

# ETF WORK PROGRAMME 2012







**GB11DEC013REV2**

## **ETF WORK PROGRAMME 2012**

# ETF VISION, MISSION AND PRINCIPLES OF ACTION

## Vision

To make vocational education and training (VET) 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 centre stage 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 European Commission 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 developments in 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 also has close links with the Economic and Social Committee (EESC), the Committee of the Regions and European social partner organisations to promote more efficient vocational education and training (VET) schemes.

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<sup>1</sup> Following the ownership and alignment principles of the Paris Declaration and the green paper on EU development policy in support of inclusive growth and sustainable development - Increasing the impact of EU development policy ([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) and [http://ec.europa.eu/europeaid/how/public-consultations/5241\\_en.htm](http://ec.europa.eu/europeaid/how/public-consultations/5241_en.htm))

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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> 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. The ETF's 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 to the context of the partner countries supporting the development of home-grown solutions.

The ETF combines these elements to provide tailored advice to the European 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 European Commission and the European External Action Service (EEAS) 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 1244/1999, henceforth 'Kosovo'), Kyrgyzstan, Lebanon, Libya, Republic of Moldova, Montenegro, Morocco, occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, and Uzbekistan.

### ASSUMPTIONS FOR THE 2012 WORK PROGRAMME:

- the subvention for the ETF from the European Commission in 2012 will be €20,044,530.
- the total number of posts in 2012 will be 135; and
- the total available full-time equivalent staff in 2012 will be 129.5

## Rationale

As in previous years, the rationale of the ETF's 2012 work programme is to:

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

The work programme, in line with all ETF planning processes, follows a cascading principle from the ETF's Council Regulation<sup>3</sup>, through the mid-term perspective, the annual work programme and the projects therein (which also identify the region and country level project outputs and indicators).

## Multi-dimensional planning

The ETF's planning and reporting are based on three dimensions:

- Geographic
- Thematic; and
- Functional

**Geographical** in four regions covered by the EU's external relations policies<sup>4</sup> :

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<sup>3</sup> Regulation (EC) No 1339/2008 of the European Parliament and of the Council of 16 December 2008

<sup>4</sup> See the ETF Council Regulation article 1, (a), (b), (c)

- The Enlargement region covered by the Instrument for Pre-accession Assistance (IPA) (section 3.2)<sup>5</sup>;
- The Neighbourhood South region covered by the European Neighbourhood and Partnership Instrument<sup>6</sup>;
- The Neighbourhood East<sup>7</sup> region covered by the European Neighbourhood and Partnership Instrument (section 3.3)<sup>8</sup>; and,
- Central Asia covered by the Development and Cooperation Instrument (section 3.4)<sup>9</sup>

**Thematic** clustered into the three core themes of the ETF's mid-term perspective<sup>10</sup>:

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

#### **Functional**<sup>11</sup>:

- F1: Support to the European Commission;
- F2: Capacity building;
- F3: Policy analysis; and,
- F4: Dissemination and networking

As mentioned above, the ETF's planning is based on a cascade approach that directly connects the functions of ETF's Council Regulation to the specific activities the ETF undertakes in each of the countries it work with. Planning starts from the ETF corporate performance indicators<sup>12</sup>, which define the relevance and measurability of the ETF's objectives and provide information on how the ETF performs at a corporate level in relation to its core business. It continues at operational level with implementation plans that detail activities, project outputs, results, indicators of achievement, resources and timeframes. Projects are the means by which the mid-term perspective and work programme objectives are implemented and cover different regions or specific countries. Some projects and activities are implemented to develop the thematic expertise necessary to provide tailored support to the countries.

Corporate performance indicators also define the expected performance of the ETF's different departments and units, in terms of the management of resources.

## 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, as well as their external dimension, provide relevant reference points for partner countries seeking to modernise their education and training systems.

Partner countries with the political willingness and capacity to implement EU approaches and which have conducive

<sup>5</sup> Albania, Bosnia and Herzegovina, Croatia, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey. As Iceland is a candidate country it is invited to participate in regional activities for this region.

<sup>6</sup> Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria and Tunisia.

