacities of social partners in partner countries;
- Facilitating mutual learning on lifelong learning policies, policy implementation and practice among policy makers and social partners in order to strengthen the quality of national policies;
- Enhancing the role of vocational education and training to meet the skills requirements for sustainable development in the countries of the region;

<sup>5</sup> See section 5 and annex 8.

- Enhancing the role of vocational education and training to meet the skills requirements for sustainable development in the countries of the region;
- Developing ETF methodologies and expertise in field of learning and matching skills;
- Disseminating results and enhancing the development of institutional arrangements to support evidence based policy formulation;
- Conferences on the external dimension of the EQF, Torino Process and entrepreneurial learning; and,
- Incubators for future innovation and learning, consolidation and mainstreaming of knowledge developed on human capital development approaches.

### Regional and country actions for 2011

	Enlargement region	Neighbourhood East	Neighbourhood South	Central Asia
Regional projects	Mutual learning; Social inclusion through education and training; Entrepreneurial learning and enterprise skills	Lifelong learning in Eastern Europe; Entrepreneurial learning and enterprise skills	Regional dimension of qualifications in the Mediterranean; Input to policy dialogue in the Union for the Mediterranean Review on youth employability Social partnership in the Mediterranean Entrepreneurial learning and enterprise skills	Matching vocational education supply and labour market demand in Central Asia; School development initiative
Country projects	<p>Drawing from the analysis undertaken for each partner country through the 2010 Torino Process, thematic policy areas for priority support by all partners, including the ETF have been identified in line with the following criteria:</p> <ul style="list-style-type: none"> <li>▪ strategic importance of the theme for the development of the VET system, and availability of evidence that confirms the need for working in this area, and</li> <li>▪ government commitment to engage in this area.</li> </ul> <p>In each partner country an implementation plan operationalises this work. The Torino Process also helps the ETF to provide relevant and accurate analyses to the European Commission.</p>			

The ETF continuously develops its thematic expertise. Innovation and learning combined with knowledge management are key to ensuring that the ETF sustains and strengthens its abilities to meet its

objectives in its thematic areas. The ETF will therefore continue to develop its capacity to innovate, learn and manage knowledge. In 2011, based on the Torino Process recommendations for the

thematic policy areas requiring development, two new ILPs will be launched (matching the demand and supply of skills; and learning in different contexts) and a number of communities of practice will consolidate and maintain the ETF's expertise in the core thematic areas and will enhance the ETF's capacity for evidence-based policy development. Two corporate thematic conferences will be launched as part of the ETF's thematic expertise work in 2011. Knowledge management will also be further developed to support the needs of the partner countries.

## Resources management

The subvention for the ETF from the Community Budget foreseen for 2011 is €20.350 million. Of this, 66% corresponds to Title 1 (expenditure related to persons working with the ETF), 7% to Title 2 (building, equipment and miscellaneous operating expenditure), and 28% to Title 3 (expenses relating to performance of specific missions).

ETF staff is based in Turin with one liaison officer in Brussels. Up to 134 posts are available in 2010. These will comprise: 96 Temporary Agents, 33 Contract Agents, 2 Seconded National Experts and 3 local agents.

The posts are expected to be distributed as follows:

Functions	Planned
Experts	50
Professionals	36
Managers	12
Coordinators	2
Administrative support <sup>6</sup>	34
Total	134

The ETF will also conduct a thorough review of its human resources administrative procedures following the implementation in 2010 of an integrated human resources information system (Allegro). This will enable a refocusing of resources on value-added services, in

<sup>6</sup> Administrative support applies to all staff working on administrative issues across the organisation. This includes staff working both within and outside the Administration Department.

particular career guidance, staff welfare, and staff development. In terms of human resource policies, the ETF will revise its performance management and promotions system in line with the agency standard rules and as indicated by the IAS audit on human resources conducted in 2008.<sup>7</sup>

In 2011, the ETF will reengineer its financial processes around the new financial system ABAC<sup>8</sup> introduced in 2010. The ETF will build on the risk-based simplification of financial and procurement processes and decentralisation of transactions processing initiated in 2010, including the development of an ex-post control policy.

The ETF organises its budget appropriations and resources in line with the three dimensions of its planning principle (countries and regions, functions and core themes) so as to highlight the objectives pursued, the activities that lead to their accomplishment, the amount of money spent on each of them, and the number of people that work on them (Activity based budgeting, ABB).

## Governance and management

Monitoring and evaluation form the basis for informed decision-making in planning and the ETF project and programme cycle. The ETF monitoring process is based on two main components – ongoing assessment of projects during their implementation and corporate performance monitoring. The ETF links the monitoring of these components through a corporate performance matrix which includes the set of corporate performance indicators based on corporate outputs. The ETF performance matrix links the Mid Term Perspective objectives, the annual Work Programme, the functions, and the project outputs. The ETF corporate performance indicators enable the organisation and its main stakeholders to measure the efficiency

<sup>7</sup> In 2010 ETF revised its Recruitment practices, objective setting guidelines and practices and the competency based approach as suggested by the IAS.

<sup>8</sup> ABAC stands for Activity Based Accounting system.

and effectiveness of its core business and resource management.

To support both components of its monitoring process the ETF will implement a new organisational 'Dashboard'. The ETF dashboard will integrate and process live data on ETF projects to provide key performance information for daily monitoring of ETF activities and for management monitoring and reporting on a quarterly and annual basis. The monitoring practice is complemented by an annual programme of evaluations.

To support the implementation of this work programme and maximise the ETF's efficiency and effectiveness, a functional and insitutional review of the Operations Department was undertaken in 2010. As a

result, a new structure will be put in place from 1 January 2011. Nevertheless, an analysis of key processes used in the department is ongoing with the support of an external consultant, who will provide an objective assessment and proposals for processes, workflows, roles and responsibilities. The ETF hopes to put forward a new organigramme for the approval of the Governing Board at its next meeting, taking into consideration the results of all the internal analysis and the findings of the pilot work related to financial and procurement management, as well as the recommendations of the work currently in progress for ETF process engineering.

# INTRODUCTION

Co-operation with its neighbours for development and growth is a key priority of the European Union. Through its Enlargement, Neighbourhood and Development and Co-operation policies the EU promotes and supports progress in other countries.

As the EU builds an economy based on knowledge and skills, improving human capital development in countries close to the EU also becomes essential. The development of well-skilled, competitive labour forces and flexible labour markets in these countries helps to ensure that the benefits of innovation and growth in the EU can be shared beyond its borders. In turn, improvements in the availability and use of skills help countries to take advantage of their proximity to the EU's internal market.

The European Training Foundation (ETF) is a specialised EU agency that helps 29 partner countries and territories harness the potential of their human capital. The ETF's objective is to contribute, in the context of the EU's external relations policies, to improving human capital development in these countries. The ETF is also collaborating internationally and exercising intellectual leadership in international development issues. It does this by:

- **F1: supporting the EU's external assistance policies** through input to Commission sector programming and project cycles;
- **F2: supporting partner country capacity building** in human capital development to further build their capacity in policy development, policy in action and policy progress reviews;
- **F3: providing policy analyses through evidence-based analysis** on country or cross-country policy reforms to support informed decision-making on partner country policy responses; and
- **F4: Disseminates and exchanges information and experience** in the international community (agencies, regional platforms and councils,

bilateral and international organisations and donors).

## Added value

The ETF's added value comes from its neutral, non-commercial and unique established knowledge base consisting of expertise in human capital development and its links to employment. This includes expertise in adapting the approaches to human capital development in the EU and its Member States to the context of the partner countries. It also covers:

- comparative knowledge and assessment of the strengths and weaknesses of different vocational education and training and employment policies and strategies for implementation and reform;
- knowledge of the partner country context and their policy needs and priorities for implementation;
- understanding of EU external relations policies, priorities, and instruments in human capital development and the capacities to fit them to the context of partner countries.

The ETF combines these elements to provide tailored advice to the Commission and partner countries on how to achieve sustainable reform. This advice embeds human capital and employment policy in the overall economic and social development strategies of the partner countries in line with EU external relations priorities.

Through its policy analysis, advisory and capacity building actions, the ETF improves knowledge dissemination and policy management to promote realistic priority and objective setting. The ETF's programming support for the Commission ensures that assistance is accurately targeted and scheduled and fits country capacities and priorities. The ETF's collaboration with partner countries creates a framework for continuity and informed policy decision making and implementation in uncertain and at times unstable situations.



# 1. ETF OBJECTIVES AND THEMATIC PRIORITIES IN 2011

## 1.1 Context

The ETF's 2011 work programme<sup>9</sup> is framed by its Mid-term Perspective (MTP) 2010-13. This document sets the key orientations for the ETF's work over a four-year period. The objectives are:

- to build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence based policies in vocational education and training reform (both in initial and continuing vocational education and training);
- to support relations, where relevant, between EU internal policies and the implementation of its external relations policies.

## 1.2 Core themes

Through the Mid-term Perspective, the ETF organises its work on human capital development, focussing on vocational education and training in a lifelong learning perspective, according to three core themes<sup>10</sup>:

- Vocational education and training system development and provision in a lifelong learning perspective
- Labour market needs and employability
- Enterprises and human capital development: Education and Business partnerships

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<sup>9</sup> The activities and expertise development actions proposed in this draft work programme are subject to updates based on the recommendations arising from the *Torino Process* expected to be available in the second half of 2010.

<sup>10</sup> These themes cluster the seven core thematic activities identified for the ETF in its Council Regulation

## 1.3 Objectives

In order to achieve the Mid-Term objectives of contributing to the development of partner country capacities and supporting the interplay between EU internal policies and the implementation of EU external relations policies, the ETF's specific objectives for 2011 for the first main objective are to:

- 1.1. support relevant stakeholders, governments and 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;
- 1.2. build partner country institutional capacity to analyse and interpret trends and challenges and design, implement, evaluate and review evidence based policies in human capital development;
- and for the second main objective are to:
  - 2.1. 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 jobs, EU 2020, EC Communication on vocational education and training).
  - 2.2 support the EU external policy instrument programming cycle;
  - 2.3. 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;
  - 2.4. contribute to the analysis of the overall effectiveness of external assistance to the partner countries in the field of human capital development;

## 1.4. Corporate performance indicators and outputs

As in previous years, the 2011 work programme aims to achieve a series of outputs. Each output relates to a specific need identified in the partner country. The 2011 work programme targets the achievement of 149 corporate outputs<sup>11</sup> distributed between its regions and core themes.

The work programme is built following a cascading principle from the Regulation, through the multiannual work programme (Mid-term Perspective), the annual work programme, the projects described in each work programme (which also identify the project outputs and indicators), the objectives of the units and teams and individual performance appraisals. The Corporate Performance Indicators and the system of outputs measure the achievement of objectives and link the different levels of objectives and results according to this cascading logic.

In 2011, the ETF will also implement a new series of corporate performance indicators to report on efficiency in terms of resources and outputs, and effectiveness in terms of stakeholders' satisfaction<sup>12</sup>. The ETF's environment can change frequently and new requests from the European Commission may be received in 2011 after the approval of this work programme. Accordingly, the ETF manages its priorities to be able to react swiftly to such requests. This may affect the timing and delivery of some activities.

## 1.5 Contents

Section 1 of the work programme defines the objectives, added-value and core themes. Section 2 sets out the EU policy context and the partner country context in which the ETF works. Section 3 focuses on the ETF's work in improving vocational education and training systems in the region in which it works. Section 4 focuses on corporate communication to underpin the ETF's key objectives.

Section 5 outlines the resources, governance and management needed to achieve the planned results in an effective and efficient manner. This section also describes how the ETF will monitor and evaluate the implementation of its work programme.

The annexes of the work programme describe the specific projects and outputs for each country and region. The ETF will measure achievement of its objectives against these outputs.

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<sup>11</sup> The specific list of ETF outputs for 2011, together with an explanation of their role in the ETF planning process is contained in the Annex.

<sup>12</sup> See section 5 and annex 8.

## 2. POLICY CONTEXT

### 2.1. European policy context

The European Union's external relations policies and the EU's internal approaches to the education and training and employment shape the ETF's co-operation with partner countries.

External relations policies provide the economic and political context for the ETF's work programme. EU internal approaches to education and training provide increasingly relevant reference points for partner countries seeking to modernise their education and training systems.

The ETF draws on internal EU initiatives where there is a political willingness and the capacity to implement the approach in the partner countries, i.e., where they are relevant to the needs of the partner countries and there is a conducive policy environment. Due to the fact that the EU will agree on the operations of the new external action service as provided for by the Lisbon Treaty in 2011, the ETF will need to assess the implications of the new service on its work, particularly in relation to EU Delegations.

#### EU policies for education, training and employment

##### 2.1.1 EU 2020

The contribution of education and training to economic competitiveness is a main priority for the European Union in the coming decade. The Lisbon Strategy developed by the EU for the period 2000-10 to provide a framework for European wide approach to economic growth has been updated through the new EU2020 strategy<sup>13</sup>. This strategy maintains the themes of 'growth and jobs' and places the period 2010-20 in the context of recovery from the economic crisis and the growing urgency for sustainable economic development. The EU 2020 strategy

contains three main priorities: *smart growth*, *sustainable growth* and *inclusive growth*. The 2011 work programme targets all three. The strategy includes an external dimension to ensure that EU instruments and policies are deployed to promote the EU globally.

The EU 2020 strategy identifies two key flagship areas for human capital development within the EU. These are: 'Youth on the move' and 'An agenda for new skills and jobs'.

'Youth on the Move' aims to enhance the performance of education systems and to facilitate the entry of young people to the labour market in the EU. 'An agenda for new skills and jobs' aims to modernise labour markets and empower people by developing skills throughout their lives to increase labour participation and better match labour supply and demand, including labour mobility. In 2011, the ETF will draw on these flagship initiatives to inform its work with partner countries.

##### 2.1.2 EC Communication on vocational education and training

The European Commission's Communication 'A new impetus for vocational education and training'<sup>14</sup> emphasises the contribution that vocational education and training makes to economic and social challenges, particularly in relation to efficiency and equity in the labour market. The Communication outlines the priorities that give vocational education and training a new impetus. These include:

- Ensuring access to training and qualifications is flexible and open at all stages of life;
- Promoting mobility to make it easier to gain experience abroad, or in a different sector of the economy;
- Ensuring the highest possible quality of education and training;
- Providing more opportunities for disadvantaged groups such as school dropouts, low-skilled and unemployed

<sup>13</sup> Available at [http://ec.europa.eu/eu2020/index\\_en.htm](http://ec.europa.eu/eu2020/index_en.htm)

<sup>14</sup> Available at: [http://ec.europa.eu/education/news/news2388\\_en.htm](http://ec.europa.eu/education/news/news2388_en.htm).

people, people with migrant backgrounds and disabled people;

- Nurturing creative, innovative and entrepreneurial thinking in students.

The Communication highlights the increasing awareness of common EU reference tools in partner countries, and their potential to contribute to trans-national collaboration, regional development, and improvements in the management of legal skilled labour migration. The Communication emphasises that EU policy on vocational education and training should be subject to further policy dialogue and mutual learning with the international community, including third countries and relevant international organisations. In particular, it also suggests launching structured cooperation with Neighbourhood countries and further extending co-operation with Enlargement countries with ETF support.

### **2.1.3 Copenhagen process and Education and Training 2020**

Transparency and co-operation in vocational education and training between Member States are promoted by the Copenhagen Process, which links to the Education and Training 2020 strategy. The strategy has the following objectives for education and training in the EU:

- to make lifelong learning and mobility a reality;
- to improve the quality and efficiency of education and training;
- promote equity, social cohesion and active citizenship; and,
- to enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

The ETF will provide relevant support to the partner countries and the Commission as requested in relation to the Education and Training 2020 strategy and the review of the Copenhagen Process<sup>15</sup> where these are relevant to its partner countries.

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<sup>15</sup> In 2010 the review of the Copenhagen process will lead to the Bruges Communiqué; The ETF

## **Other relevant EU policy developments**

### **2.1.4 Small Business Act and Euro-Mediterranean Charter for Enterprise**

The European Union's Small Business Act<sup>16</sup> frames the EU's approach to supporting small business development, including the contribution human capital development. Its key objectives include promotion of entrepreneurial learning and enterprise skills. The ETF supports these objectives through regular indicator-driven assessments in the Western Balkans and Turkey. In the southern Mediterranean countries and as part of broader EU assistance, the ETF bases its support on the Euro-Mediterranean Charter for Enterprise, again focusing on entrepreneurial learning and enterprise skills.

### **2.1.5 Stockholm programme**

The Stockholm programme is a new multi-annual programme in the area of justice, freedom and security developed under the Swedish Presidency in 2009. It covers, inter alia, the development of a comprehensive migration policy, including the role of managed skilled legal migration, which is relevant to the ETF's work on the analysis of skills in the context of migration flows with particular relevance to labour migration. ETF findings indicate that a 'win-win-win' situation could be possible for all stakeholders involved in the migration process (sending countries, receiving countries and migrants themselves) if a 'virtuous circle' is created for the benefit of all – through a better management of labour migration and its skills dimension by, even more, focusing on circular migration.

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supports this work in the candidate countries: Turkey, Croatia and the former Yugoslav Republic of Macedonia.

<sup>16</sup> Information on the Small Business Act is available at: <http://ec.europa.eu/enterprise/policies/sme/small-business-act/>

## 2.1.6 Danube Strategy

A further area in which the ETF may support the Commission during 2011 is in the EU strategy for the Danube region. The approach aims at integrating labour market, social inclusion and education initiatives at local level and through cross border co-operation. The ETF will support the partner countries in their involvement in the strategy where relevant.

## 2.1.7 EU and external cooperation programmes

In cooperation with the European Commission, the ETF will maintain close links as required with the Lifelong Learning programme, Erasmus Mundus and the Trans-European Mobility Scheme for University Studies (Tempus) and any other schemes.

## 2.1.8 Education and Training in the Presidencies of Hungary and Poland during 2011

During 2011, the Hungarian Presidency (January-June) and the Polish Presidency (July-December) will give high visibility to Education and Training. Both Presidencies include themes and topics relevant to the ETF's work. The respective priority areas are as follows:

Priority areas of the Hungarian Presidency in 2011

- Contribution of Education and training to the Europe 2020 strategy;
- Stocktaking of the EQF implementation-lessons learned and paving the way forward;
- Lifelong learning and mobility;
- Commission proposals on the 'Youth on Move' programme;
- Active citizenship for inclusive society and competitive and sustainable economy;
- Schools for the 21<sup>st</sup> century with a focus on leadership; and,

- Taking forward the New skills for jobs initiatives.

The priority area of the Polish Presidency in 2011 is mobility, understood in its educational context, as well as in terms of exchange of experience and voluntary work by young people, and in the framework of the Neighbourhood Policy (East)

Debates, conferences and analyses will address issues linked to key competences, including languages (linguistic preparation for future mobility), their development through effective evidence-based policy-making and their use as a mobility tool.

The ETF will follow the agenda of the Presidencies closely and co-operate with them and the European Commission to ensure appropriate links.

## 2.1.9. 2011: European Year for Volunteering

Inter alia, to sustain actions on volunteering, ETF work will focus on developments supporting the validation of skills acquired through volunteer work and on their recognition for career development.

## 2.2 The partner country context

Many countries face structural challenges in education and training that require sustained policy management to resolve. The challenges comprise both the extent of the problems to be addressed and the capacities to address them. Challenges include lack of policy vision for the development of vocational education and training and limitations in the co-ordination of vocational education and training with stakeholders to improve labour market relevance, social inclusion and poverty reduction. Common problems in partner countries include:

- limited opportunities for skills upgrading, including a lack of continuing training

- high unemployment rates particularly among new entrants to the labour market;
- significant gender differences and a need to address the issues of women's employment, early school leavers and dropouts from vocational education and training;
- large informal economies;
- social exclusion linked to minorities, disadvantaged groups and under developed rural areas and regions;
- lack of quality or relevance in education and training services;
- under financing or low level of public sector involvement in education and training; and limited or missing co-sharing financial schemes and public-private partnerships.
- mismatch between the supply and demand for skilled workers in certain occupations; and,
- labour market rigidity linked to employment.

Although data collection initiatives are underway in many countries, it is not consistent across the regions. The capacities of countries to gather and analyse data and translate it into policy strategies are often limited. The absence of appropriate evidence can diminish the effectiveness of both local policy making and the relevance of the EU's assistance. Similarly, institutional cooperation, e.g. between education and business or between different levels of decision making in education (multi-level governance) frequently needs to be strengthened to ensure that policy and implementation is appropriately coordinated.

The ETF seeks to renew the attention given in partner countries to vocational education and training and the contribution it can make to sustainable economic development through lifelong learning.

### **2.2.1 The *Torino Process***

The *Torino Process* started in 2010 as one of the ETF's top priorities for the period 2010-13, in order to consolidate and extend the policy learning approach developed over recent years and to systematically promote evidence based policy making.

To achieve this objective, the *Torino Process* provides a methodological framework to assist partner countries in carrying out a concise, documented analysis of their vocational education and training systems and progress in reforming them. It includes indicators and benchmarks to measure their progress in VET reform. In this regard, the *Torino Process* is key to a shared assessment and understanding of the country context, including the identification of key policy issues and main priorities for modernisation and development of the vocational education and training system. The *Torino Process* also helps to strengthen and improve the ETF's capacities to provide relevant and accurate analyses to the European Commission.

### 3. CONTRIBUTING TO HUMAN CAPITAL DEVELOPMENT IN PARTNER COUNTRIES

This section describes the activities that the ETF will carry out in 2011. ETF operations are undertaken in four regions covered by the EU's external assistance instruments, namely:

- The Instrument for Pre-accession Assistance (IPA) covering the **Enlargement region** (section 3.1)<sup>17</sup>;
- The European Neighbourhood and Partnership Instrument covering: the **Neighbourhood South**<sup>18</sup> region in co-operation with the Union for the Mediterranean (UfM) (section 3.2.1)<sup>19</sup>; and the **Neighbourhood East**<sup>20</sup> region in co-operation with the Eastern Partnership (EaP) (section 3.2.2)<sup>21</sup>; and,
- The Development Cooperation Instrument covering **Central Asia** (section 3.3.)<sup>22</sup>

In each region, the ETF performs four main functions in line with its mandate:

- F1: Support to the European Commission
- F2: Capacity building

- F3: Policy analysis
- F4: Dissemination and networking

Planning both at country and regional level is largely informed by the *Torino Process*. Drawing from the analysis undertaken for each partner country, thematic policy areas for priority support (by all partners, including the ETF) have been identified in line with the following criteria:

- strategic importance of the theme for the development of the VET system, and availability of evidence that confirms the need for working in this area, and
- government commitment to engage in this area,.

These policy areas have been clustered along the three core themes of ETF medium term perspective on the one hand, and along the four pillars of the EU Education and Training 2020 on the other.

As mentioned above, the third element of the ETF's multi-dimensional planning is the thematic aspect. The ETF also organises its interventions on human capital development according to the following three core themes:

- A. Vocational education and training system development and provision in a lifelong learning perspective,
- B. Labour market needs and employability, and
- C. Enterprise and human capital development: Education and Business partnerships.

Based on these priorities, ETF has identified support it should provide to take advantage of its competitive edge in the area, synergy with other international partners and donors and concern for focus and leverage effect. This support has finally been converted into activities as presented below.

The overall breakdown of the operational budget between the regions and the innovation learning programme is as follows:

- 32.5% for the Enlargement region;
- 16% for the Neighbourhood East area;

<sup>17</sup> Albania, Bosnia and Herzegovina, Croatia, Kosovo (under UNSCR 1244), the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey. As Iceland is a candidate country it will be invited to participate in regional activities for this region.

<sup>18</sup> Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, occupied Palestinian Territory, Syria and Tunisia.

<sup>19</sup> Information on the Union for the Mediterranean is available from the European External Action Service at: [http://eeas.europa.eu/euromed/index\\_en.htm](http://eeas.europa.eu/euromed/index_en.htm)

<sup>20</sup> Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

<sup>21</sup> Information on the Eastern Partnership is available from the European External Action Service at [http://eeas.europa.eu/eastern/index\\_en.htm](http://eeas.europa.eu/eastern/index_en.htm)

<sup>22</sup> Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

- 20% for the Neighbourhood South area;
- 11.5% for Central Asia; and,
- 20% for the innovation and learning programme.

Within a given region, the ETF allocates budget for regional activities and country specific activities.

The ETF uses five main criteria for assessing the relative priority given to a given country within a region.<sup>23</sup> These criteria are:

- priority of the country for the EU external relations and its contractual or bilateral relations with the respective third country;
- priority of human capital development in EU external relations with the country;
- priority given to human capital development in country policies;
- partner country stakeholder commitment to human resources development reform; and,
- Support from other donors in human capital development reform initiatives.

These criteria are outlined in annex 10.

The following sections provide an overview of the planned ETF interventions in each region in 2011. They are the basis for achieving the 149 corporate outputs for the year. The achievement of these outputs are monitored by the ETF's performance management system and measured against a set of corporate performance indicators<sup>24</sup>. Specific information on the projects undertaken during the year can be found in annex 1.

Project implementation plans (PIPs) detail these projects further. They are published on the ETF website at the beginning of the first year of its implementation.

<sup>23</sup> Detailed expenditure in any country is based on the nature of interventions to support the ETF's objectives for the year. This comprises a range of expenditure items, such as conferences, seminars, workshops and study visits and or publications and complementary expertise where required.

<sup>24</sup> See section 5 and annex 8.

## 3.1 Enlargement

The EU's Enlargement policy guides the process of expanding the EU through the accession of new Member States. The policy covers South Eastern Europe covering the Western Balkans and Turkey. Of these Croatia, Turkey and the former Yugoslav Republic of Macedonia are EU candidate countries. Serbia, Montenegro, Albania, Bosnia and Herzegovina and Kosovo (under UNSCR 1244) are potential candidates. Of the latter group Albania, Montenegro and Serbia have already applied for membership. Each receives support for the accession process through the Instrument for Pre-Accession (IPA)<sup>25</sup>. In addition, Iceland will be involved in ETF's regional mutual learning activities for this region.

In the Enlargement region, the ETF works at the regional and country level<sup>26</sup> to:

F1: Support the European Commission in the Enlargement process

at regional level by providing:

- an assessment of progress achieved in vocational education and training, employment and social inclusion to inform the 2011 Commission Progress report for the Enlargement Region<sup>27</sup>;
- project design support to the IPA multi-beneficiary programme<sup>28</sup> in the areas of inclusive education and private sector development through competence development; and
- monitoring support to the ongoing multi-beneficiary projects SEECEL and the Regional Competitiveness Initiative.

<sup>25</sup> Information on the Instrument for Pre-Accession Assistance is available at [http://europa.eu/legislation\\_summaries/agriculture/enlargement/e50020\\_en.htm](http://europa.eu/legislation_summaries/agriculture/enlargement/e50020_en.htm)

<sup>26</sup> The ETF regularly participates in the task force for human capital development in the Regional Cooperation Council.

<sup>27</sup> The progress report is produced every year for each country and for the region as a whole. The latest progress report for the region is available from the DG Enlargement website [http://ec.europa.eu/enlargement/index\\_en.htm](http://ec.europa.eu/enlargement/index_en.htm)

<sup>28</sup> For more information on these programmes see: [http://ec.europa.eu/enlargement/how-does-it-work/financial-assistance/planning-ipa\\_en.htm](http://ec.europa.eu/enlargement/how-does-it-work/financial-assistance/planning-ipa_en.htm)

and at country level by:

- providing expertise input to the Project Management Cycle for Component 1 of the IPA programme for Serbia, Montenegro, Albania, Bosnia and Herzegovina and Kosovo (under UNSCR 1244);
- Functioning as a peer reviewer of the first draft HRD operational programmes for IPA component IV for Albania, Montenegro and Serbia ;
- Providing expertise input to the Project Management Cycle for Component 4 of the IPA programme for Croatia, Turkey and the former Yugoslav Republic of Macedonia.

F2: Build capacities

at regional level in:

- inclusive education;
- quality assurance in vocational education and training systems;
- supporting a network of VET centres on evidence-based policy;
- the creation and use of evidence for policy development and implementation;
- post-secondary vocational education and training;
- the development of adult basic skills;
- activation policies in employment; and
- administrative capacity to implement actions under EC sector programming.

at country level in:

- quality assurance, vocational teaching and learning and social partnership, in Albania;
- qualification frameworks, social partnership and active labour market measures in Bosnia-Herzegovina
- labour market foresight and evidence creation in Croatia
- teacher training, qualifications development, social partnership,

evidence creation and on the implementation of a capacity building plan for the employment services in Kosovo (under UNSCR 1244);

- institutionalisation of evidence creation through local monitoring and evaluation mechanisms in the former Yugoslav Republic of Macedonia;
- teacher education and training, reviewing long term unemployment and education business cooperation in Montenegro;
- social partnership, national qualification framework, career guidance and evidence creation in Serbia;
- qualifications frameworks, school development, decentralisation and post-secondary vocational education in Turkey;

F3: Analyse and advise

at regional level on:

- The evidence base for policy development in inclusive education;
- The European Small Business Act

F4: Disseminate and exchange information

at regional level on:

- Member State and partner country activities in human capital development in candidate countries and potential candidates
- institutional mechanisms for developing evidence based policies
- experiences and lessons learned on VET reform initiatives by national authorities, Commission services and IPA long term VET reform advisers in the region
- trends in the development of social inclusion in education in the region
- regional conference on policy recommendations based on the outcomes of the ETF Mutual Learning Project

at country level on:

- human resource development reviews in Croatia, former Yugoslav Republic of Macedonia, and Turkey

## 3.2 European Neighbourhood

The neighbourhood policy<sup>29</sup> is the EU's strategy for co-operation with 16 neighbouring countries. The European Neighbourhood Policy is a collaborative approach between the EU and participating countries to foster stability, security and prosperity in the economies in proximity to the EU. The policy promotes closer political and economic relationships between the EU and its neighbours which are not part of the Enlargement process. Under the Neighbourhood policy, the EU and its neighbours develop mutually agreed action plans<sup>30</sup> that identify priorities for co-operation, development assistance.

Each country receives support through the European Neighbourhood Partnership Instrument (ENPI). These plans lead progressively to closer integration with and participation in the EU's internal market. The ETF supports the human capital development priorities of the action plans and helps the countries involved develop education, training and employment systems that produce skills and competencies relevant to for participation in the internal market and economic growth more generally. In addition to the bilaterally agreed national action plans, the Neighbourhood policy also operates through specific regional initiatives such as the Union for the Mediterranean (UfM), the Eastern European Partnership (EaP), and the Black Sea Synergy Initiative<sup>31</sup>. The ETF's actions in the European Neighbourhood support these specific regional initiatives in the context of the overall priorities of the Neighbourhood policy.

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<sup>29</sup> [http://ec.europa.eu/world/enp/index\\_en.htm](http://ec.europa.eu/world/enp/index_en.htm)

<sup>30</sup> For information on the action plans of participating countries, see [http://ec.europa.eu/world/enp/documents\\_en.htm#2](http://ec.europa.eu/world/enp/documents_en.htm#2)

<sup>31</sup> For details of this initiative see, [http://ec.europa.eu/external\\_relations/blacksea/index\\_en.htm](http://ec.europa.eu/external_relations/blacksea/index_en.htm)

ETF operations for the Neighbourhood are divided into two regions that parallel the specific regional partnership initiatives of the Southern Neighbourhood (UfM) and the Eastern Neighbourhood (EaP). The ETF's operations in the European Neighbourhood also mirror the regional and country focus of the Neighbourhood policy through mutually reinforcing national and regional actions.

### 3.2.1 European Neighbourhood South

The Southern Neighbourhood region includes the countries of North Africa and the Middle East. To support the European Neighbourhood Policy, the ETF will input into the annual reporting process on the implementation of the ENP Action plans on issues linked to human capital development. The ETF will discuss with EC services whether specific input is required to support the implementation of the *Status Avancé* with Morocco and the negotiations with Jordan and Tunisia on a possible similar status. This could be either in the form of exposure to EU approaches in the area of education and training and employment or more specific monitoring inputs. In the context of the regional policy dialogue, and in particular, in the framework of the Union for the Mediterranean, the ETF will continue to provide analysis and information to feed into the following regional policy dialogue areas:

- employment and employability
- social partnership
- gender equality in education and training and employment
- entrepreneurial learning and enterprise skills
- tertiary education and qualifications

The ETF will also continue its cooperation with the Euro Mediterranean University (EMUNI) mainly in the field of entrepreneurial learning, the EESC, the Marseilles Centre for Mediterranean Integration and other bilateral and international institutions active in the region in our field of expertise. The ETF will seek to set close relations with the EuroMed Secretariat in Barcelona to share

ETF projects and initiatives and to follow up on relevant Union for the Mediterranean priority projects. In 2011, the ETF will:

F1: Support the European Commission in Neighbourhood Policy at regional level by providing:

- analyses on progress on implementation of ENP Action plans on areas linked to human capital development;
- expertise on employability issues for the follow up of the Euro-Med Ministers Conference on Employment<sup>32</sup>;
- expertise on social partnership in the context of VET policy cycle for the follow up of the EuroMed Social Dialogue Forum;
- expertise for DGEAC on tertiary education and labour market oriented vocational education and training as follow up to the Euro-Med Ministers Conference on Higher Education<sup>33</sup>;
- expertise for DG Enterprise on entrepreneurial learning and enterprise skills as inputs to the Euro-Mediterranean Industrial Cooperation Working Group<sup>34</sup> In particular development of bench marking policy tools

at country level, by providing:

- expertise input on demand for the programming, design and follow up of new or ongoing programmes for all the countries of the Southern Neighbourhood and, in particular, the identification and design of a new intervention in the field of TVET reform in Egypt and the annual assessment of progress of TVET reform in Egypt

and the contribution of the EC Meda project to it.

F2: Build capacities

at regional level on

- qualifications development in a regional context;
- social partnership development; and
- policy analysis and benchmarking on entrepreneurial learning and enterprise skills.

at country level on

- national qualifications frameworks, qualifications and education pathways in Morocco, Algeria, Tunisia, Egypt, Jordan and Lebanon;
- costing and quality of vocational education and training in the occupied Palestinian Territory;
- governance in vocational education in Syria, with particular focus on inter-ministerial cooperation and social partnership involvement;
- Advice and guidance for the Central Bureau of Statistics in Syria on policy analysis (using data from the 2010 transition study);
- career guidance and social partnership in Jordan;
- review of TVET system to provide evidence for improved policy making in Morocco
- employability and related tools, including skill needs anticipation mechanisms in Tunisia
- entrepreneurial learning in Lebanon, with focus on introduction of entrepreneurship skills at secondary VET level;
- vocational education and training and competitiveness in Egypt;
- as a follow up to the *Torino process*, collecting and using evidence in participatory policy making processes in Tunisia and Egypt

<sup>32</sup>For details see:

[http://www.eu2008.fr/PFUE/lang/en/accueil/PFU-E-11\\_2008/PFUE-09.11.2008/premiere\\_conference\\_ministerielle\\_euromediterraneenne\\_sur\\_l\\_emploi\\_et\\_le\\_travail.html](http://www.eu2008.fr/PFUE/lang/en/accueil/PFU-E-11_2008/PFUE-09.11.2008/premiere_conference_ministerielle_euromediterraneenne_sur_l_emploi_et_le_travail.html)

<sup>33</sup> For details see: [http://www.enpi-info.eu/mainmed.php?id\\_type=1&id=21312](http://www.enpi-info.eu/mainmed.php?id_type=1&id=21312)

<sup>34</sup> For details see [http://www.enpi-info.eu/mainmed.php?lang\\_id=450&searchtype=simple&id=21521&id\\_type=1](http://www.enpi-info.eu/mainmed.php?lang_id=450&searchtype=simple&id=21521&id_type=1)

F3: Analyse and advise

at regional level on:

- progress in the countries of the region on entrepreneurial learning and enterprise skills
- employability policies
- review of post-secondary vocational training in Neighbourhood South countries

at national level:

- On enhancing vocational learning opportunities for illiterate adults (especially working in SMEs and in the informal sector) through a study to be carried out in cooperation with the Moroccan Ministry of Education and Union of Employers.

F4: Disseminate and exchange information

at regional level on:

- national qualifications development in a regional context;
- social partnership in human capital development; and
- trends in entrepreneurial learning and enterprise skills
- female employability and, in particular, obstacles for participation of women in the labour market (based on the finished project on “Women at Work”)

At country level, the ETF will continue to exchange with other donors and relevant organisations on activities and progress on vocational education and training reform

### 3.2.2 European Neighbourhood East

The Eastern European Partnership (EaP) complements the Neighbourhood Policy by providing a regional focus specific to the countries that neighbour the EU to the East. The Partnership strengthens co-operation with the EU, and promotes closer ties among the countries themselves. The EaP’s Platform II focuses on ‘Economic integration and convergence

with EU sector policies’ and covers two topics which are directly relevant for the ETF: employment and skills development for small businesses.

Platform IV promotes ‘contacts between people’ and directly concerns education and training.

In addition, under the coordination of DG Home Affairs, the European Commission has initiated Mobility Partnerships between the EU and the Republic of Moldova and Georgia to realise the joint management of migration flows and create the proper framework for legal movement of people and fighting illegal migration.

In 2011 the ETF will:

F1: Support the European Commission by providing

at regional level

- expertise input to the 2011 Commission progress report for the East European Neighbourhood countries<sup>35</sup>;
- support to regional dialogue through thematic contributions to EaP Platforms II and IV;

at country level

- Expertise input on demand for the programming, design, implementation support and follow-up of new or ongoing programmes, especially in Armenia, Georgia, Azerbaijan and Ukraine.

F2: Build capacities

at the regional level in

- post-secondary vocational education and training;
- continuing training policies;
- validation of prior learning of returning migrants
- qualification transparency; and
- human capital development in the context of small and medium sized enterprises.

<sup>35</sup> The latest reports and overall assessments are available from:  
[http://ec.europa.eu/world/enp/documents\\_en.htm#3](http://ec.europa.eu/world/enp/documents_en.htm#3)

at country level in

- national qualifications frameworks for Ukraine, the Russian Federation and Azerbaijan;
- school-enterprise co-operation in Armenia;
- recognition of prior learning in the Republic of Moldova, Georgia and Armenia;
- follow-up of action plans for employment strategies in Belarus, Armenia, Georgia, and Ukraine;
- *acquis* related work on social partnership and equal opportunities in Ukraine;
- governance in Armenia, the Republic of Moldova and Russian Federation.

F3: Analyse and advise

at regional level on

- human capital development in the context of small and medium sized enterprises

at country level on

- social dialogue and education and business cooperation in Azerbaijan;
- on active involvement of social partners in Belarus.

F4: Disseminate and exchange information

at regional level on

- vocational education for sustainable development;
- recognition of prior learning for returning migrants.

### 3.3 Central Asia

In Central Asia, the ETF operates in the context of the EU's partnership strategies introduced in 2007<sup>36</sup>. These strategies promote closer political dialogue with the countries of Central Asia and identify key

development priorities. ETF actions are targeted at young people as the majority of Central Asia's population is under the age of 25, providing enormous potential for development as well as at adults and those with less access to education and training opportunities. The ETF will provide input to the Commission services for activities relating to human capital development and labour market related issues. It will continue to work in close contact with Commission services and in particular the EU Delegations, sharing information resulting from the *Torino Process*, the education and business study and the analysis of data resulting from the school development initiative, carried out in 2010.

In Central Asia in 2011 the ETF will:

F1: Support the European Commission by providing

- expertise input on demand for the programming, monitoring or implementation of new or ongoing programmes for Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, and Tajikistan
- inputs as requested to support the creation of a Central Asian Education Platform (CAEP<sup>37</sup>) as a regional forum supporting the interaction of stakeholders in the area of education and training.