<sup>7</sup> Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

<sup>8</sup> [http://eeas.europa.eu/eastern/index\\_en.htm](http://eeas.europa.eu/eastern/index_en.htm)

<sup>9</sup> Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

<sup>10</sup> The themes cluster the seven core thematic activities identified in the ETF Council Regulation and are consistent with the Council conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF>

<sup>11</sup> These functions relate to the functions set out in the ETF's Council Regulation (EC) No 1339/2008.

<sup>12</sup> See Annex 8 for the ETF's Corporate Performance Indicators.



policy environments are likely to find such EU initiatives relevant. The majority of ETF's partner countries are inspired by EU developments.

The ETF follows the conclusions of the Council priorities for enhanced European cooperation in vocational education and training, for the 2011-20 period, as well as the flagship initiatives put forward by the European Commission - *Youth on the Move* and *An agenda for new skills and jobs* - to inform its work with partner countries. In 2012, the ETF will support the European Commission and the EU Presidencies of Denmark and Cyprus on relevant initiatives, including activities related to the European Year of Active Ageing.

The Bruges Communiqué, and its short-term deliverables, is an important reference for the ETF's work, in particular for the revision of the analytical framework of the Torino Process for 2012.

The ETF seeks to renew the attention given to vocational education and training in partner countries and the contribution it can make to sustainable 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 encourages a shared assessment and understanding of the country context, including the identification of key policy issues and 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.

Resulting from the Torino Process<sup>13</sup>, the main priorities are to:

- Make youth employability and skills provision more relevant, including matching skills' provision and labour market skills needs, in particular in SMEs and the informal sector;

- Respond in an integrated fashion to the social demand for education and training;
- Integrate VET policies with general and higher education policies to make the education and training continuum more effective, improve the portability of learning and increase attractiveness;
- Ensure equal training opportunities for all (adults, women, vulnerable groups) including strategic measures for adult learning, women's access and targeted programmes for vulnerable groups;
- Set up inclusive and multi level governance involving national, regional and local authorities, social partner organisations and civil society representatives;
- Promote entrepreneurial learning to ensure good practice in the implementation of innovative policy;
- Reinforce evidence-based policy approaches throughout the VET policy cycle - from formulation, adoption, implementation, monitoring and evaluation.

In addition to policy analysis, the ETF also tailors its support to partner countries based on their political evolution, e.g. the Arab Spring in 2011. Within the overall planning framework driven by the EU's policies and country analyses, the ETF manages its evolving priorities according to changes in the operational environment, EU priorities and specific requests from the European Commission.

## 2012 objectives

The ETF's 2012 work programme is framed by its mid-term perspective 2010-13. This document sets the key orientations for the ETF's work over a four-year period. The main objectives are to:

1. 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 training);

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<sup>13</sup> Reflected in the Declaration adopted at the 2011 Torino Process conference.

2. support relations, where relevant, between EU internal and external relations policies;

In order to achieve these mid-term objectives, the ETF's specific objectives for 2012 for the first main objective are to:

- 1.1 reinforce the holistic, evidence-based analysis of VET reform in partner countries through the Torino Process;
- 1.2. strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making

For the second main objective, the ETF's specific objectives for 2012 are to:

- 2.1. improve labour market analysis and forecasting in the partner countries and support them in reviewing

vocational education and training systems to make them more relevant and raise quality;

- 2.2 support the EU external policy instrument programming cycle and, when relevant, the external dimension of internal policies;

- 2.3. disseminate relevant information and encourage exchange of experience and good practice with and among the partner countries in human capital development.

The ETF's projects will achieve 154.5 specific outputs. These underpin the European Commission's annual subvention to the ETF and are aligned to the ETF's main functions as described in its Regulation.

**Table 1: Target outputs<sup>14</sup> for 2012 according to the financial perspective 2008-2013**

ETF functions	Enlargement	ENP South	ENP East	Central Asia	Thematic expertise development	Evidence-based policy making	Total
Input to Commission programming	11.5	11	6	2	-	-	30.5
Capacity building	20	18	18	16	-	1	73
Policy analysis	5	7	3	2	9	1	27
Dissemination/ Networking	5	5	3	4	4	3	24
Total outputs	41.5	41	30	24	13	5	154.5

<sup>14</sup> In line with the targets established for ETF in 2012 in the financial perspective in the European Commission's proposal for the recasting of the ETF regulation in 2006.