F2: Build capacities in

- vocational school development, including the use of school development plans and the development of new services
- social partnership to support VET school development in Kazakhstan, Kyrgyzstan, and Tajikistan
- vocational teacher and in-company trainer qualifications in Kazakhstan
- Improving the relevance and quality of VET in Uzbekistan
- policy evidence creation in Tajikistan and Kyrgyzstan

<sup>36</sup> See [http://eeas.europa.eu/central\\_asia/index\\_en.htm](http://eeas.europa.eu/central_asia/index_en.htm)

<sup>37</sup> See: [http://eeas.europa.eu/central\\_asia/docs/factsheet\\_education\\_en.pdf](http://eeas.europa.eu/central_asia/docs/factsheet_education_en.pdf)

- matching of VET supply and labour market demands in Tajikistan and Kyrgyzstan;
- in enhancing lifelong learning opportunities with an emphasis on continuing training and involving vulnerable groups in Kyrgyzstan;
- in enhancing the availability of information and evidence to support employment policy development in Turkmenistan;
- in entrepreneurial education and learning to support job creation and local development in Tajikistan.

F3: Analyse and advise on

- Vocational school development;
- A methodology supporting the analysis of selected labour market issues in Kyrgyzstan;
- Education to work transition through a pilot tracer study and an adapted methodology for an education to work transition study in Turkmenistan.

F4: Disseminate and exchange information on

- donor experiences and lessons learned on vocational school development;
- mid-level skills and qualifications and VET system structures in Central Asia.

### 3.4 Other countries

By decision of the Governing Board in accordance with article 1c of its founding Regulation, the ETF may assist in improving human capital development in other designated third countries insofar as the corresponding additional resources are clearly identified. No proposals currently under consideration for 2011.

## 3.5. Thematic expertise development

The ETF continuously develops its thematic expertise. Innovation and learning combined with knowledge management are key to ensuring that the ETF sustains and strengthens its abilities to meet its objectives in its thematic areas. The ETF will therefore continue to develop its capacity to innovate, learn and to manage knowledge.

### 3.5.1 Follow-up of the *Torino Process*.

As a follow-up to the policy analysis and vocational education and training system assessments conducted in and with the partner countries in 2010, the *Torino Process* has informed ETF planning for 2011. As a result, thematic priority policy areas for country and regional support have been identified, and pilot actions on evidence-based policy making will start in a number of countries. These pilot exercises aim at:

- strengthening evidence production and enhancing access to policy data and evidence; and,
- building capacities of institutions leading or engaged in policy making.

### 3.5.2. Innovation and learning

Communities of practice

Through its communities of practice<sup>38</sup>, the ETF consolidates and maintains its expertise in the core thematic areas as follows:

A. Vocational education and training system development and provision

- Qualifications and quality.
- Vocational education and training, equity and social inclusion.

B. Labour market needs and employability

- Employment, employability.

<sup>38</sup> Based on operational needs, other thematic groups could be created upon request.

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

- Entrepreneurial learning.

A community of practice on:

- vocational education and training and sustainable development,

will bring forward the reflection at corporate level on how vocational training can connect to sustainable development in the context of the ETF partner countries.

Two other communities of practice, as mentioned above in the previous section about the *Torino Process* on:

- vocational education and training reform methodologies; and
- evidence creation supporting informed policy making,

will enhance the ETF's capacity for evidence-based policy development. They will work directly with the *Torino Process* to strengthen its assistance to the policy cycle in human capital development in partner countries and in working with the Commission.

The Community of Practice on Qualifications and Quality will establish a Qualification Platform for exchanging information and experiences between institutions and stakeholders that are involved in the development and implementation of qualification frameworks.

In relation to its support for the 2011 year of volunteering the ETF will work on the validation of skills achieved in voluntary work in the context of career development.

Innovation and learning projects

Two new innovation and learning projects will be launched in 2011 to enrich the ETF's expertise capacity in VET reform in new and emerging thematic areas, namely:

- matching the demand and supply of skills; and
- learning in different contexts and vocational education and training

The themes were defined by:

- the EU policy framework (in particular the EU2020, the new Communication on vocational education and training, the New Skills for New Jobs agenda and the sustainable development agenda); and
- challenges and needs as identified through the results of the *Torino Process*.

In addition to these two projects, three new country migration surveys will be launched in Morocco, Turkey and Ukraine.

### 3.5.3. Thematic conferences

In 2011, the ETF will hold two corporate conferences. The innovation and learning programme will provide the conceptual input in their design. One will be organised to disseminate the results of the *Torino Process* and the Education and Business study. An event will be held in 2011 to share and build on the outcomes of two exercises at a regional level and with the EU and international levels. A second is planned to be a follow up to the 2009 meeting on the external dimension of the European Qualifications Framework. The ETF will also organise a number of regional and country events in different partner countries during the year.

### 3.5.4. Knowledge management

Knowledge creation, management and sharing are essential to the ETF's success as a centre of expertise and perform its functions. 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.



## 4. CORPORATE COMMUNICATION

In 2011, the ETF's work on communication will be guided by the aim of showcasing the EU approach that encompasses social and economic development and the role of the human capital development. The principle aim will be to communicate the ETF's role and added value at corporate level as well as at the level of individual projects.

The ETF's communications will be strengthened to present and visualise the impact on countries and people. Success stories about ETF interventions will be presented through publications, online, interactive and multimedia communication tools as well as events to stimulate dialogue and knowledge-sharing.

The ETF will continue to develop methods to actively and effectively communicate its messages and success stories 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 format through a range of communication channels both in print and online.

Following the significant upgrade of the ETF website in 2010, online communication will be an increasingly important component of the ETF's work and will promote the further development of direct interaction and dialogue with stakeholders, policymakers and citizens through social media and audiovisual tools.

The ETF will also pursue a number of activities to communicate the new ETF brand and corporate identity in order to further improve the experiences of those in contact with the ETF by creating positive associations and improving the understanding of our role and services.

Content wise, communication priorities in 2011 will reflect the ETF's operational work programme activities: the content priorities as described in section 3 of the work programme and the Europe 2020 strategy. The European Year also provides a focus for communication activities; 2011 will be the European Year of Volunteering.

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.

The objectives for ETF Corporate Communication in 2011 are:

- to provide Europe's decision makers and citizens with the independent and reliable information they need to make informed choices and decisions on human capital development in the context of the ETF mandate;
- to raise awareness on human capital development through the reform of education, training and labour markets by communicating in an open, transparent, and understandable way;
- to brand the ETF as the only EU agency involved in the external relations policy of the EU and as a centre of expertise by providing authoritative information and contributing actively to international debate on human capital in transition and developing countries;
- to promote multilingualism translating selected publications and ETF corporate communications in more languages.

Specific objectives

- Website and multimedia: The ETF website provides 24-hour direct access to the ETF's knowledge for all target groups. Following the significant, technical improvements carried out in 2010, in 2011 we will continue developing new, interactive tools to for communication and dialogue as underlined in the principles of our communication policy<sup>39</sup>. We will interact with broader audiences opening up spaces for interested parties to express opinions through polls and project related discussion fora. Audiovisual information, including podcasts and

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<sup>39</sup> Available from the ETF website

videos presenting the ETF and its core activities will form an important part of the communication programme.

- Publications and periodicals: Production and dissemination of printed and online, high quality information on key thematic issues and expertise to a wide audience. New formats will be developed for regular information exchange with our stakeholders particularly at European level and in the partner countries, including corporate publications, an in-depth magazine, and policy briefing notes. The results of the *Torino Process*, the Education and Business study and the revamped 'yearbook' will be the topics of corporate flagship productions. The ETF will also build on the recommendations of the evaluation of publications finalised in 2010 and will continue to work closely and share opinions on publications with the Editorial Board.
- Events and visits: Dialogue-generating events and face-to-face communication are important ways of sharing knowledge with our stakeholders. In addition to a series of national and regional events in partner countries, 2011 activities will include the organisation of dissemination and networking events to promote ETF expertise on topics such as (i) the external dimension of the European Qualifications Framework (EQF), and (ii) VET policy making for human capital development based on the *Torino Process* and the Education and Business study, including the entrepreneurial learning aspect.
- Press and media: Media contacts will be strengthened and widened to multiply the effect of key messages and increase the visibility of the ETF as a key provider of information on human capital development. Special and selected media will be used and a wider range of products of interest to the media will be produced and promoted, such as debate/opinion pieces from the Director, interviews and field visits to ETF partner countries.

## 5. RESOURCES, GOVERNANCE AND MANAGEMENT

The ETF continuously improves the management of its financial, human and technical resources. This involves the ongoing refinement of planning and resource management practices, including monitoring and evaluating the quality, relevance and effectiveness of its work to reach its strategic objectives and deliver expected results. In 2011, the ETF plans to implement action plan based on an institution review of its operational department conducted in 2010 to ensure the alignment of its operational functions with the Mid Term Perspective.

### 5.1 Governance

The ETF has a Governing Board with one representative of each EU Member State, three representatives of the European Commission including the chairperson, the Director General of DG Education and Culture, as well as three independent experts nominated by the European Parliament<sup>40</sup>. In addition, three representatives of the partner countries may attend the meetings of the Board as observers. The Board will meet twice in 2011.

### 5.2. Performance-based management

Performance based management is meant to support the ETF to clearly demonstrate its added value in a time of financial crisis and pressure on public funds.

#### How does the ETF approach Performance Based Management?

Information on performance from the ETF (performance corporate indicators, corporate outputs, project outputs - see Annexes 8 and 11) is used to monitor the progress of a project or service as well as

to make decisions about strategic objectives and resource allocations.

The ETF will keep its focus on monitoring and reporting on organisational and project results through instruments and tools, adding the dashboard facility in 2010. This system is designed to be useful for all aspects of management, including planning, priority setting, resource allocation and adjustment (see 5.5.).

The ETF needs a functional dynamic planning. This is due to priority changes (e.g. EU relations with the partner countries), the on-demand nature part of some of its work, as well as the sometimes unpredictable working conditions in the partner countries.

However, clear priorities, measuring and understanding results, and adjusting where necessary, all make the management of priorities possible, and help to ensure that taxpayers' money is spent wisely (see 5.6. and Annex 7).

A focus on results also facilitates accountability. Accountability is results-oriented and requires reporting. Reporting is in fact, the "backbone" of accountability and through its consequences and corrective actions, improves performance.

Performance based management is also designed to be useful at all levels, from senior managers to middle managers right through to operational staff. The organisation of the institution is expected to become more efficiency oriented, and as a result functional analysis and institutional review is ongoing (see 5.8.).

### 5.3. Resources

The subvention for the ETF from the Community Budget foreseen for 2011 is €20.350 million. Of this 66% corresponds to Title 1 (expenditure related to persons working with the ETF), 7% to Title 2 (building, equipment and miscellaneous operating expenditure), and 28% to Title 3 (expenses relating to performance of specific missions)<sup>41</sup>. 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.

<sup>40</sup> Article 7 of the Regulation (EC) № 1339/2008.

<sup>41</sup> See table in the Annex relating Regions, Functions and Titles.

ETF staff are based in Turin with one liaison officer in Brussels.

Up to 134 posts are available in 2010.

These will comprise:

- 96 Temporary Agents,
- 33 Contract Agents
- 2 Seconded National Experts
- 3 local agents

The posts are expected to be distributed as follows:

Functions	Planned
Experts	50
Professionals	36
Managers	12
Coordinators	2
Administrative support <sup>42</sup>	34
Total	134

Allowing for part time working, parental leave, other unpaid leave and staff turnover, this translates into a forecast staff availability of 129 full time equivalents.

A detailed breakdown indicating the distribution also by full-time equivalents can be found in annex 4.

Since 2009, the ETF establishment plan has aimed to support 'expertise reinforcement' with a current total of 59 AD and 37 AST.

To further reinforce expertise availability in 2011, 2 AST posts will be changed<sup>43</sup> into AD posts, for a total of 61 AD and 35 AST. The overall distribution of grades in the 2011 proposed establishment plan will naturally evolve over time to take account of occupations, reclassifications and planned departures and replacements.

The ETF's distribution of budget and human resources by function, theme and instrument is shown at annex 4.

<sup>42</sup> Administrative support applies to all staff working on administrative issues across the organisation. This includes staff working both within and outside the Administration Department.

<sup>43</sup> As per article 32 of the Financial Regulation

The ETF will also conduct a thorough review of its human resources administrative procedures following the implementation in 2010 of an integrated human resources information system. This will enable a refocusing of resources on value-added services, in particular career guidance, staff welfare, and staff development.

In terms of human resource policies, the ETF will revise its performance management and promotions system in line with the agency standard rules and as indicated by the IAS audit on human resources conducted in 2008.<sup>44</sup>

In 2011, the ETF will reengineer its financial processes around the new financial system ABAC<sup>45</sup> introduced in 2010. The ETF will build on the risk-based simplification of financial and procurement processes and decentralisation of transactions processing initiated in 2010, including the development of an ex-post control policy.

In addition, the ETF is planning to revise the structure of its budget in order to rationalise and facilitate the budget execution, as suggested by the Court of Auditors in March 2010. Eliminating lines which are used the least and grouping some others (eg. software and hardware related ones) is expected to have a positive impact on the reduction of the number of budget transfers as well as on the administrative control of our budgetary lines.

The ETF will continue its efforts to enhance the alignment of its IT systems to the functional requirements of its business processes. 2011 will see, in particular, benefits in efficiency and effectiveness in ICT services due to virtualisation of both ICT server and user environments. This will enhance the remote-working potential of ETF staff, increasing flexibility and improving efficiency.

Following an Initial Environmental Review completed in 2010, the ETF will begin to develop an Environmental Management System. This will aim to reduce the direct environmental impacts of the ETF and follows the spirit of European and global

<sup>44</sup> In 2010 ETF revised its Recruitment practices, objective setting guidelines and practices and the competency based approach as suggested by the IAS.

<sup>45</sup> ABAC stands for Activity Based Accounting system.

regulations and standards governing environmental management.

The ETF also plans to refurbish its meeting rooms in order to reduce the Agency's dependence on external facilities for its meetings and events.

## 5.4 Planning

The rationale of the ETF's 2011 work programme in terms of planning is to:

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

ETF planning and reporting are based on three dimensions - geographical, thematic and functional. These dimensions were shaped by the recast regulation. A detailed explanation of the principles and timing for the preparation of the ETF's work programmes is available in annex 11.

Planning starts from corporate performance indicators, which define the relevance and measurability of the ETF's objectives and provide data on how the ETF performs at an aggregate level in relation to its core business and as an EU agency. At the project level, 'project implementation plans' detail activities, project outputs, results, indicators, resources and the timeframe.

## 5.5 Monitoring and evaluation

In 2011, the European Commission will organise an external evaluation of the ETF covering the period 2006-10. The ETF will provide support where necessary. Also in 2011 the ETF will implement an updated

monitoring and evaluation policy for the Mid-Term Perspective 2010-13. The new policy will incorporate experience gained from the 2004-10 period. It reflects ETF planning principles and its three dimensional planning approach (see Annex 11). It reinforces the measurement of the ETF's efficiency and effectiveness and the degree to which it has met its objectives. In doing so it enables the ETF to more clearly account for the funds spent and its investment in human resources.

Monitoring and evaluation form the basis for informed decision-making in planning and in ETF project and programme cycle. The ETF monitoring process is based on two main components – ongoing assessment of projects during their implementation and corporate performance monitoring. The ETF links the monitoring of these components through a corporate performance matrix which includes the set of corporate performance indicators based on corporate outputs (see Annex 7). The ETF performance matrix links ETF Mid Term Perspective objectives, the ETF Annual Work Programme, ETF functions, and ETF project outputs. The ETF corporate performance indicators enable the organisation and its main stakeholders to measure the efficiency and effectiveness of its core business and resource management. The corporate performance indicators are detailed in annex 8 (a).

To support both components of its monitoring process the ETF will implement a new organisational 'Dashboard'. The ETF dashboard will integrate and process live data on ETF projects to provide key performance information for daily monitoring of ETF activities and for management monitoring and reporting on a quarterly and annual basis.

The monitoring practice is complemented by an annual programme of evaluations. In 2011, the ETF will undertake evaluations on:

- the ETF's activities each of its regions in labour market reform; and
- the ETF LEARN project on the organisation of teaching and learning processes undertaken in South Eastern Europe

## 5.6 Risk management, audit and quality assurance

Quality assurance and risk management lead improvements in ETF operations and performance. Lessons learned from the monitoring and evaluation process, risk assessments and actions following audit recommendations will be implemented.

The main drivers for the ETF in 2011 are the following:

- ETF risk assessment exercise, to be carried out as an integrated part of the annual planning cycle;
- annual programme of ex-post audit, including completion of actions plans from previous audits;
- annual review of the internal control system, including a management level self assessment exercise; and
- management, reporting and monitoring on the ETF Improvement Plan.

Risk management activities in 2011 cover:

- at operational level, the management of potential risks identified during the programming and monitoring phases and during the regular review ETF procedures;
- at corporate level, the management of potential risks identified as a result of the annual agency-wide risk assessment 2010 and 2011. The outcomes of the ETF risk register 2010-11 are included in annex 7.2.

## 5.7 Stakeholder relations

Co-operation with stakeholders is a key part of the ETF's activities. By engaging with a range of stakeholders at the European and partner country level, the ETF aims to ensure that its work programme is fully relevant to its institutional environment. Stakeholder engagement informs not only its planning purposes but also its monitoring and

evaluation actions which are used to provide updates and feedback to the European and international institutions with which the ETF is engaged.

The ETF closely cooperates with the European Union institutions and bodies, in accordance with its mandate. The ongoing close collaboration with Cedefop includes the annual joint work programme for 2011 (see annex 9.1). In addition, the ETF will continue to develop its thematic co-operation with Eurofound (see annex 9.2). Relations and cooperation will also be maintained with the relevant EU bodies and other agencies (EPSO, OSHA, PMO, EAS, EAEAC and IOB). In doing so, the ETF is aiming for efficiency gains through joint actions especially in the areas of training, recruitment and procurement. It will also share experience and good practice management, including the use of corporate indicators. In 2011, the ETF will also maintain its cooperation with other EU bodies located in Italy (EFSA, JRC Ispra).

In 2011, the ETF will continue cooperation with the stakeholders from the EU Member States. The aims are to better disseminate information, encourage networking and the exchange of experience and good practice between the EU member states and partner countries, as well as, to strengthen the synergies of approaches developed in the partner countries. The ETF will also closely cooperate with the two Presidencies of the EU in 2011: Hungary and Poland.

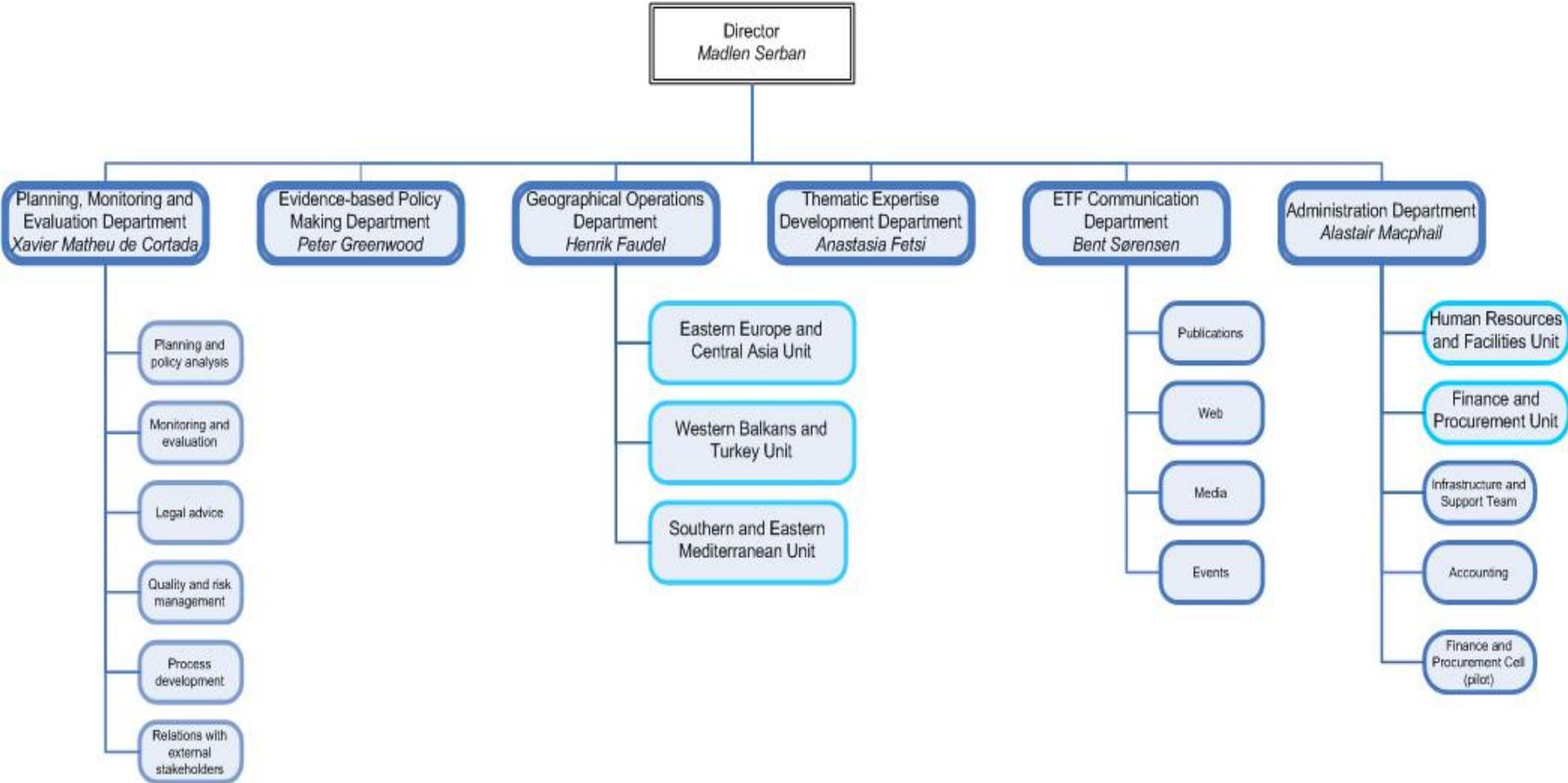
The ETF will develop its institutional relationship with organisations from the EFTA countries active in the field of human capital development in the partner countries.

The ETF will continue to participate in EU and international networks to strengthen and develop its institutional partnerships. In 2011, the ETF continues to develop its working relationships with international organisations such as the World Bank, the OECD, the ILO, UNESCO, UNDP, the Asian Development Bank, the African Development Bank and the Regional Co-operation Council for South Eastern Europe, as well as civil society organisations working in the field of human capital development.

In particular in 2011, the ETF will continue to participate in the interagency cooperation on vocational education and

training as well as on the entrepreneurial learning, together with the European Commission services, UNESCO, ILO, GTZ, OECD, World Bank and Asian Development Bank. Within this cooperation, the ETF will focus on the development of indicators for the monitoring of vocational education and training, good practice in vocational education and training, capacity development of vocational education and training staff from the international organisations and policy guidelines on entrepreneurial learning.

# 5.8 Management and organisation



## ANNEX 1: 2011 PROJECTS

Table 1.1.: Projects in the Enlargement region

Number	Project	Objective	Countries	Project Funds 2011	Breakdown by theme	Breakdown by function	Expected Duration
IPA-11-01	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	667,000	A: 426,000 B: 130,000 C: 111,000	1) 40,000 2) 347,000 3) 90,000 4) 190,000	2011
IPA-11-02	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	135,000	A: 135,000	2) 60,000 3) 35,000 4) 40,000	2009 - 11
IPA-11-03	Mutual learning programme	To encourage mutual learning to support the quality of decision making on quality promotion and quality assurance, tertiary professional education and continuing training	All	260,000	A: 135,000 B: 125,000	2) 170,000 4) 90,000	2009 - 11
CRO-11-15	Entrepreneurial learning and enterprise skills	To bring forward developments in lifelong entrepreneurial learning and enterprise skills development in line with the provisions of the Small Business Act and Euro-Mediterranean Charter for Enterprise and Eastern Partnership	All	35,000	C 35,000	1) 20,000 2) 15,000	2009 - 11
	Support to Network of VET centres on EBS	To introduce staff of VET centres in the Western Balkans to evidence-based policy	All Western Balkans	40,000	A: 40,000	2) 40,000	2011
Total				1,137,000	A: 736,000 B: 255,000 C: 146,000	1) 60,000 2) 632,000 3) 125,000 4) 320,000	

**Table 1.2. Projects in the Neighbourhood South region**

Number	Project	Objective	Countries	Project Funds 2011	Breakdown by theme	Breakdown by function	Expected Duration
ENP-S-11-04	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	All Neighbourhood South <sup>46</sup> ,	352,000	A. 242,000 B. 40,000 C. 70,000	1) 50,000 2) 246,000 3) 40,000 4) 30,000	2011
ENP-S-11-05	The regional dimension of qualifications in the Mediterranean	To create a regional platform of cooperation and mutual learning and to develop common methodologies for regional sectoral qualifications for sustainable development	JOR, LBN, MAR, TUN	115,000	A. 115,000	2) 105,000 4) 10,000	2010-13
ENP-S-11-06	Input to policy dialogue in the U4M : Review on youth employability	To support EC services in the preparation of relevant policy discussion events in the framework of the U4M by providing regional intelligence and studies in the field of employability	All Neighbourhood South	45,000	B. 45,000	3) 45,000	2011-12
ENP-S -11-07	Social partnership in the Mediterranean	Assisting EU efforts to reinforce the capacities of social partners leading to strengthening their bargaining power in the field of human resource development in a lifelong learning perspective and to promote mutual learning	Neighbourhood South	115,000	C. 115,000	2) 70,000 4) 45,000	2011-13
CRO-11-15	Entrepreneurial learning and enterprise skills	To bring forward developments in lifelong entrepreneurial learning and enterprise skills development in line with the provisions of the Small Business Act and Euro-Mediterranean Charter for Enterprise and Eastern Partnership	Neighbourhood South	45,000	C 45,000	1) 20,000 2) 25,000	2009-11
ENP South subtotal				672,000	A. 357,000 B. 85,000 C. 230,000	1) 70,000 2) 407,000 3) 85,000 4) 110,000	

<sup>46</sup> Activities in Lebanon are financed by Italian cooperation funds with an amount of €200,000 for the overall project duration 2010-12. Activities in Algeria are financed by Portuguese cooperation funds with an amount of €100,000 for the overall project duration 2011-13

**Table 1.3. Projects in the Eastern Partnership region and Russia**

Number	Project	Objective	Countries	Project Funds 2011	Breakdown by theme	Breakdown by function	Expected Duration
ENP E-11-08	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 in accordance with findings resulting from the <i>Torino Process</i>	All countries	325,000	A 240,000 B 65,000 C 20,000	1) 30,000 2) 240,000 3) 35,000 4) 20,000	2011-13
ENP E-11-09	Lifelong Learning in Eastern Europe	To facilitate mutual learning on lifelong learning policies, policy implementation and practice among policy makers and social partners in order to strengthen the quality of national policies	All countries	190,000	A 150,000 C 40,000	2) 190,000	2011-13
ENP E-11-10	Skills for sustainable development	To enhance the role of vocational education and training to meet the skills requirements for sustainable development in the countries of the region	All countries	30,000	B 30,000	4) 30,000	2011
CRO-11-15	Entrepreneurial learning and enterprise skills	To bring forward developments in lifelong entrepreneurial learning and enterprise skills development in line with the provisions of the Small Business Act and Euro-Mediterranean Charter for Enterprise and Eastern Partnership	All countries	27,000	C 27,000	2) 27,000	2009 - 11
	Support to Mobility Partnerships	To strengthen the sharing of knowledge and experience on preparations for recognition of prior learning of returning migrants	Moldova, Georgia, Armenia	68,000	A 68,000	2) 15,000 4) 53,000	2011
ENP E Total				640,000	A 458,000 B 95,000 C 87,000	1) 30,000 2) 472,000 3) 35,000 4) 103,000	

**Table 1.4. Projects for Central Asia**

Number	Project	Objective	Countries	Project Funds 2011	Breakdown by theme	Breakdown by function	Expected duration
DCI-11-11	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 in accordance with findings resulting from the <i>Torino Process</i> To support regional cooperation on human capital development reform topics	All Central Asian countries	150,000	A 80,000 B 45,000 C 25,000	1) 25,000 2) 75,000 4) 50,000	2010-13
DCI-11-12	School development towards flexible community learning centres	Increase the relevance of training towards need of the community including formal education and continuing training	KAZ, KGZ, TKJ	175,000	A 110,000 C 65,000	2) 100,000 3) 25,000 4) 50,000	2009-11
DCI-11-13	Matching vocational education supply and labour market demand in Central Asia	Assisting in the improvement of employment and human capital development policies in Central Asian countries by providing good quality analysis of selected labour market issue and the provision of capacity building opportunities to stakeholders involved in policy development	TKJ, KGZ, (UZB and TKM to take part for information sharing (tbc)*	48,000	B 48,000	2) 25,000 3) 23,000	2011-13
DCI Total				373,000	A 190,000 B 93,000 C 90,000	1) 25,000 2) 200,000 3) 48,000 4) 100,000	

**Table 1.5. Expertise development: cross-regional and innovation and learning programme**

Number	Project	Objective	Countries	Funds 2011	Breakdown by theme	Breakdown by function	Expected Duration
ILP-11-18	Communities of practice	To act as incubators for future innovation and learning projects, consolidate and mainstream knowledge developed on human capital development approaches	All	180,000	A. 80,000 B. 50,000 C. 50,000	3) 120,000 4) 60,000	2011
ILP-11-17	Innovation and learning projects	To develop ETF methodologies and expertise in field of learning and matching skills	selected countries	200,000	A. 100,000 B. 100,000	3) 200,000	
	Migration surveys	To produce migration surveys in three selected countries	Morocco, Turkey, Ukraine	250,000	B. 250,000	3) 250,000	
CRO-11-16	Follow-up to the <i>Torino Process</i>	To disseminate results and enhance the development of institutional arrangements to support evidence based policy formulation.	selected countries	210,000	A. 210,000	3) 210,000	2010 - 11
CRO-11-14	Thematic conferences	Conferences on the external dimension of EQF, <i>Torino Process</i> and entrepreneurial learning <sup>47</sup>	All				2011
CRO-11-	Knowledge management			70,000	A, B, C		
TOTAL Cross regional and ILP				910,000	A. 436,000 B. 418,000 C. 56,000	3) 843,000 4) 67,000	

<sup>47</sup> Title 3 funds for thematic conferences are included in Corporate Communication.

**Table 1.6. Corporate Communication**

Number	Project	Activity	Budget
ECU-11-25	Internal communication	To support internal communication at the ETF including intranet developments	25,000
CRO-11-14	Corporate events	Corporate events include the above-mentioned <i>Torino Process</i> /Education and Business event as well as the EQF event	450,000
ECU-11-26	Media and promotion	To support media events and ETF corporate promotional activities	40,000
ECU-11-27	Corporate publications	To cover the costs of production of the ETF magazine and other corporate publications including promotional corporate leaflets and documents	174,000
ECU-11-28	Website	Regular ETF website maintenance and ongoing upgrading of the site	40,000
ECU-11-29	Translations	All ETF corporate translations including documentation for statutory meetings	260,000
Total			989,000

**Table 1.7. Planning, Monitoring and Evaluation**

<b>Number</b>	<b>Project</b>	<b>Objective</b>	<b>Budget</b>
PME-11-19	Assessment and Anticipation	To assess opportunities and challenges related to EU 2020 and EU human capital development in an external context	55,000
PME-11-20	Stakeholders Relations Management	To reinforce ETF capacity to exchange information and lessons with Member States' donors for the benefit of the partner countries	63,000
PME-11-21	Legal Service	To provide the ETF with legal advice	Title 2 budget
PME 11-22	Evaluation	To contribute to the quality of ETF services and projects	150,000
PME-11-23	Quality and Risk Management	To contribute to the achievement of ETF objectives supporting compliance with its regulatory framework	65,000
PME-11-24	Process Development	To design organisational and IT process to support corporate operations.	Title 2 budget

**Table 1.8. Budget distribution by country, regional and cross-regional project type**

Region	Country	Country projects budget	Regional projects	Regional projects budget	Cross-regional	Cross-regional projects budget	Total budget
<b>Enlargement</b>	Country projects	667,000	Social inclusion	135,000	Entrepreneurial learning	35,000	1,137,000
			Mutual learning	260,000			
			Network VET centres EBS	40,000			
<b>Neighbourhood S</b>	Country projects	352,000	Union for the Mediterranean dialogue	45,000	Entrepreneurial learning	45,000	672,000
			Social partnership	115,000			
			Qualifications	115,000			
<b>Neighbourhood E</b>	Country projects	325,000	Lifelong learning	190,000	Entrepreneurial learning	27,000	640,000
			Sustainable development	30,000			
			Support Mobility Partnerships	68,000			
<b>Central Asia</b>	Country projects	150,000	School development	175,000			373,000
			Employment reviews	48,000			
<b>ILP: Projects and communities of practice</b>						910,000	910,000 <sup>48</sup>
<b>Total</b>		1,494,000		1,221,000		1,017,000	
<b>%</b>		40%		33%		27%	3,732,000

<sup>48</sup> The ILP Programme budget will finance the following projects: CRO-11-03 *Torino Process*, ILP-11-04 Innovation and Learning projects, ILP-11-05 Communities of practice.

## ANNEX 2: ACTIVITY BASED BUDGETING – BUDGET ALLOCATION TO ACTIVITIES ACCORDING TO CORE THEME AND REGION

Table 2.1. ABB for Titles 1-3 by region and theme

Budget resources (€)	Pre-accession	Neighbourhood South	Neighbourhood East	Central Asia	Expertise	Total
<b>Theme A:</b> Vocational education and training system development and provision	4,029,922	2,381,801	2,268,382	1,322,041	3,225,355	13,227,500
<b>Theme B:</b> Labour market needs and employability	1,549,970	916,077	872,454	508,477	1,240,521	5,087,500
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	619,988	366,431	348,982	203,391	496,208	2,035,000
Total	6,199,879	3,664,309	3,489,818	2,033,909	4,962,085	20,350,000

Table 2.2. ABB FTE allocation by theme and work programme activity

Posts	Pre-accession	Neighbourhood South	Neighbourhood East	Central Asia	Expertise	ECU	PME-DIR	AD	Total
<b>Theme A:</b> Vocational education and training system development and provision	13.7	8.1	7.7	4.5	11	12.0	18.0	29.0	80.4
<b>Theme B:</b> Labour market needs and employability	5.7	3.4	3.2	1.9	4.6				33.5
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	3.4	2	1.9	1.1	2.7				20.1
Total	22.8	13.5	12.8	7.5	18.3	12.0	18.0	29.0	134



## ANNEX 3: ACTIVITY BASED BUDGETING

Table 3.1. Organisation area and budget titles

Activity	Title			
	1	2	3	Total
Operations	7,411,000	-	4,600,000	12,011,000
<i>Enlargement</i>	2,226,000	-	1,407,000	3,633,000
<i>Neighbourhood-South</i>	1,322,000	-	835,000	2,157,000
<i>Neighbourhood-East</i>	1,254,000	-	797,000	2,051,000
<i>Development and Co-operation</i>	729,000	-	464,000	1,193,000
<i>Innovation and Learning</i>	1,779,000	-	1,097,000	2,876,000
Corporate communication	1,166,000	110,000	1,039,000	2,315,000
Management, governance and resources	4,570,000	1,195,000	383,000	6,148,000
<i>Administrative</i>	2,821,000	1,085,000	-	3,906,000
<i>Planning, Monitoring, and Evaluation</i>	1,749,000	110,000	383,000	2,242,000
<b>Total</b>	<b>13,023,000</b>	<b>1,305,000</b>	<b>6,022,000</b>	<b>20,350,000</b>

Table 3.2. Budget allocation by core themes, titles and staff distribution

	Posts	Title 1	Title 2	Title 3	Total
<b>Theme A:</b> Vocational education and training system development and provision	80.4	7,813,800	783,000	3,613,200	12,210,000
<b>Theme B:</b> Labour market needs and employability	33.5	3,255,750	326,250	1,505,500	5,087,500
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	20.1	1,953,450	195,750	903,300	3,052,500
<b>Total</b>	<b>134</b>	<b>13,023,000</b>	<b>1,305,000</b>	<b>6,022,000</b>	<b>20,350,000</b>

Table 3.3. Provisional distribution of resources by function

	Budget	Staff (posts)					FTE	Distribution
	(million €)	OPS	ECU	PME-DIR	AD	Total	Total	%
Function 1 – Input to Commission sector programming and project cycle <sup>49</sup>	7.123	26.3	12	18	29	46.9	44.8	35%
Function 2 – Support to partner country capacity building	5.088	18.8				33.5	32	25%
Function 3 - Policy analysis	5.088	18.8				33.5	32	25%
Function 4 - dissemination, and networking	3.053	11.3				20.1	19.2	15%
<b>Total</b>	<b>20.350</b>	<b>75</b>	<b>12</b>	<b>18</b>	<b>29</b>	<b>134</b>	<b>128</b>	

<sup>49</sup> Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

Table 3.4. Provisional distribution of resources by region

	Budget	Staff (posts)					Distribution	
	(million €)	OPS	ECU	PME-DIR	AD	Total Posts	Total FTE	%
Instrument for Pre-accession Assistance	6.200	22.8	12.0	18.0	29.0	40.8	39.0	30%
European Neighbourhood and Partnership Instrument - South	3.664	13.5				24.1	23.0	18%
European Neighbourhood and Partnership Instrument - East	3.490	12.9				23.0	22.0	17%
Development Cooperation Instrument	2.034	7.5				13.4	12.8	10%
Innovation and Learning	4.962	18.3				32.7	31.2	24%
<b>Total</b>	<b>20.350</b>	<b>75.0</b>	<b>12.0</b>	<b>18.0</b>	<b>29.0</b>	<b>134</b>	<b>128.0</b>	

Table 3.5. Provisional distribution of resources by theme

	Budget	Staff (posts)					Distribution	
	(million €)	OPS	ECU	PME-DIR	AD	Total Posts	Total FTE	%
<b>Theme A:</b> Vocational education and training system development and provision	12.210	45.0	12.0	18.0	29.0	80.4	76.8	60%
<b>Theme B:</b> Labour market needs and employability	5.088	18.8				33.5	32.0	25%
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	3.053	11.3				20.1	19.2	15%
<b>Total</b>	<b>20.350</b>	<b>75.0</b>	<b>12.0</b>	<b>18.0</b>	<b>29.0</b>	<b>134</b>	<b>128.0</b>	



# ANNEX 4: THEMATIC EXPERTISE DEVELOPMENT: CROSS REGIONAL PROJECTS AND INNOVATION AND LEARNING PROGRAMMES

## 1. *Torino Process*

The *Torino Process* is one of the ETF's top priorities and corporate activities. It will provide a concise, documented analysis of vocational education and training (VET) reform and system in each ETF partner country, including the identification of key policy trends, challenges, constraints, as well as good practice and opportunities. More specifically the *Torino process* will:

- support countries' evidence-based policy making, with a view to improving the contribution of vocational education and training to sustainable development, and in particular competitiveness and social cohesion.
- serve as a basis for the design of the ETF's support strategy to these countries and inform the ETF's recommendations to the European Commission for EU external assistance.

Key activities for the *Torino Process* foreseen for 2011 include a conference in May and the dissemination of the final report. In addition peer learning activities involving some countries will be undertaken to discuss the lessons learned from the implementation of the *Torino Process* in 2010. This will cover both contents and methodology with the view to preparing a more efficient and effective second step of the process in 2012/13. In 2011, the process will cover all countries and regions and focus on capacity building in a number of countries with the view to support relevant institutions aimed at gathering, analysing and disseminating evidence about vocational education and training. This will include support to ReferNet type institutions in the candidate countries and preparation for setting up of such structures in the potential candidates. Other countries may also be considered.