## 2012 operations

The ETF's operations at country and regional levels are informed by the 2010 Torino Process, cooperation and needs assessments with key stakeholders. Drawing from the analysis undertaken for each partner country, thematic policy areas for priority support have been identified by assessing priorities at inter-regional, intra-regional and national levels. At the inter-regional level, the ETF works in the context of recommendations provided by the European Commission in its proposal for recasting the ETF's Council Regulation in 2008. This set out a breakdown of resource allocations between regions and operational areas. The breakdown is reviewed each year during the planning process to ensure an optimum allocation of operational budget. The overall breakdown of title 3 for 2012 is as follows:

- 28.6% for the Enlargement region;
- 22% for the Neighbourhood south area;
- 17.5% for the Neighbourhood east area;
- 9.5% for Central Asia;
- 14% for thematic expertise development to respond to partner country needs; and
- 6% for methodological development to support evidence-based policy making and knowledge management

- 2.4% Dissemination of first outcomes of 2012 Torino process through regional workshop in Southern Mediterranean region.

The ETF uses five main criteria for assessing the relative priority to a given country within a region. These are described in table 2. These criteria are driven by the principles of differentiation, concentration, complementarity and impact. They help the ETF to apply priority-based management to its resources. When there are changes in the ETF's operational environment, evolving EU priorities and specific Commission requests during the implementation of the work programme, the ETF has to adapt. Its flexibility is also given by its capacity to manage priorities.

The criteria are used to identify the support it should provide to take advantage of its competitive edge and synergy with other international partners and donors, as well as bearing in mind focus and leverage effects. This support is converted into activities at country level. Resources are allocated as follows:

- The definition of themes, objectives and related activities;
- The identification and quantification of inputs; and,
- Historical cost averages for different types of project input and activities.

**Table 2: Regional and country projects for 2012**

	Enlargement region	Neighbourhood east	Neighbourhood south	Central Asia
Regional projects	Inclusive education Support measures for EU multi-beneficiary initiatives	Lifelong learning in eastern Europe Mobility partnerships VET and sustainable development	Regional dimension of qualifications; Entrepreneurial learning and skills for SMEs: support to EuroMed Charter Social partnership Support to Union for the Mediterranean policy dialogue on employment and employability	School development initiative
Country projects	<p>The ETF's operations at country and regional levels are informed by the 2010 Torino Process and dialogue with key stakeholders in 2011. Drawing on the analysis undertaken for each partner country, thematic policy areas for priority support addresses for each country the following 5 criteria :</p> <ol style="list-style-type: none"> <li>1. priority in EU external relations and its contractual relations with the partner country;</li> <li>2. priority of human capital development in EU external relations with the partner country and region;</li> <li>3. priority given to human capital development in country as indicated by documented national strategies and policies and resource commitments;</li> <li>4. partner country stakeholder commitment to human capital development as indicated by their contribution and participation in national reform strategies; and,</li> <li>5. involvement of other donors in human capital and cooperation with them to avoid overlaps.</li> </ol> <p>In each partner country, an implementation plan details how this is put into practice.</p>			

Table 2 provides an overview of ETF planned interventions in each region in 2012. They are the basis for achieving the 154.5 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>15</sup>. Implementation plans detail these projects further and are published on the ETF website at the beginning of the first year of their implementation.

The ETF continuously develops its thematic expertise. Innovation and learning combined with knowledge management are important to ensuring that the ETF sustains and strengthens its abilities to meet its objectives in thematic areas that support policy needs in partner countries. The ETF will therefore continue to develop its capacity to innovate, learn and manage knowledge. In 2012, based on the Torino Process, recommendations for the thematic policy areas requiring development, two ILPs which were initiated in 2011, will be continued. These

are i) matching the demand and supply of skills and ii) learning in different contexts. The ETF's thematic expertise development activities will additionally include continuing work on the link between skills and migration. A number of communities of practice will be supported to consolidate and maintain the ETF's expertise in the three core thematic areas. These communities will strengthen the ETF's capacity for evidence-based policy development. Two corporate thematic conferences<sup>16</sup> will be launched as part of the ETF's thematic expertise work in 2012. The ETF will also extend and deepen its actions related to the strengthening of evidence-based policy making in partner countries through the continuation of the Torino Process.