## 2. Education and Business Study

The Education and Business Study is a thematic project within the concept of the *Torino Process*. The Education and Business Study was requested by the European Commission. The study will analyse and review cooperation modalities between education and business and to provide tailor-made recommendations for future initiatives in the EU neighbouring countries. More specifically, it will

- create an inventory of the cooperation between education and business.
- identify the extent to which EU policies and approaches are relevant to the partner countries.
- provide tailored recommendations to local policymakers and donors for future initiatives and capacity-building measures.

Communities of practice and innovation and learning projects for 2011 will be elaborated on the basis of the findings of the *Torino Process*

## 3. Promoting learning in different contexts and vocational education and training

This three year project to be launched in 2011 will focus on learning in different contexts. It responds to (i) a renewed interest in learning processes and different learning modalities within the frame of EU VET policies (VET Communication) and (ii) partner countries' heavy criticism of highly overloaded curricula and impractical learning outcomes of VET programmes.

The objectives of the project are:

- To identify, analyse and assess the learning potentials of different learning contexts.
- To raise awareness in partner countries on the importance of learning processes and to stimulate a better synergy and 'mix' between school- and work-based learning to achieve better learning outcomes.
- To develop, test and disseminate materials and activities of practical use for partner

countries, such as an analytical tool/methodology enabling analysis and promotion of the potentials and feasibility for certain types of work-based or school based learning and for harnessing the potential of different learning settings.

The expected outcomes of the project are:

- The ETF has a consolidated knowledge base and an accumulated expertise on how to organise learning in different contexts drawing on available European and global concepts, policies and inspiring examples, failures and success stories which are to be shared with partner countries.
- A large compendium of good practice examples of policy and practice with guidelines for their applicability in partner countries has been disseminated and discussed in participating countries.
- Results from pilot projects on widening the 'didactical room' in classrooms and school laboratories have been taken forward to recommendations for policy options on school development and teacher and trainer training reform.

Project activities will include: reviews of country experiences, identification of examples of good practice, creation of expert networks from partner countries and EU Member States and pilot activities in the partner countries

#### **4. Matching the demand and supply of skills in transition and developing countries**

This three year project to be launched in 2011 will focus on the identification of mechanisms to bring closer the demand and supply of skills in the short, medium and long term taking into account the realities of the ETF partner countries. Emphasis will be given to monitoring, anticipating and forecasting approaches for both the demand and the supply side of the labour market, and effective labour market management. It will be inspired by actions of the EU New Skills for Jobs Agenda. It responds to ETF partner country considerations to address skill mismatches, identify future skill trends and enhance the responsiveness of their VET system to emerging labour market skill requirements.

The objectives of the project are:

- to develop a better understanding on effective matching mechanisms in the economic contexts of transition and developing countries
- to develop approaches and methodological instruments for skill anticipation and forecasting of the demand and supply of skills applicable to different contexts and for different kind of decisions in VET (policy development, planning, curriculum development, etc)
- to disseminate lessons learned from EU and PC country experiences and project results internationally

The expected project outcomes are:

- The ETF has consolidated knowledge and expertise on the different approaches to matching demand and supply of skills for an informed advice on strengths and weaknesses of each approach to its partner countries
- A compendium of matching mechanisms and approaches for large dissemination
- Enhancement of technical expertise in the ETF of partner countries in monitoring skill miss-match and skill forecasting and anticipation

Project activities will include: the creation of an expert network from EU Member States and ETF partner countries for capturing and creating new knowledge in the field; stock taking and dissemination of existing mechanisms and approaches in the EU and partner countries; production of methodological instruments.

#### **5. Cross regional project on entrepreneurial learning and enterprise skills**

A policy assessment of the human capital dimensions of the Small Business Act for Europe initiated in autumn 2010 within South Eastern Europe will be finalised. Two thematic chapters (entrepreneurial learning and enterprise skills) and eight country assessments on the two policy areas will be submitted to the European Commission for inclusion in a report to be published in 2011.

Secondly, in South Eastern Europe, as follow-up to the 2009/2010 High Level Reflection Process involving EU and EEA member countries, the ETF will call a symposium of VET teacher training experts from the eight partner countries to determine how the teaching profession could more strategically pursue entrepreneurial learning. This symposium will follow a similar 2011 initiative organised by the European Commission (Directorates General for Education, Youth and Culture and Enterprise and Industry) for the EU and EEA countries. Conclusions will be integrated into a publication on entrepreneurship teacher training to be published by the European Commission.

A second assessment of the Euro-Mediterranean Charter for Enterprise will be decided at a meeting of the Euro-Mediterranean Ministers of Industry to take place under the Belgian Presidency in 2010. This will involve the elaboration of country assessments and two thematic chapters (entrepreneurial learning and enterprise skills) for inclusion in a joint publication with European Commission, European Investment Bank and OECD. The ETF will also provide a two-part training programme to reinforce national and regional capacity in policy review in the human capital dimensions entrepreneurial learning and enterprise skills of the Euro-Mediterranean Enterprise Charter.

The European Commission, the ETF and OECD have agreed to extend the promotion of policy assessment in the areas of entrepreneurial learning and enterprise skills to the countries of the Eastern Partnership. In 2011, the ETF will focus on introductory measures to develop understanding of human capital dimensions of the Small Business Act, including the ETF policy indicators and assessment methodology.

The ETF will explore options for sharing its policy indicators and assessment methodology with other donors active in the ETF partner regions. This follows expressions of interest in 2010 by a number of international partners in adopting the ETF policy indicators in their operations (e.g. United Nations Development Programme, International Labour Organisation, United Nations Conference on Trade and Development).

## 6. Migration surveys

Based on the same methodology and questionnaires developed in 2006, the ETF will

carry out similar surveys in three more countries:

- **Morocco** which is one of the most important sending countries for the EU;
- **Turkey** is close to EU and has a long history of migration and migrant networks in Germany, France, Belgium, Netherlands, Austria.
- **Ukraine** which is another country with a significant migration flow from its eastern regions to the EU.

## 7. The Qualifications Platform

Only few countries have functioning qualifications frameworks, but most partner countries, all EU countries and many other countries have recently started to reform their qualifications systems and to develop frameworks. These developments have been influenced by the Bologna process and the EQF as well as other international initiatives. These are also closely linked to the reform of VET systems and to the development of lifelong learning policies. Partner countries are at different stages, but face many similar challenges to implement the qualifications reforms.

In order to support mutual learning beyond the EU member States ETF will establish a platform for exchanging information and experiences between institutions and stakeholders that are involved in the development and implementation of qualification frameworks. The platform foresees networking activities, regular updates on on-going developments within countries, an e-library and links and joint thematic events.

The Qualifications Platform will be supported by an interactive website, with databases and will build on thematic events of an international character. ETF will facilitate the platform and will use it for all related ETF interventions. The development of the platform will build on the Hungarian Presidency Conference on the EQF in May 2011, with a seminar dedicated to developments in the IPA region and a follow up of the 2009 ETF conference. The platform will be implemented in consultation with relevant partners.



# ANNEX 5: REGIONAL PROJECTS

## Enlargement region

### 1. Mutual learning

In 2009 the ETF launched a three year multi-annual Mutual Learning programme covering all 9 countries (including Iceland) and coming to an end in 2011. The objective of this programme is to encourage mutual learning to support the quality of policy design and implementation.

By the end of 2011, under the theme of vocational education and training provision:

- members of the professional higher education group will have analysed the current situation and identified potential demand. Information will have been disseminated to inform decision making about further developments of VET/ higher professional education in relation to the most urgent economic needs and opportunities.
- members of the group on quality and quality assurance in vocational education and training will have reached an understanding of the concepts of self assessment, priority setting and strategic planning of vocational schools. The concept will have been tested in a selected number of vocational schools. Group members from candidate countries will have participated in the EU's EQAVET initiative.

Under the theme of employability:

- members of the activation group will have identified and analysed barriers and framework conditions for the activation of unemployed people; they will have learned from good practices and formulated recommendations for activation approaches which are feasible in their countries. Information will have been disseminated to raise awareness, broaden understanding and inform policies and decision making.

- members of the adults' basic skills group will understand the basic skills concept and have analysed issues related to (i) qualifications, programmes and certification; (ii) how to motivate unskilled or low skilled adults for training, and (iii) adult trainers' training.

### 2. Promoting inclusive education and training policies and practices in contexts of social and cultural diversity in the Western Balkans and Turkey

This three year multi-country project will come to an end in 2011. The objectives of the project are i) to support IPA region stakeholders capacity enhancement by promoting and facilitating networking, mutual learning among and between Western Balkans and Turkey, the Commission, EU Member States and other international organisations, as regards the design, implementation, monitoring and evaluation of inclusive education and training policies; and ii) to facilitate evidence based policy and enhance the capacity building of stakeholders for setting the priority areas of inclusive education and training policies to be supported by country and regional IPA programmes.

Keeping in mind the EU and partner country policy framework and discussions, the ETF will continue the discussions at regional level focusing on the teacher preparation for inclusive education and training and schools for inclusive education with a particular emphasis on encouraging school networking and teacher and student mobility in the Western Balkans and Turkey in this respect.

Expected results by the end of the project are:

- Enhanced policy and research capacity in the Western Balkans and Turkey in particular through the study on policies and practices for the preparation of teachers for inclusive education;
- Increased involvement of the members of the regional policy/expert network to national, regional, EU and international meetings and networks facilitated by the ETF;

- Enhanced dialogue between the Western Balkan Regional Policy Network and the Commission services and the ETF on the design and implementation of inclusive education policies in the region through IPA national and multi beneficiary programme support.

### **3. Support to the network of VET centres on evidence-based policy in IPA**

This project will introduce staff of national VET centres/agencies (or their equivalents) in the Western Balkans to rationales behind the renewed emphasis on evidence-based policy, its implications for their work in national VET systems, and how they can start working in this direction.

The project has three activities:

- introducing the *Torino Process* and the Torinet follow-up work;
- designing a pilot project on how to measure the impact of school-based in-service teacher training developed under the ETF LEARN project 2007-09 by applying evidence-based assessment techniques;
- discussing strategies on how to enhance the role of education research to inform and qualify policy and practice in the countries; will include the identification of the role of brokerage agencies as mediators between education research and policy.

## **Neighbourhood South**

### **1. Regional dimension of qualifications in the Mediterranean**

The growing interest for the regional dimension of qualifications, sparked on one hand by the success of the European Qualifications Framework, but also by the incentive of the Union for the Mediterranean policy dialogue that has highlighted the need for cooperation on qualifications frameworks at

regional level as a means to support a win-win-win labour mobility.

A number of initiatives have been developed or are under discussion (qualifications project by FEMISE financed by EIB, the Arab Occupational Classification, WB conferences, GTZ and British Council.). The ETF has pioneered this debate in the region with its project on regional qualifications and will pay particular attention to coordinating and cooperating with these different initiatives to ensure best use of resources.

In 2011, the regional project on qualification will continue to run along the three strands which it has initiated in 2010: an exchange of experience aiming at mutual learning in the first component among the seven countries involved in the project. There is a capacity building in this component linked to the participation of social partners. It will be an opportunity for them to get acquainted to key topics linked to the modernisation of VET systems in the region. The second component is dealing with two economic sectors: two occupations have been identified within the construction and tourism sectors and in 2011 the project will draft a matrix of comparison of the selected sector occupations as well as of the corresponding qualifications, using EQF as basis. The result will be a common matrix of qualification in the two sectors for the concerned occupations. The third strand is related to the mainstreaming of the results of the project reached in component 1 and component 2 at national level.

### **2. Support to Union for the Mediterranean policy dialogue: Regional employability review**

The ETF will carry out its third regional employability review. Based on the results of the EuroMed Ministerial conference on Employment the ETF input could focus on a specific issue such as youth employability, role of public employment services and active labour market policies in the region.

### **3. Building the capacities of social partners in Neighbourhood South**

Several key ministerial Euro-Mediterranean conferences have confirmed the crucial

importance of effective social dialogue for enhancing employment, employability and decent work in the Euro-Mediterranean countries This is corroborated by the findings of a recent ETF regional report on social partnership for HRD in the region and “the support to Social partners“ considered as one of the most frequently quoted policy area in the *ETF Torino process*.

Through a mutual learning approach, this three year project will have a tripartite base with involvement of one representative from a national employer association, a trade union association and a governmental representative from each of the partner countries. The main aim is to build awareness and identify successful supporting elements to raise social partnership in the field of VET in a LLL perspective.

Contribution of and cooperation with relevant EU and international stakeholders in the field, will be looked at all along the implementation of the project (ILO, Business Europe, Euro chambers, ETUC-ITUC and other relevant stakeholders).

More specifically the project will aim at:

- Providing EU Commission with relevant information on social partnership for human resources development in a lifelong learning perspective in the region to be used for reporting and programming purposes and to feed into the EuroMed Social Dialogue Forum follow up
- Contributing to capacity building of social partners at national and regional level leading to increased bargaining capacities of social partners concerning human resources development in a lifelong learning perspective
- Provide an up-dated policy analysis on social partnership for human resources development in a lifelong learning perspective in the region
- Contributing to an evidence based policy making by reinforcing the involvement of social partners and by developing better understanding of VET demand side

The activities will include peer reviews, focused study visit in EU and partner countries, expertise support, meetings and thematic workshops as well as high level regional conferences (kick-off, mid-term and final).

## Neighbourhood East

### 1. Lifelong learning in Eastern Europe

#### Background

Both the Black Sea Employment Reviews and the *Torino process* reports show that there are several trends that shift policy attention from initial VET to Lifelong learning. First there is the issue of demographic decline, net emigration flows and the ageing population in the countries of Eastern Europe. Secondly, the economic growth in the first decade has generated a stronger interest of companies to invest in their staff and in human capital in general. In a few countries the role of social partners in education and training and in developing national qualification systems is emerging. Thirdly, the impressive attainment rates in higher education go hand in hand with relatively high unemployment under HE graduates. At the same time many countries are looking at the effectiveness and efficiency of their VET structures and in particular the role of the Colleges/Technikums. This poses the question about developing possible alternative options for post-secondary VET as a potential more cost-effective delivery with higher chances on the labour market.

Therefore the project will focus on exploring policies, policy options and good examples of practice in three areas: continuing training, transparency of qualifications and post-secondary VET. It will be innovative in bringing policy makers and social partners at an early stage together in the policy dialogue, at the same time practice social dialogue and provide insight in policy development and implementation in neighbouring countries and build capacity of the participant.

#### Objectives and results

The objective of the Lifelong Learning project is to encourage mutual learning with a view to support the quality of decision making on transparency, tertiary professional education and continuing training in Eastern Europe. This will be done through establishing of networks of policy makers and social partners and through facilitating discussions on policy options and European and partner country practices.

The three year project is expected to bring the following results:

- Increased capacities of key stakeholders for evidence-based policy making through regional networking and for reflecting on other countries' and EU experience and practice for national policy making;
- Policy documents, self-assessment, briefs and statements in the three areas in the countries of Eastern Europe;
- Three brief regional analyses of the policy discussions on continuing training, transparency of qualifications and post-secondary VET in Eastern Europe and recommendations for national or donor investments;
- Key stakeholders kept up to date on relevant EU developments and documents on education and training through regular information updates and other means.

#### Project approach

The focus of the activities in 2011 will be on peer learning in continuing training and post-secondary VET, while preparatory analysis on the developments in promoting transparency of qualifications is foreseen.

The peer learning activities will contain self-assessment, peer learning visit to at least 6 out of 7 participating countries, reporting and dissemination.

For continuing training it is planned to invite four stakeholders per country as peers: from MoE, ES and two social partners. The countries that have shown in the *Torino Process* the strongest interest in continuing training will be invited for the first peer learning in 2011: Armenia, Republic of Moldova and Georgia.

For Post-secondary VET we envisage participation from Ukraine, Belarus, Russia and Azerbaijan, where three stakeholders will be invited for the 2011 peer learning activity: MoE representing secondary VET and Higher Education and one social partner.

After their selection the peers will be invited to prepare a self-assessment on policies and good examples of practice on the topic in their country. Afterwards peer learning visits of around three days per country are to be prepared. The programme of the visit will include interviews to a variety of stakeholders at policy and implementation, at national and regional/local level. The peer learning visits have every day a wrap-up meeting to discuss reflections from peers on the visits. After

visiting more than one country also the element of comparative analysis comes into the discussion. At the end of the country visits a report will be prepared on the findings, which are the basis for further dissemination. One international and ETF experts will facilitate the peer learning process.

For 2012 one topic will be continued with participation of the 'other' countries and a new peer learning on transparency will be organised. 2013 will then finalise the round on the three topics leading to regional state of the art papers to be disseminated at a final conference.

## 2. Regional conference: Skills for sustainable development

In 2011, a regional conference will be held in Belarus on the link between vocational education and training and sustainable development. The aim of the conference will be to initiate dialogue between the countries of the region on the role of vocational education and training to meet the skills requirements for sustainable development. The conference will review European trends in this area and developments in the region.

## 3. Support to mobility partnerships

Strengthening the sharing of knowledge and experience on preparations and potential for the recognition of prior learning is an instrument for better using the skills and experiences of returning migrants. In the framework of the mobility partnerships and for the national system development at the same time, the ETF will:

- Take stock of practical examples from the countries following an earlier study visit and conference;
- Support countries to develop the recognition of prior learning as a means of evaluating the work experience of returning migrants;
- Develop opportunities for using migration experience in the domestic labour markets of Georgia, Republic of Moldova and Armenia.

- Build on recently developed occupational standards for occupations in priority sectors as basis for the recognition of prior learning.

## Central Asia

### 1. Matching vocational education supply and labour market demand in Central Asia<sup>50</sup>

The ETF will raise awareness and provide capacity building opportunities for key stakeholders in the area of labour market and VET developments in Kyrgyzstan and Tajikistan. The project will support national stakeholders in gaining a better understanding of policy evidence creation and the use of evidence for policy formulation with a specific focus on matching. The analysis resulting from this project will also provide input to EC services for the programming for Central Asian countries.

By the end of 2011 the ETF will have:

- Provided capacity building opportunities on policy evidence creation,
- confirmed the methodology to be used, based on desk research on existing analysis (for example on migration) and interaction with international organisations active in the field and have launched the process in Kyrgyzstan;
- provided at least two capacity building opportunities in the area of labour market analysis, employment policies and active labour market policies to stakeholders in countries involved

### 2. School development initiative

Based upon data collected in Kazakhstan, Kyrgyzstan and Tajikistan in 2009 on the quality of vocational schools, outcomes of past and current pilot projects and experiences in the region will be analysed. The legal and institutional framework applicable to vocational

school development and discussions with vocational education and training stakeholders will take place and be followed by a series of targeted capacity building opportunities for VET stakeholders at national and regional level on vocational school development. In each of the participating countries, these opportunities will be closely linked to national education and training reform agendas and specific objectives.

By the end of 2011

- Policymakers and vocational school actors will have identified improvement measures in the governance structure to enable VET schools to develop as lifelong learning centres;
- A report will have been produced on VET school development in the participating countries;
- Dialogue among national stakeholders on the subject of school development will have been facilitated and enhanced in the framework of capacity building opportunities;
- The capacity of stakeholders to address school development needs and use of tools will have increased

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<sup>50</sup> This is a new project proposed for three years 2011-2013)



## **ANNEX 6: COUNTRY ACTIONS**

### **Enlargement**

#### **Albania**

In the framework of Albania's preparation for IPA component IV and as a follow up of the 2010 review of HRD carried out on request of DG Employment, Social Affairs and Equal Opportunities, the ETF will function as a peer reviewer of the draft Operational Programme for Human Resource Development. The ETF will continue to focus on capacity building activities to support the National VET Agency in implementation of quality assurance mechanisms to improve VET provision. The ETF will support the formulation of VET teacher education/training policy working closely with the Ministry of Education to improve teaching in secondary VET. One aspect of this will be a focus on entrepreneurship as a key competence. Furthermore, as the main results of the Education and Business Study done in 2010 indicate that there is a lack of effective co-operation between education and business, focus will be put on capacity building measures to support this cooperation at national level in particular through the National VET Council.

#### **Bosnia and Herzegovina**

The ETF will continue to provide capacity building support to the Ministry of Civil Affairs to improve transparency of qualifications in Bosnia and Herzegovina. The role of social partners will be of particular focus of the ETF's work both in relation to the formulation of the national qualification framework and within the different vocational education and training councils. In cooperation with ministries of labour and employment services the ETF will provide capacity building for the improvement of active labour market measures.

#### **Croatia**

Upon request of DG Employment, Social Affairs and Equal Opportunities and as an input into further programming of IPA

component IV on Human Resources Development, and eventually the European Social Fund in Croatia, the ETF will finalize 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, policy advice is foreseen for the ongoing development of the Croatian Qualifications Framework. The ETF support will also be focused on skill needs assessment and forecasting through research and partnerships at different levels in selected sectors of economy. Finally, Croatia will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

#### **Kosovo (under UNSCR 1244)**

The ETF will continue to support the European Commission and the national authorities in the further development and implementation of the strategic framework for lifelong learning. This will take place through assistance to the IPA programming cycle and in particular to the SWAp. Specific capacity building support will be delivered for the Vocational Qualifications Authority to sustain the implementation of the qualifications system, on teachers' professional development with the Ministry of Education and on the involvement of social partner organisations in VET through the National Council on VET. The ETF will continue supporting the implementation of the capacity building plan for the employment services to improve the relevance of active labour market measures. Kosovo will also be one of the pilot countries for supporting the creation of an evidence base to inform policy formulation, monitoring and evaluation.

#### **The former Yugoslav Republic of Macedonia**

A human resource development (HRD) country review on VET, employment and social inclusion will be conducted in 2011. This review is for the national authorities and DG Employment, Social Affairs and Equal Opportunities as one of the analytical inputs for the revision of the HRD Operational Programme under the IPA IV (HRD) component. The HRD review will be presented and discussed with country counterparts at a seminar to be held in Skopje. The ETF will

continue to work in close collaboration with the Ministry of Education and Science and the VET Centre towards strengthening the research and evaluation capacity of the VET Centre, and quality feedback mechanisms for the VET system as a whole. Particular attention will be given to the findings and recommendations of the recent Collaborative Evaluation Study on the Impact of the Reformed 4-Year Secondary Vocational Education. Through EU and country expertise the ETF will support the institutionalisation of monitoring and evaluation of VET reforms at national, municipality and school levels in cooperation with relevant ministries, agencies and other stakeholders in education and employment, with particular attention to sustainability. A regional seminar to share country experiences of creating and developing the evidence base for education and training policies will be held in Skopje.

## Montenegro

In the framework of Montenegro's preparation for IPA component IV and as a follow up of the 2010 review of HRD carried out on request of DG Employment, Social Affairs and Equal Opportunities, the ETF will function as a peer reviewer of the draft Operational Programme for Human Resource Development. Furthermore, the ETF will focus on three specific policy areas in Montenegro, working at both local and national level. The ETF will capitalise on the activities implemented in the country in the field of teacher preparation in 2009-2010 and will support national stakeholders to elaborate a sustainable policy model for VET teacher education, training and professional development. As a follow-up of the long-term unemployment study, undertaken in 2010 in the most disadvantaged region of Montenegro, the ETF will strengthen the capacities of the local stakeholders to build a more inclusive labour market. Based on the findings of 2010 education and business cooperation study, the ETF will implement activities that will aim to support and encourage the private sector to engage in strategic partnerships with VET providers.

## Serbia

In the framework of Serbia's preparation for IPA component IV and as a follow up of the 2010 review of HRD carried out on request of DG Employment, Social Affairs and Equal Opportunities, the ETF will function as a peer

reviewer of the draft Operational Programme for Human Resource Development. In addition, ETF support is focused on the role of social partnership in developing vocational education and training. It will address capacity building of the two key bodies: the Centre for VET and Adult Education and the Council for VET and Adult Education, and provide policy advice on NQF development. Furthermore, continued ETF assistance is foreseen for selected measures of the Serbian career guidance and counselling strategy. Serbia will also be one of the pilot countries for supporting the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Turkey

A human resource development (HRD) country review on VET, employment and social inclusion will be conducted in 2011. This review is for the national authorities and DG Employment, Social Affairs and Equal Opportunities as one of the analytical inputs for the revision of the HRD Operational Programme under the IPA IV component. The HRD review will be presented and discussed with country counterparts at a seminar to be held in Ankara. Furthermore, the ETF will continue its support to strengthen the capacity of the Vocational Qualification Authority in implementing the qualification framework in Turkey and referencing it to the EQF. The continued development of post-secondary vocational education will be addressed in close cooperation with the Council for Higher Education and the Ministry of National Education. Finally, the ETF will support the implementation of decentralisation and increased school autonomy as a means to improve overall governance in secondary vocational education and training.

## Neighbourhood South

### Algeria

Due to the limited progress on the *Torino process*, the ETF has not detailed evidence on the priority needs of the country. Therefore ETF activities in Algeria will be limited in scope and conditional to the provision of financial support of the Portuguese authorities. Activities will mainly focus on supporting the development of a sectoral qualifications framework for the construction sector to meet

the expectations of enterprises and individuals. This objective will be achieved through the design of a matrix of qualifications for the sector and the development of an approach for the design and validation of qualifications.

Upon request from the EU Delegation, the ETF may also provide support in the implementation of the new EU intervention aiming at enhancing the capacity of the national agency for employment

## Egypt

The ETF's work in Egypt during 2011 will be marked by two main priorities: Support to the Commission for EU activities in the country and consolidation of the support to key areas of the policy work in Egypt as a result of the analysis carried out in the *Torino process*. The EU Delegation in Cairo has requested the ETF to carry out the identification and design for a new intervention in the field of TVET reform in Egypt, to be started in 2012. In parallel, the Delegation continues to request the regular (annual) assessment of the progress of the TVET reform in Egypt and the impact of the project so far. In addition to this, the ETF will support three key areas for policy development and capacity building in the country: (a) development of an NQF in Egypt and creation of pathways within the VET system, (b) as a follow-up to *Torino process* support to evidence based and participatory processes in the implementation of TVET reform policies (in particular through the Egyptian Observatory for Education, Training and Employment), and (c) contribution to the identification of key sectors for competitiveness and its implications for VET. Finally, Egypt will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Israel

Israel is a member of the European Neighbourhood Policy and the Union for the Mediterranean. It is a partner for ETF regional activities and in particular in 2011 Israel will take part in the Entrepreneurial learning project and ETF corporate events with a focus on experience sharing and networking. Many of the challenges faced by Israel in the development of its human capital are common to the EU Member States. A stronger involvement and input from EU Member States has been provided to Israel during the *Torino Process* and in 2011 the ETF will support

Israel participation in the wider ETF regional and cross regional initiatives.

## Jordan

Based on the priorities and needs identified in the *Torino Process* review, the ETF will continue supporting the social partnership. After developing a common strategy in 2010 the focus for 2011 will be on implementing the strategy and defining action plans for each of the partners representing employers and employees. A sector based approach will be promoted. The social partners will also be supported in strengthening their role at E-TVET system governance.

A second priority for ETF intervention in 2011 is career guidance. Based on a policy paper drafted in 2010 with the support of the ETF, the focus will be on capacity building to the E-TVET Council and related stakeholders in drafting and implementing a coherent career guidance strategy with a specific focus on gender equality.

## Lebanon

The ETF will focus its work in Lebanon on two main areas in 2011 – National Qualifications Frameworks and entrepreneurial skills development

National Qualifications Framework (NQF): Continuation of the awareness-raising to build a common understanding on the main features of a NQF. The first phase of the project activities in 2010 has covered the mapping of existing qualifications in Lebanon. The second phase, starting in 2011, will focus, based on the qualifications mapping, at identifying the main components of the future NQF such as the grid of levels and descriptors, quality assurance and governance of the Lebanese National Qualification Framework. The third phase, starting end 2011 and based on the progress achieved, will cover piloting and assessing the NQF grid on one selected economic sector, through involvement of main stakeholders. At the same time the discussion on the NQF building blocks and institutional arrangements will be deepened. This phase will also include an enlargement of stakeholders' participation and information. This project is carried out with financial support from Italian Government

In 2011 the ETF will finalise the design and implement a training programme on

entrepreneurship as a key competence for VET secondary which will be the base for the elaboration of a final proposal to introduce

## **Morocco**

The ETF will continue its support to reforms at system level in collaboration with national authorities. Policy advice and capacity development will help the setting up of a national qualification framework, started in 2009, and the comprehensive evaluation of the TVET system in close collaboration with the Higher Education Council. Based on the *Torino Process* results, improved access to TVET learning opportunities for illiterate youngsters and adults mainly working in SMEs and in the informal sector has as well been identified as a key priority for support.

## **Occupied Palestinian Territory**

Based on *Torino Process* results and in cooperation with the Palestinian Ministries of Labour and Education and Higher Education a methodology for TVET costing will be developed to contribute to efficiency improvement and improved evidence based policy making.

The ETF will support as well main stakeholders to develop a quality assurance system. The measures should address both system and provider level, and should cover the four phases of any quality assurance system: planning, implementation, evaluation and review. For this purpose it is proposed to establish a working group supported by ETF that would identify and describe all the processes that take part from the identification of skills needs to the delivery of qualifications; define quality indicators for each of the processes and carry out a first measurement in order to identify areas of improvement.

## **Syria**

The Syrian Government has asked the ETF for further support in its transition towards a market economy. In its preparation for the 11<sup>th</sup> five year plan the Government has committed itself to reform its education system and to reduce the mismatch between the available skills and the needs of the labour market. It is in this context that the ETF will follow -up on 2010 activities and provide policy advice and capacity building to the Ministry of Education on the establishment of an

independent National Commission for VET. Particular focus will be on inter-ministerial co-operation and the involvement of social partners. The results of the TRP and the education and business study, the entrepreneurial learning project, and the work with the Central Bureau of Statistics on transition survey from school to work will serve as input into this assignment. They will also feed into planned ENPI interventions described in the National Indicative Programme, in particular "In-Service training programme" and the "Promoting business development programme".

## **Tunisia**

In Tunisia, building on the momentum created, and as a follow up to, the *Torino process*, which was lead and implemented by a national multi-ministerial team, the ETF will support national institutions to improve evidence collection and use through inclusive processes.

A specific support will in particular be brought to better documenting and anticipating labour market needs, as a follow-up to the first experience sharing offered in 2010 on methodologies available in Europe to do so. Finally, Tunisia will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## **Neighbourhood East**

### **Armenia**

In 2011 the ETF will further support the dialogue at central level for the establishment of the fund through policy advice to the National VET Council and the VET department in the Ministry of Education and Sciences. The issue of financing the fund will be closely link to a cost-benefit analysis, which will include also initial VET.

Further support will also be provided at college management boards in the regions within the scope of strengthening social dialogue and disseminating the results of the competitiveness project carried out in 2010 in Tavush and Lori regions.

ETF activities will be linked and complementary to the overall process of

reform that will continue to be implemented by the Government through EU budget support.

## **Azerbaijan**

The ETF will provide expertise support the preparation of a NQF decision through a National WG led by the Ministry of Education in order to lay a stronger foundation for LLL and stakeholder cooperation. The ETF will launch a study based on surveys with schools and employers in order to explore which mechanisms could strengthen the education business relationships. Moreover in order to strengthen links between VET and employment policies the ETF will provide advice to the Ministry of Labour on how Labour Market Intelligence can be improved through targeted periodical surveys including the Labour Force Survey.

## **Belarus**

Country specific activities will focus on the analysis and development of key indicators and introduction of international practice. In addition, the ETF intends to engage Belarus in demand analyses and skills anticipation methodologies where the Ukrainian experience is highly relevant.

In 2011 Belarus will host the international follow up conference on VET and sustainable development where particularly the 'new skills for jobs' issues will be addressed. The Conference provides a platform for networking between the CIS countries and sharing the results of the *Torino process* reports.

A high capacity of the government to design and implement a VET policy allows the ETF to keep the policy dialogue ongoing and have an impact through limited interventions by sharing of good practices and organising education policy discussions in the country. The priorities identified in the *Torino Process* and through the ETF analyses will be mainly addressed in the regional initiatives. Finally, Belarus will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## **Georgia**

The VET system of Georgia is currently under revision. Government will approve in the next months a new VET strategy based on learning outcomes and more qualification levels in the

system. The new qualification systems should be coherent to European standards.

The new VET strategy will influence the cooperation of Georgia with the international donor community and will create partly new priorities for cooperation based on home grown reform efforts. The reform needs time and priorities are still internally discussed in the country. Hence, the Sector Policy Support Programme (SPSP) financed by the EU and the ETF's future cooperation with the country are presently affected from a certain still stand in planning the year 2011 and beyond.

The ETF sees sound perspectives to support the country in education and business cooperation and in social partnership driven VET system innovations.

Moreover, recognition of prior learning within the Mobility Partnership Agreement could be a relevant issue for further cooperation. But presently the ETF like EU depends on the definition of ownership driven priorities from the Georgian side to be expected in the next future.

## **Republic of Moldova**

In 2011 the ETF will continue its focus on employability, notably of adult returning migrants; and education and business cooperation, notably by support the capacity of both the social partners and the education side to be in constructive dialogue and collaborate together. The project will continue to be embedded into the EU-Republic of Moldova Mobility Partnership, following the rewarding progresses achieved in 2010.

As a result of the *Torino Process* as well as the human capital development and equity analysis, the country project will reinforce the discourse on a continuing training system. The 2010-2011 work on recognition of prior learning in fact may lay the basis for a broader concept of continuing training support. Continuing training is in high demand by Moldovan and foreign companies, but this demand is currently not met.

Also, as the *Torino Process* and HCD and Equity reports highlighted, the governance of the Moldovan VET system is no longer adequate to the challenges posed by the modernisation of the economy. In 2011 the ETF will build awareness about the main issues at stake, as regards the vision of a contemporary, lifelong oriented VET system. Finally, the Republic of Moldova will be one of

the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Russia

The *Torino process* has identified the development of the national qualification framework, continuing training, post-secondary VET and governance as the key priorities. The first three issues will be the subject of the regional Lifelong Learning project, to which Russia will participate. Russia has made good progress with the development of its NQF and continued synergies with Ukraine will be sought. Continuing training is coming higher on the agenda due to the demographic decline, the ageing population and the need to adapt skills of the work force to socio-economic and technological developments. Russia has taken the initiative to experiment with the applied bachelor qualification this year. It is important to define specific qualifications and the necessary pathways for vertical and horizontal mobility. A specific country action will be initiated in the area of governance, where Russia intends to further decentralise responsibilities to regional and local levels in 2012.

## Ukraine

In Ukraine the ETF will continue supporting the government and social partners in NQF development in line with the new government strategy which gives a high priority for overall qualification reform and the development of NQF by 2014. ETF activity will focus on developing a methodology for competence based standards which empowers social partners in the standard development and approval processes. ETF activity prepares the ground for and complements the EU financed twinning project which will follow up the NQF development in the second half of 2011.

The ETF will provide support in developing alternative post-secondary VET and professionally oriented higher education pathways to avoid the increasing polarisation of skills and to counter-balance the rising higher education enrolments. In this context the ETF's work in skills anticipating and forecasting will continue in partnership with the government and social partners which aims at improving the planning of VET delivery and public resource allocation and at last decreasing both quantitative and qualitative

skills mismatch on the labour market. Finally, Ukraine will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

The ETF will organise, in cooperation with the EU Delegation to Ukraine and DG Employment, a series of round tables and seminars on the *aquis communautaire* related to social partnership and equal opportunities in the area of human capital development in line with the EU - Ukraine Association Agreement. The discussions will involve Ukrainian government officials, social partner representatives and experts with a view to exploring EU practices and the legal framework and formulating joint proposals for Ukraine to adhere to the *aquis*. The ETF will facilitate the discussions by making the relevant EU experience available to stimulate the debate to enhance policy development in these topics in Ukraine.

The round tables and discussions will be bridged by local experts who will prepare the background papers and present the topics along with the Ukrainian government representatives and social partners and wrap up the conclusions in the proceedings of the meetings. A set of thematic papers which include recommendations on the legal framework as per the *aquis* will be published at the end of the year in Ukrainian and English.

## Central Asia

### Kazakhstan

The ETF will focus on the core theme of "vocational education and training system development and provision" through the continuation of the multi-country school development initiative with a focus on capacity building opportunities for policy makers and VET school directors. Complementary to elements already foreseen under the initiative (school development plans, the development of products and services and enhanced interaction with enterprises, there will be a particular emphasis on means to improve VET teacher and in-company trainers' qualifications.

The ETF will, based upon the request of the EU Delegation act as observers in the steering committee of an EC funded project on VET reform, due to start by end 2010 beginning

2011. The ETF will also explore synergies between education and enterprise policies and their implementation. Finally, Kazakhstan will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Kyrgyzstan

The ETF will as of 2011 start to work within the core theme “labour market needs and employability”, providing capacity building opportunities for policy makers working on labour market and VET developments, on the matching of VET supply and labour market demands, including on self-employment. This area will also be used to support stakeholders in the area of evidence-based policy making, as the availability of suitable evidence and its creation and use will be considered. The project will be implemented in a multi-country context, involving also Tajikistan, while participants from Uzbekistan and Turkmenistan will be invited for knowledge sharing purposes. The ETF will furthermore provide capacity building opportunities on the provision of lifelong learning opportunities with an emphasis on adult learners and vulnerable groups.

Work under the core them “vocational education and training system development” will continue to be covered through the multi-country “school development initiative”. In 2011 the focus will lie on capacity building opportunities for school managers and policy makers in initial VET, covering quality, management and social partnership issues. The initiative will result in a report covering the three participating countries.

In 2011 the ETF will support project implementation through provision of input on the vocational school grant scheme. At the request of the EU Delegation, the ETF will provide project design input for a DCI intervention on skills and income generation.

The ETF will be working in close contact and cooperation with the EU Delegation and the members of the Education and Training Donors’ round table. Finally, Kyrgyzstan will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Tajikistan

The ETF will continue 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”, with a focus on capacity building of policy makers and school managers involved in initial and continuing training.

Furthermore, as the main result of the *Torino process* and the education-business cooperation study carried out in 2010, the ETF will start to promote entrepreneurial learning developments in the country, in order to create synergies between education and enterprise policies. Strong entrepreneurial capacity can support job creation for young people and returning migrants, putting them in the position to meet the challenge of an increasingly unpredictable economic market with an effect on local development and poverty reduction,

The ETF will therefore provide capacity building opportunities to support stakeholders in the area of evidence-based policy making, covering issues such as the availability of suitable evidence and its creation and use. The project will be implemented in a multi-country context, involving also Kyrgyzstan, while participants from Uzbekistan and Turkmenistan will be invited for knowledge sharing purposes. Finally, Tajikistan will be one of the pilot countries for assisting in the creation of an evidence base to inform policy formulation, monitoring and evaluation.

## Turkmenistan

In 2011 the ETF will continue engaging Turkmenistan in the analyses of the *Torino Process* which provides a broader cooperation framework for defining topics and modus operandi for joint activities with the Turkmen government. The government is expected to establish a National Task Force which will be the official counterpart for the implementation of the *Torino Process*.

The ETF will promote possibilities to strengthen the evidence and information base particularly on youth employment by introducing a tracer study and school leaver surveys as tools to analyse the labour market outcomes and school to work transitions. Capacity building and policy development activities involving government officials and experts will strengthen their knowledge,

expertise and understanding of VET and the labour market.

The ETF will facilitate the European Commission in launching the first large EU financed VET project and will complement the project activities through its operations as per the outcomes of the *Torino Process*.

## **Uzbekistan**

The ETF will focus in 2011 on capacity building in policy formulation aiming at

improving the quality of VET in terms of its relevance for labour market needs and recognition by employers.

The ETF will also provide networking and knowledge sharing opportunities on topics covered by ETF multi-country initiatives.

At the request of the EC services, the ETF will support DCI project design in the area of VET provision in rural environments in order to support income generation and focusing in particular on women.

# ANNEX 7: CORPORATE PERFORMANCE INDICATORS AND RISK ASSESSMENT

## 7.1. ETF CORPORATE PERFORMANCE INDICATORS 2011

ETF corporate performance indicators show the relevance and measurability of its objectives and provide data of how the ETF performs at an aggregated level in relation to its core business and its functioning as an agency of the European Union. ETF corporate performance indicators measure core business efficiency at the level of corporate outputs clustered by functions and specified by subcategories deriving from projects outputs. ETF corporate performance indicators provide the key performance information to enable the organisation and its main stakeholders to understand whether the management of resources is effective and efficient.

### Mid Term Perspective 2010-13 OBJECTIVES

1. To contribute to the interplay between EU internal policies and the implementation of its external relations policies in human capital development through vocational education and training reform;
2. To contribute 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.

### 2011 OBJECTIVES

- 1.1 To 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);
- 1.2 To support the EU external policy instrument programming cycle;
- 1.3 To disseminate relevant information and encourage the exchange of experience and good practice between the EU and the partner countries and among the partner countries in human capital development;
- 1.4 To contribute to the analysis of the overall effectiveness of external assistance to the partner countries in the field of human capital development;
- 2.1 To 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;
- 2.2 To build partner country capacity to analyse and interpret trends and challenges and design, implement, evaluate and review evidence based policies in human capital development.

### ETF CORE BUSINESS DIMENSION

Indicator	Planned	Target
<b>1. Measurements of ETF's support to the delivery of Community assistance (Function 1)</b>	N° of outputs	Target
1.1 Country reviews and needs analysis 1.2 Support for EC instruments programming and EU policy development 1.3 SWAP support and preparation ( identification, feasibility, financing) 1.4 Project design (identification, feasibility, financing) 1.5 SPSP/Project implementation support and follow-up 1.6 Support to regional policy dialogue	27	100%
<b>2. Measurement of ETF contribution to partner countries capacity building (Function 2)</b>	N° of outputs	Target
2.1 Capacity for policy evidence creation 2.2 Capacity for policy formulation 2.3 Capacity for policy implementation 2.4 Capacity for policy review	77	100%
<b>3. Measurement of ETF's provision of policy advice to the partner countries (Function 3)</b>	N° of outputs	Target
3.1 Comparative analysis 3.2 Country studies 3.3 Thematic studies 3.4 Analytical tools	18	100%
<b>4. Measurement of ETF facilitation of dissemination and networking (Function 4)</b>	N° of outputs	Target
4.1 Specialised publications 4.2 Promoting collaborations and facilitation of dissemination activities/events 4.3 ICT-based dissemination	27	100%

## ETF RESOURCES MANAGEMENT DIMENSION

Indicator	Target
<b>5. Overall budget commitment</b> Title 1, 2, 3 and 4	> 98%
<b>6. Overall budget execution (paid/committed)</b> Title 1, 2, 3 and 4	> 80%
<b>7. Consumption of budget carried forward</b> Title 2 , T3 , T4 and 5	98%
<b>8. .Building running cost per person</b>	tbd
<b>9. Compliance index: N° of critical observations from auditing bodies</b>	< 3
<b>10. Staff satisfaction index</b>	70%
<b>11. % staff with &gt;_ 8 days training</b>	80%
<b>12. Occupation rate</b>	95% minimum
<b>13. TA turnover rate (staff left/average actual staff)</b>	8-15%
<b>14. Gender ratio</b>	50:50
<b>15. Environment index (e.g. reduced Carbon emission - reduced % of missions)</b>	3% less than 2009 data

## 7.2. Extract of ETF risk register and action plan 2010-11

Extract of ETF Risk Register and Action Plan 2010-2011

ETF Risk Register no.	Risk Area	Potential identified Risk	Assessed Risk level	Action no	Planned Mitigation Action	Estimated residual risk level
ETF-RR-10-01	Macro environmental risk	Significant delays and/or interruption (> = 3 months) of ETF activities / projects / interventions caused by socio-political instability and /or armed conflicts in some partner countries	Medium	ETF-RR-10-01-A1.1	Definition of a clear ETF policy and procedure to address these events when occurring (ref.A2.1)	Low
				ETF-RR-10-01-A1.2	Close monitoring of situation: monitor and report risks in Q reporting notably Q2 and Q3; Activation of budget transfer procedure.	
				ETF-RR-10-01-A1.3	Recording of reported risk and mitigation actions in ETF risk register for further reporting; Information to GB on changes impacting WP after adoption (mid year or in AAR);	
ETF-RR-10-02	Risks related to planning, internal processes & systems	Management of priorities: New priorities/requests coming from the EC after approval of WP will have an impact on the completion of already planned WP activities. (Considering that ETF plans and is requested to plan for 100% of its resources).	Medium	ETF-RR-10-02-A2.1	Definition of a more robust and structured framework for management of priorities (covering ex ante assessment and the process of management of priorities during WP implementation process) by prioritising interventions according to the multidimensional planning approach and by establishing criteria for budget allocation for all ETF activities ( in line with ETF planning policy); Open communication with ETF partner countries in case of changes in ETF planned interventions/actions	Low

<b>ETF-RR-10-03</b>	Risks related to internal processes	Complex ETF internal procedures causing inefficient implementation of projects/activities	Medium	ETF-RR-10-03-A3.1	Administration Department efficiency improvement action plan ref. 2010-3119 of 19 May 2010	Low
				ETF-RR-10-03-A3.2	An ETF functional and institutional review is going to address this issue. In particular the new function of "Process Development" has been created as a result of the AD Functional Analysis starting on 15/07/2010. Its scope will aim at streamlining and enhancing efficiency of ETF internal process and procedures. A detailed action plan will follow the establishment of the function. (Ref A3.1).	
<b>ETF-RR-10-04</b>	Risks related to internal processes	Information system not full integrated into most aspects of ETF operations impacting on operational performance	Medium	ETF-RR-10-04-A4.1	(Also ref A 3.2) Further streamlining and integration of internal processes is ongoing, in particular in relation to: <ul style="list-style-type: none"> <li>- Planning, monitoring &amp; reporting with the reinforcement of an ETF performance based framework policy and the implementation of the "dashboard" project and its deployment for WP2011.</li> <li>- Expertise development and knowledge management functions.</li> </ul>	Low
<b>ETF-RR-10-05</b>	Risks related to internal processes	The risk of loss of information/knowledge is caused by difficulties/weaknesses in retrieving and tracking systems particularly related to the core business documentation/data.	Medium	ETF-RR-10-05-A5.1	Document Management process, to provide common guidance within the organisation and allow an adequate set-up of Knowledge Management tools and systems ( including retrieving and tracking systems)	Low
				ETF-RR-10-05-A5.2	Strengthen Handover process in particular of country and thematic core business dossiers	

<p><b>ETF-RR-10-06</b></p>	<p>Risks related to internal communication</p>	<p>Operational performance affected by insufficient communication across Departments and Units</p>	<p>Medium</p>	<p>ETF-RR-10-06-A6.1</p>	<p>Review of ETF Rules of procedure and ETF decision making process; ETF functional and institutional analysis and related action plans Knowledge management function ( see also A5.1)</p>	<p>Low</p>
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## ANNEX 8: ETF OUTPUTS 2011

### ETF outputs for 2011 across all external policies and functions

To meet its objectives the ETF's work programme is designed to achieve specific outputs. These outputs underpin the European Commission's annual subvention to the ETF and are aligned with the ETF's main functions as described in its regulation. Table 8.1. below gives the number of outputs that the ETF will achieve in 2011 in line with the targets established in the financial perspective in the Commission's proposal for the recasting of the ETF regulation in 2006. Table 8.2. gives an estimation of the outputs that will derive from the *Torino Process*.

**Table 8.1. Target outputs according to the financial perspective 2008-2013**

ETF functions	Enlargement	ENP South	ENP East	Central Asia	Innovation and learning	Total
Input to commission programming	9	9	5	4		27
Capacity building	26	17	19	15		77
Policy analysis	4	2	2	2	8	18
Dissemination/ Networking	9	4	3	1	10	27
Total outputs	48	32	29	22	18	149

**Table 8.2. ETF Expected outputs by region in 2011**

**8.2.1. Enlargement**

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
<b>F1. Support to the Commission</b>					
1.A.001 (1)	IPA I programming, monitoring and implementation support to DG Enlargement and EUD in Albania, BiH, Kosovo, Montenegro and Serbia	1.B.006.. (6)	HRD review for national authorities and DG Employment, Social Affairs and Equal Opportunities to inform the revision of the HRD Operational Programme for the period 2012-13 including VET, employment and social inclusion in Croatia	1.C..010 (10)	Regional symposium for teacher educators and trainers on entrepreneurial learning education for DG Education and DG Enterprise as a follow up to High Level Reflection Panel on entrepreneurship education
1.A.002 (2)	IPA IV implementation and follow up support to EUD in Croatia and Turkey	1.B.007 (7)	HRD review for national authorities and DG Employment, Social Affairs and Equal Opportunities to inform the revision of the HRD Operational Programme for the period 2012-13 including VET, employment and social inclusion in the former Yugoslav Republic of Macedonia		
1.A.003 (3)	IPA Multi-beneficiary project design support to DG ELARG through elaboration of two project fiches	1.B.008. (8)	HRD review for national authorities and DG Employment, Social Affairs and Equal Opportunities to inform the revision of the HRD Operational Programme for the period 2012-13 including VET, employment and social inclusion in Turkey		

<sup>51</sup> The code allocates a unique number and indicates the region, function and theme.

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
1.A.004.(4)	IPA Multi-beneficiary implementation support to DG ELARG through participation in two steering committees	1.B.009. (9)	IPA IV programming support to DG Employment, Social Affairs and Equal Opportunities as a peer reviewer of first operational programmes in Albania, Montenegro and Serbia		
1.A.005. (5)	Review to DG Employment, Social Affairs and Equal Opportunities and DG Enlargement on progress achieved and key challenges in VET, employment and social inclusion for the annual Progress Report				
<b>F2. Capacity building</b>					
2.A.011. (1)	On implementation of quality assurance mechanisms for NAVETA in Albania to improve quality of teaching and learning involving providers, VET Centres, MoE, MoL and SPs	2.B.030 (20)	For ministries of labour and employment services in BiH on implementing active labour market measures to improve employability	2.C. 036 (26)	On implementing the teaching of entrepreneurial key competences in secondary VET in Albania involving providers, MoE, MoL, MoEcon, NAVETA
2.A. 012 (2)	On formulation of teacher education and training policy for the Ministry of Education in Albania to improve teaching in secondary VET involving universities, Institute for Educational Development and NAVETA	2.B..031 (21)	On analysing and forecasting labour market needs for MoL in Croatia to improve employability and relevance involving the VET agency and researchers	2.C.037 (27)	For social partners in the National VET Council in Albania to improve business education cooperation at VET provider level

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
2.A.013 (3)	On implementation of a national qualification framework for the MoCA in BiH to improve the transparency of qualifications involving ministries of Education and Labour and social partners	2.B.032. (22)	For the MoL and employment institutions in Kosovo through advice on implementing the capacity building plan for employment services to improve efficiency of measures involving MoE, MoEcon and social partners	2.C.038 (28)	For National Competitiveness Council in Croatia to strengthen the role of human capital development as a precursor for national economic competitiveness involving social partners, chambers and ministries
2.A. 014 (4)	For social partners in BiH to ensure their role in improving the relevance of VET involving national education and training councils	2.B.033. (23)	A review of long term unemployment for the MoL in Montenegro to assess active labour market measures involving employment services and social partners	2.C.039 (29)	For Employers' Association in Montenegro to support partnerships with VET providers to improve relevance and quality of skills
2.A.015 (5)	For the Vocational Qualifications Authority in Kosovo to sustain implementation of the qualifications system involving the MoE, MoL and social partners.	2.B 034 (24)	For ministries of education in the Enlargement region through mutual learning on adults' basic skills to improve employability of adults involving continuing training agencies and centres		
2.A.016 (6)	On teachers' professional development in Kosovo for formulation of modern teaching policies in secondary VET for the Ministry of Education to facilitate modern teaching and learning in vocational schools involving teacher educators, trainers and school staff.	2.B.035. (25)	For national employment services in the Enlargement region through mutual learning on activation policies to improve employability of adults involving MoLs		
2.A. 017 (7)	For the Council of VET in Kosovo to review its role and responsibilities in governance of VET to enhance the institutional representation in the Council involving in particular social partner organisations				

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
2.A.018 (8)	To institutionalise evidence creation through local monitoring and evaluation mechanisms and research networks to improve secondary VET in the former Yugoslav Republic of Macedonia involving MoE, VET Agency, municipalities, schools and social partners				
2.A.019 (9)	For the MoE to formulate a new policy for education and training of VET teachers in Montenegro to modernise teaching in VET schools involving the Bureau of Education, the VET Agency and a university.				
2.A.020. (10)	For the MoE in Serbia for the implementation of the guidance and counselling strategy to improve the employability of the labour force involving MoL, employment services, SPs and providers.				
2.A.021 (11)	For the VET and Adult Education Council and the VET Centre in Serbia to improve the involvement of social partners in policy formulation and implementation				
2.A.022 (12)	On implementation of a national qualification framework for the MoE in Serbia to improve the transparency of qualifications involving MoL and social partners				
2.A.023 (13)	For the Vocational Qualification Authority in Turkey to improve implementation of the qualification framework involving MoNE, MoL, HE Council and social partners				
2.A.024 (14)	On implementation of decentralisation and school autonomy for MoNE in Turkey to improve governance in secondary VET involving local authorities, vocational schools, VET Agency, and social partners.				

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
2.A.025 (15)	For MoNE and YOK in Turkey for development of PSVET to improve student employability and choice				
2.A.026 (16)	For ministries of education in the Enlargement region through mutual learning on formulation of quality assurance mechanisms to improve secondary VET involving VET agencies, social partners and schools				
2.A. 027 (17)	To ministries of education in the Enlargement region through mutual learning on development of PSVET to improve student employability and choice involving social partners, education councils and suppliers				
2.A.028 (18)	To ministries of education in the Enlargement region through regional cooperation on formulating inclusive education policies involving MoLs, social partners, civil society, practitioners and researchers				
2.A.029 (19)	On implementation arrangements in Croatia, Kosovo and Serbia for evidence creation for improved education and training policy formulation, monitoring and evaluation involving MoEs, VET agencies, VET councils, statistical offices – PILOT for the Follow up of the <i>Torino Process</i>				
<b>F3. Policy analysis</b>					
3.A. 040 (1)	Develop enhanced research capacity in the Enlargement region on inclusive education to strengthen formulation of inclusive education policies involving ministries of education, social partners, civil society, research community			3.C.042 (3)	Contribution to the Small Business Act policy report in South Eastern Europe through assessment of entrepreneurial learning policy indicators

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
3.A.041 (2)	Regional seminar in Skopje for the Enlargement region on sustainable institutional mechanisms for creating and developing the evidence base for formulation, monitoring and evaluation of education and training policies involving MoEs, VET agencies, VET Councils				
<b>F4. Dissemination and networking</b>					
4.A. 043 (1)	Regional conference on social inclusion through education and training for all South Eastern European countries to promote inclusive education policies involving national stakeholders, Commission services, EU member states and international community	4.B. 048 (6)	National seminar in Croatia on the HRD review to inform programming of IPA HRD component involving national stakeholders and Commission services		
4.A.044 (2)	Regional policy makers, practitioners and researchers in South Eastern European countries engaged in European wide dialogue on social inclusion through education and training	4.B.049 (7)	National seminar in the former Yugoslav Republic of Macedonia on the HRD review to inform programming of IPA HRD component involving national stakeholders and Commission services		
4.A.045 (3)	Information and experience sharing meetings with Member States in four South Eastern European countries involving national authorities and Commission services	4.B.050 (8)	National seminar in Turkey on the HRD review to inform programming of IPA HRD component involving national stakeholders and Commission services		
4.A.046 (4)	Experience sharing on approaches to VET reform in South Eastern European countries involving ministries of education, key advisors on IPA VET projects and Commission services				
4.A. 047 (5)	Regional conference on policy recommendations stemming from the Mutual Learning Programme to share experience across the four thematic groups involving key decision makers and participants				

Code <sup>51</sup>	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
	Iceland involved in all regional dissemination and experience-sharing events in the framework of the ETF mutual learning and peer learning programme for the Western Balkans and Turkey.				

### 8.2.1. Neighbourhood South

	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
F1. Input to Commission programming					
1.A.051 (1)	Input to ENP action plan monitoring – All countries with ENP action plans	1.B 055 (5)	Input to follow up of EuroMed Ministerial conference on Employment	1.C 056 (6)	Revision of EuroMed Policy index
1.A 052 (2)	Report on progress of the TVET reform and contribution of Meda VET reform project in Egypt for the European Union Delegation			1.C 057 (7)	1 Set of inputs to EuroMed Industrial working group (1.6)
1.A 053 (3)	Inputs to DGEAC on tertiary education and labour market oriented VET reforms as follow up to EuroMed Ministerial on higher education			1.C 058 (8)	Input to follow up of EuroMed Social Dialogue Forum (1.6)
1.A 054 (4)	Identification and feasibility reports for the design of new intervention in TVET in Egypt by the EU Delegation			1.C 059 (9)	Draft of two chapters for the Second EuroMed Charter assessment provided to DGENT (1.6)
F2. Capacity building					
2.A 060 (1)	For the Ministry of employment and VET and social partners, on NQF to enhance transparency and portability of qualifications for all citizens (2.2)	2.B 073 (14)	Improve access and employability of illiterate youngsters and adults in Morocco	2.C.075 (16)	SPs on VET key issues to ensure their informed and effective participation in policy formulation and implementation in all participating countries (2.1, 2.2) – REG

	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
2.A 061 (2)	For the Higher Council of Education in Morocco to carry out the first comprehensive evaluation of the TVET system to provide evidence for more efficiency policy making (2.1)	2.B.074 (15)	Advice and guidance for the Central Bureau of Statistics in Syria on policy analysis (using data from the 2010 transition study)(2.1)	2.C 076 (17)	For EuroMed Charter coordinators on policy analysis and benchmarking on entrepreneurial learning and enterprise skills
2.A 062 (3)	For the Ministry of VET and Employment and related bodies (ONEQ) on evidence collection and use to improve policy making in Tunisia (2.1) – PILOT for the Follow up of the <i>Torino Process</i>			2.C.077 (18)	For Egypt Competitiveness Council and concerned Ministries on economic competitiveness and the role of HCD
2.A 063 (4)	For Ministry of VET and Employment and Social partners in Tourism and construction sectors, on qualifications to improve transparency of qualifications at regional level and labour force mobility (2.3) –REG- in Tunisia, Morocco, Jordan and Egypt			2.C. 078 (19)	For the MoE, Centre for Pedagogical Research and Development (CRDP) and pilot school staff in Lebanon on introduction of entrepreneurship skills at VET secondary <sup>52</sup>
2.A 064 (5)	Of the E-TVET Council on drafting and implementing a coherent career guidance strategy with a specific focus on gender equality			2.C. 079 (20)	On implementing a strategy for articulating the needs of the social partners in Jordan in order to strengthen the E-TVET reform towards efficient and demand driven education
2.A 065 (6)	Inventory of qualifications in the construction sector for the department of VET and the sector federation in Algeria				
2.A 066 (7)	For the Egyptian Observatory for Education, training and Employment on evidence collection and on formulation of evidence based recommendation for policy making – PILOT for the Follow up of the <i>Torino Process</i>				

<sup>52</sup> This output will receive support from the Trust Fund of the Italian Ministry of Foreign Affairs

	<b>A. VET system development in a lifelong learning perspective</b>		<b>B. Employability and the labour market systems</b>		<b>C. Business and education</b>
2.A 067 (8)	For the Coordination Committee (Ministry of Education and social partners) in Lebanon on qualification frameworks <sup>53</sup>				
2.A 068 (9)	For the E-TVET council in Jordan on drafting and implementing a coherent career guidance strategy with a specific focus on gender equality				
2.A 069 (10)	For Syrian Ministry of Education, Labour and social partners on set up of VET Council				
2.A 070 (11)	For the Palestinian Ministry of Labour and Ministry of Education and Higher Education to develop a methodology for TVET costing to enhance efficiency in policy making.				
2.A 071 (12)	For Ministry of Labour and Ministry of Education and higher education on the quality of VET in the Occupied Palestinian Territory.				
2.A 072 (13)	Through a study visit, governmental organisations responsible for developing NQF and social partners in four ETF partner countries (EG/TUN/MOR/JOR) to analyse the challenges of the implementation of a NQF in an EU Member State - REG				
F3. Policy analysis					
3.A 080 (1)	Review of postsecondary VET in Neighbourhood South countries	3.B 083 (4)	Regional review on employability	3.C 084 (5)	1 set of country reports on Entrepreneurial learning and enterprise skills

<sup>53</sup> (This output will receive support from the Trust Fund of the Italian Ministry of Foreign Affairs)

	<b>A.VET system development in a lifelong learning perspective</b>		<b>B. Employability and the labour market systems</b>		<b>C. Business and education</b>
3.A.081 (2)	Sectoral representatives of tourism and construction sectors in Egypt, Morocco, Tunisia and Jordan will develop with the support of the ETF a methodology for the comparison of qualifications in the Euromediterranean region for enhancing mutual transparency and understanding.-REG				
3.A.082 (3)	Enhance vocational learning opportunities for illiterate adults (especially working in SMEs and in the informal sector) through a study to be carried out in cooperation with the Moroccan Ministry of Education and Union of Employers.				
F4. Dissemination and networking					
4.A.085 (1)	With the support of decision makers from various institutions from the supply and the demand side of qualifications in the four participating countries in the regional qualifications project (Egypt, Tunisia, Morocco and Jordan) a series of national seminars will be organised In order to raise awareness of project results and analyse applicability of regional project findings to the national context in the development of NQFs	4.B.087 (3)	Technical meetings and participation to international conferences to present the results of the Women at Work project on female participation in the labour market	4.C.088 (4)	Regional conference on social partnership
4.A.086 (2)	ICT platform created for component 1 and 2 of regional qualifications project			4.C.089 (5)	international platform for social partnership
				4.C.090 (6)	International event on entrepreneurial learning

## 8.2.2 Neighbourhood East

	A. VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
<b>F1. Support to the Commission</b>					
1.A.091 (1)	Implementation support and follow-up to the EC SPSP in Armenia through capacity building and advice	1.B.096 (6)	Technical input to design of EC project under the EU-Armenia Mobility Partnership		
1.A.092 (2)	Advice and follow-up through complementary activities to EC SPSP in Georgia and follow-up to EC project in Azerbaijan	1.B.097 (7)	Technical design of project in support to EU-Georgia Mobility Partnership		
1.A.093 (3)	Preparatory work and input into design of EU funded twinning project in Ukraine	1.B.098 (8)	Continued input to and synergy with EU-Rep of Moldova Mobility Partnership		
1.A.094 (4)	Technical inputs to EaP Platforms II and IV				
1.A.095 (5)	Reporting on progresses in Neighbourhood East countries				
<b>F2. Capacity building</b>					
2.A.099 (1)	Of the VET Council on formulating policy for a future national training fund in Armenia	2.B.108 (10)	Of Ministries and social partners on labour market intelligence, skill anticipation and forecast in Azerbaijan and Ukraine	2.C.110 (12)	Workshop for coordinators of SMEs development on policy assessment in collaboration with EC and OECD – All Neighbourhood East countries
2.A.100 (2)	Of high-level working group led by Ministry of Education on policy decision formulation on NQF in Azerbaijan	2.B.109 (11)	Advice on implementation of Action Plan of Employment Strategy in selected countries	2.C.111 (13)	Of school boards on realising the dialogue with enterprises in Armenia
2.A.101 (3)	Of Ministry of Education on formulating approaches to recognition of prior learning in Armenia, Georgia and Republic of Moldova				

	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
2.A.102 (4)	Of Ministry of Education of Labour, and social partners on finalising a policy on occupational standards in Rep of Moldova				
2.A.103 (5)	Of social partners on competence based standards for NQF in Ukraine				
2.A.104 (6)	Of the Ministry of Education and specialists on implementing decentralisation policy in the Russia				
2.A.105 (7)	Of policy makers, and education and statistical experts on generating evidence for policies in Belarus and Ukraine, as a pilot follow-up of the <i>Torino Process</i>				
2.A.106 (8)	Of Ministries of education and labour, and social partners on reviewing current continuing training systems in Armenia, Georgia and Rep of Moldova (2.4)				
2.A.107 (9)	Of ministries of education on reviewing the existing articulation between post-secondary and higher VET in Azerbaijan, Belarus, Russia and Ukraine				
	Of ministries of education in Georgia and Armenia on establishing model centres for the validation of prior learning				
	Of ministries of education and employment and social partner organisations on EU practices and legal frameworks in social dialogue and equal opportunities.				
<b>F3. Policy Advice</b>					

	A.VET system development in a lifelong learning perspective		B. Employability and the labour market systems		C. Business and education
		3.B.112 (1)	Demand analysis and skill anticipation methodology in Ukraine	3.C.113 (2)	Feasibility study on social dialogue and school/enterprise cooperation in Azerbaijan
				3.C.114 (3)	Elaboration of key indicators for active participation of social partners in VET in Belarus
				3.C.115 (4)	Contribution to Small Business Act report – All Neighbourhood East
<b>F4. Dissemination and networking</b>					
	Seminar on recognition and validation of prior learning for returning migrants	4.B.116 (1)	International conference on VET and sustainable development with focus on new skills, and sharing of <i>Torino Process</i> results – All Neighbourhood East		

### 8.2.3. Central Asia

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
F1. Input to Commission programming					
1.A 117 (1)	DCI project implementation support and follow-up in KAZ				
1.A 118 (2)	DCI project implementation support and follow-up in TKM				
1.A 119 (3)	DCI project design, implementation and follow-up support in KG				
1.A 120 (4) To be confirmed with AidCo	DCI project implementation support and follow-up to the Central Asian Education Initiative platform				

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
F2. Capacity building					
2.A 121 (1)	For school managers and policy makers of the Ministry of Education on the development of new services for different target groups in a lifelong learning perspective and the setting up of school development plans in KAZ	2.B 126 (6)	For policy makers working on labour market and VET developments on various types of evidence that can be used to supporting policy developments in TAJ and KYR and means to generate evidence  Participation from TKM and UZB in these opportunities to be sought	2.C 130 (10)	For school managers and policy makers of the Ministry of Education on interaction with external stakeholders, including enterprises with the focus on establishing stronger working links in KAZ
2.A 122 (2)	For school managers and policy makers in initial VET (VET Agency) on school improvement approaches with a focus on self-assessment methods, the development of new services for different target groups in a lifelong learning perspective and the use of school development plans in KYR	2.B 127 (7)	For policy makers working on labour market and VET developments on the matching of VET supply and labour market demands, including aspects of self-employment in TAJ and KYR  Participation from TKM and UZB in these opportunities to be sought	2.C 131 (11)	For school managers and policy makers in initial VET (VET agency) on interaction with external stakeholders, including enterprises with a focus on establishing stronger working links KYR
2.A 123 (3)	For school managers and policy makers on school improvement approaches, the development of new services in a lifelong learning perspective and the use of school development plans in TAJ	2.B 128 (8)	For policy makers and VET practitioners in initial VET on the provision of lifelong learning opportunities with a special emphasis on adult learners and vulnerable groups in KYR	2.C 132 (12)	For school managers and policy makers on interaction with external stakeholders, including enterprises with a focus on establishing strong working links between VET providers and enterprises in TAJ
2.A 124 (4) Moved from theme 3	For policy makers of the Ministry of Education in KZ, social partners and VET practitioners on means to improve VET teacher and in-company trainer qualification in KAZ	2.B 129 (9)	To enlarge the availability of information and support government officials and experts in creating evidence for education & employment policy development TKM	2.C 133 (13)	On entrepreneurial education and learning to create synergies between education and enterprise policies in order to support job creation and on local development and poverty reduction TAJ
2.A 125 (5) Moved from theme 3	On improving the relevance and quality of VET for the Centre for the Secondary Specialised Vocational Education in Uzbekistan in cooperation with the Chamber of Commerce and Ministry of Labour				
F3. Policy analysis					
3.A 134 (1)	Report on VET school development in KAZ, KYR and TAJ	3.B 135 (2)	Development of a methodology for the analysis of selected labour market issues in KYR		

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
		3.B 136 (3)	<p>Pilot tracer study carried out together with vocational schools and authorities (subject to the government acceptance on the <i>Torino Process</i>)</p> <p>The ETF methodology on transition from school to work survey adapted to TKM and implementation modalities discussed with authorities (subject to the government acceptance on the <i>Torino Process</i>) .</p>		
F4. Dissemination and networking (activities promoting collaboration among partner countries and donors)					
4.A 137 (1)	Regional conference and dissemination on school development findings, involving national stakeholders from KAZ, KYR, TAJ				
New 4.A 138 (2)	Regional conference hosted by Turkmenistan, to share experiences among Central Asian Countries on mid-level skills and qualifications and approaches to organise VET at secondary level				

### 8.2.4. Thematic expertise development

Function	Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and Labour Market Systems	Code	C. Business and Education
F3 Policy Analysis	ILP					
ILP Promoting Learning	3.A.139 (1)	Setting up of an expert network bringing together researchers and practitioners from EU Member States and ETF partner countries to identify and assess the potential of work-based learning as an instrument for skill development				

Function	Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and Labour Market Systems	Code	C. Business and Education
	3.A.140 (2)	Identification of examples of good practice in EU MS and ETF partner countries for broader dissemination in ETF partner countries' policy makers and practitioners				
	3.A.141 (3)	<i>Design of pilot activities in selected ETF partner countries</i>				
<b>ILP matching demand and supply of skills</b>			3.B.142 (1)	Setting up of an expert network bringing together policy makers, researchers and practitioners from EU Member States and ETF partner countries to identify, analyse and assess the different methodologies and approaches to matching demand and supply of skills		
			3.B.143 (2)	Stocktaking of current practices in matching methodologies and approaches in EU and partner countries to be used as a background for future work of the expert network		
				Three migration surveys on Morocco, Turkey and Ukraine to analyse the skills composition of migration flows at country level.		
<b>Torino Process</b>	3.A.144 (4)	Methodology for evidence-based pilot activities in selected partner countries for ETF country managers				

Function	Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and Labour Market Systems	Code	C. Business and Education
	3.A.145 (5)	Corporate Conference on the dissemination of the <i>Torino process</i> 2010 results for partner countries policy makers, social partners, EC services and international organisations				
	3.A.146 (6)	Publication of <i>Torino process</i> 2010 results for dissemination to partner countries' policy makers, social partners, EC services and international organisations				
<b>F4 Dissemination and Networking CoPS</b>	4.A.147 (1)	EQF global Conference Oct 2011 for policy makers and practitioners from EU countries, ETF PCs and third countries	4.B.151 (5)	Policy brief on "VET and social inclusion" for international and national actors in the ETF PCs		
	4.A.148 (2)	Creation of Qualifications Platform for exchanging information and experiences between institutions and stakeholders that are involved in the development of qualification frameworks. The platform foresees networking activities, regular updates on on-going developments within countries, an e-library and links and joint thematic events.	4.B.152 (6)	Conference for dissemination of the results of the ILP 2008-2010 HCD reviews on the Equity and Human resources development for partner countries' policy makers and researchers, EC services and international organisation		
	4.A.149 (3)	Policy brief on "VET and sustainable development" for international and national actors in the ETF partner countries	4.B.153 (7)	Conference for dissemination of the results of the ILP 2008-2010 FLEX on Flexicurity in Developing and Transition Countries for policy makers, researchers from Morocco, Ukraine, Kazakhstan and Turkey, EC services and international organisations		

Function	Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and Labour Market Systems	Code	C. Business and Education
	4.A.150 (4)	New analytical framework for assessing VET systems to be used by the 2nd round of the <i>Torino process</i> in 2012				



## ANNEX 9: COLLABORATION WITH OTHER AGENCIES

### 1. Cedefop-ETF Work Programme 2011

Core Themes	Specific Themes for 2011	Exchange of information and good practices	Joint Actions	Knowledge Sharing Seminars
<b>Vocational education and training system development and provision</b>	VET policy reporting		Staff of Cedefop/ETF will be invited to participate (and contribute) a) to the ETF Corporate event on the Torino Process and Business-Education Co-operation and b) to the Cedefop Agora Conference on the 2010 policy report and the Bruges Communiqué. If feasible the events shall be combined with the knowledge sharing seminars to minimise travel expenses.	Thessaloniki Seminar (June 2011)  Turin Seminar (November 2011)  Agendas to be commonly agreed. There will be a specific focus on entrepreneurship learning
	Work related to Information on candidate countries		Study Visits: ETF preparatory work related to Information on Candidate Countries	
	EQARF, ECVET, Lifelong Guidance, Refernet, non formal and informal learning, migration	Exchange of information and experience on EU and third country policy issues		
	Qualifications development		Co-operation on the external dimension of the EQF	
<b>Administrative Issues</b>	HR, Procurement, Finance, Budget, ABAC implementation	Exchange of good practices	<i>Ad Hoc</i> procedures	
<b>Strategic issues</b>	Participation of the Directors in Governing Board Meetings			

## 2. Eurofound-ETF collaboration agreement action plan

Actions	Activities	Timeframe
Mutual information sharing on analytical work and on-going research	<ul style="list-style-type: none"> <li>• Exchange of respective Work Programmes and discussion on possible synergies between respective projects/ activities</li> <li>• Exchange of finding of work, methodologies, practices</li> </ul>	
Organisation of two annual joint meetings with the possibility of organising also tele-conference	<ul style="list-style-type: none"> <li>• Discussion of joint activities for forthcoming year</li> <li>• Follow up meeting on implementation</li> </ul>	<ul style="list-style-type: none"> <li>• November 2010</li> <li>• March 2011</li> </ul>
Invitation to participate in thematic activities carried out by the respective Agency	<ul style="list-style-type: none"> <li>• Participation of ETF staff to Eurofound seminars series</li> <li>• Participation of ETF partner countries representatives (social partners and government) to the Eurofound seminars series</li> <li>• Participation of Eurofound representatives to the ETF meeting organised on the social partnership project ENP-S-11-04</li> </ul>	<ul style="list-style-type: none"> <li>• November 2010 and March 2011</li> <li>• November 2010 and March 2011 (tbc)</li> <li>• November 2010</li> </ul>

## ANNEX 10: CRITERIA FOR IDENTIFICATION OF BUDGET ALLOCATIONS

CRITERIA	EXPLANATION
1	THE LEVEL OF STRATEGIC IMPORTANCE FOR THE EU CAN BE MEASURED BY THE STATE OF ADVANCEMENT OF EU EXTERNAL BILATERAL RELATIONS WITH THE COUNTRY, SCOPE/AMBITION OF THE BILATERAL AGREEMENTS, LEVEL OF EXTERNAL ASSISTANCE (NIP ENVELOPE) FINANCING IN RELATION TO COUNTRY POPULATION.
2	IMPORTANCE OF HRD IN EU EXTERNAL RELATIONS POLICY IN THE COUNTRY: THIS CAN BE MEASURED BY THE PLACE OF HRD (VET, EMPLOYMENT, SKILLS DEVELOPMENT) IN BILATERAL AGREEMENTS (AA, ENP ACTION PLANS, ETC.) AND BY THE IMPORTANCE GIVEN BY HRD IN NIP (THIS WILL ALSO GIVE AN INDICATION OF POSSIBLE EC REQUESTS FOR THE ETF TO SUPPORT EU INTERVENTION IN THE HRD FIELD).
3	IMPORTANCE OF HRD IN COUNTRY POLICIES: THIS CRITERIA IS DIRECTLY LINKED TO THE FINDINGS OF THE TORINO PROCESS. IMPORTANCE OF HRD CAN BE MEASURED BY THE POLITICAL PRIORITY GIVEN TO HRD DEVELOPMENT IN COUNTRY STRATEGIC DOCUMENTS, THE SOUNDNESS OF HRD STRATEGIC DOCUMENTS, THE PRESENCE OF ACTION PLANS, THE STATE OF IMPLEMENTATION OF ACTION PLANS, ETC.
4	PARTNER COUNTRY STAKEHOLDERS COMMITMENT TO HRD REFORM: THIS CRITERIA IS LINKED AS WELL TO THE FINDINGS OF THE TRP. IT CAN BE MEASURED BY THE INTEREST IN THE TORINO PROCESS ITSELF, BY THE ENGAGEMENT TAKEN BY THE RELEVANT MINISTRIES IN HRD REFORM (EVEN IF NOT COMMITTED TO THE TORINO PROCESS AND BY THE OPINIONS EXPRESSED BY DIFFERENT STAKEHOLDERS DURING FOCUS GROUPS.
5	PRESENCE OF OTHER DONORS IN HRD REFORM. A HIGH PRESENCE OF DONORS MAY IMPLY THAT ETF ADDED VALUE WILL BE LOW (CONSIDERING THE COMPARABLE LOW LEVEL OF INVESTMENT ETF CAN MAKE IN THE COUNTRY). IT IS NOT AN ABSOLUTE CRITERIA SINCE, DEPENDING ON THE EU AND ETF ROLE IN THE COUNTRY, THE ETF CAN BE SEEN AS A FACILITATOR OF DONOR DIALOGUE AND EXCHANGE OF EXPERIENCES BRINGING HIGH ADDED VALUE.



# ANNEX 11: WORK PROGRAMME 2011 - PRINCIPLES AND TIMING

## Introduction

In preparing its annual work programme, the ETF follows a well defined procedure in the run up to the adoption of the document at the autumn meeting of its Governing Board each year.

Council Regulation N. 1339/2008 establishing the European Training Foundation (recast) introduced a number of changes to this drafting procedure:

- a) Art. 12 defines the conditions and principles for the preparation of the work programme. Art. 12.4 indicates that the “Director shall submit the draft annual work programme to the Governing Board after the Commission has delivered an opinion on it”.
- b) In the past, the ETF had an Advisory Forum, with representatives from EU Member States, partner countries and other stakeholders. One of its roles was to advise the ETF on its future work for inclusion in the annual programming. The recast regulation no longer includes the Advisory Forum.

The first change requires the Commission to organise an inter-service consultation leading to an opinion adopted by the College of Commissioners.

In order to deal with the second change, the ETF organises a comprehensive consultation process with internal and external stakeholders. For this consultation to be effective, it has to take place well before the final draft is submitted to the Commission at the end of July. For this reasons, the ETF begins the drafting process in the second quarter of the year and collects opinions from stakeholders that can be included in a second draft which is prepared in time for presentation to the Governing Board at their meeting held annually in mid-June. A second round of consultations is held so that further changes can be included in the final draft.

## Planning principles and approach

Article 1 of the ETF’s Regulation describes the organisation’s objective and scope, while article 2 sets out the functions. In the Mid-term Perspective 2010-13 adopted by the Governing Board, the ETF operationalised these articles by:

- defining the 29 countries and three regions mentioned in article 1.1 (a), (b) and (c);
- clustered the seven themes mentioned in art. 1.3 into three core themes, and
- merged the eight functions in article 2 into four principle functions.

In the Explanatory Memorandum that introduced the Commission’s proposal for recasting the ETF regulation<sup>54</sup>, the Commission provided indicative financing, with criteria for the breakdown of resources by year, region and function, as well as the estimated corresponding number of outputs. This estimation is the financial perspective on the basis of which the ETF makes its financial proposal to the Commission following the Preliminary Estimate of Expenses and Revenues approved by the Governing Board in November of year n-2.

The expected outputs are then distributed by region, core theme and function in the annual work programme and in the Activity Based Budget. This distribution of resources primarily follows the criteria set out in the Explanatory Memorandum, but can be adapted to the evolving priorities of the EU policy developments and the expectations and requests from ETF stakeholders.

The rationale behind the ETF’s annual work programme is:

- to plan and manage activities to achieve objectives and use resources efficiently;
- to set the baseline to monitor progress with quantitative and qualitative indicators;
- to identify the 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.

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<sup>54</sup> COM(2007) 443 final

The priority actions are deployed through specific projects, which are defined in “project implementation plans” detailing activities,

outputs, results, indicators, resources and the timeframe.

**Procedure**