In all regions, the Torino process will continue as foreseen in the mid-term perspective as a key input to the strengthening of capacities for using evidence to inform policy making. The area of expertise development has a strong multi-annual dimension and the

<sup>15</sup> See annexes 8 and 9.

<sup>16</sup> On multi-level governance and on skills development for small and medium-sized enterprises

different priority topics outlined will continue to be addressed throughout the period 2010-13. In addition, in response to renewed focus on territorial cohesion in the partner countries, the ETF will, during the period 2012-13, also focus on regional development and the contribution of skills development processes.

The ETF will continue to develop its knowledge management programme to capitalise on its stock of thematic expertise (and draw on knowledge in the international community) in order to support its work in partner countries. It will also continue to develop knowledge management practices and platforms to encourage knowledge sharing and the capacity for evidence-based approaches in partner countries.

## Resources management

The subvention for the ETF from the Community budget foreseen for 2012 is €20,044,530.

In terms of human resources, for 2012 the ETF aims to deploy 135 temporary, contract and local agents and seconded national experts, with an estimated full-time equivalent of 129.5<sup>17</sup>. The ETF's staff are based in Turin with one liaison officer in Brussels.

In 2012, implementation of the financial system ABAC<sup>18</sup> introduced in 2010 will be continued. The ETF will also build on the risk-based simplification of financial and procurement processes and the 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) (see annexes 2 and 3).

## Governance and management

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>19</sup>. In addition, the European External Action Service and other European Commission DGs participate as observers.

Monitoring and evaluation form the basis for informed decision-making in planning and the ETF project 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 corporate performance indicators that enable the organisation and its main stakeholders to measure the efficiency and effectiveness of its core business and resource management.

To support both components of its monitoring process, the ETF will continue to implement its 'Dashboard'. The ETF dashboard integrates and processes live data on projects to provide key performance information, both quantitative and qualitative for the daily monitoring of activities and for managing monitoring and reporting on a quarterly and annual basis. Monitoring is complemented by an annual evaluation programme.

The ETF reviewed its performance management framework in 2011 to confirm its alignment with its mid-term perspective. In 2012, the reviewed framework will be fully implemented. The 2011 review also identified the roadmap for the development of an overall quality assurance system for the ETF's processes. This will also be implemented in 2012.

In 2012, the ETF will prepare an action plan to implement the main recommendations of the external evaluation of the ETF concluded by the Commission in 2011.

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<sup>17</sup> The difference between FTE and the number of staff members under contract is explained by part-time working, parental leave, unpaid leave and staff turnover.

<sup>18</sup> ABAC is an activity based accounting system.

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<sup>19</sup> Article 7 of Regulation (EC) № 1339/2008.



# INTRODUCTION

Co-operation with its neighbours for democracy and shared prosperity, for development and growth is a key EU priority. Through its Enlargement, Neighbourhood and Development and Co-operation policies, the EU promotes and supports economic and social progress in other countries.

The EU is building an economy based on knowledge and skills, and so improving human capital development in countries close to the EU is also 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 partner countries to 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's activities are planned through a multi-dimensional approach that integrates three key components. These are:

1. Geographical dimension
2. Thematic dimension; and
3. Functional dimension

The ETF's four functions are as follows:

- F1: supporting the EU's external assistance policies through input to Commission sector programming and project cycles;
- F2: supporting partner country capacity building<sup>20</sup> 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: Disseminating and exchanging 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 supporting the development of home-grown solutions. 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 European 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 European 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>20</sup> The term 'capacity building' in the ETF context as defined in its founding Regulation also refers to institution building.

# 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 and policies. Section 4 focuses on corporate communication to underpin the ETF's key objectives. Section 5 outlines the 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 describe the resources, specific projects and related outputs for each country and region. The ETF will measure achievement of its objectives against these outputs.



# 1. 2012 OBJECTIVES AND THEMATIC PRIORITIES

## 1.1. Background

This work programme is framed by its mid-term perspective 2010-13, which sets the key orientations for the ETF's work over a four-year period. The main objectives are:

1. 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);
2. to support relations, where relevant, between EU internal policies and the implementation of its external relations policies

## 1.2. Objectives

In order to achieve the mid-term objectives, the ETF's specific objectives for 2012 for the first main objective are to:

- 1.1. reinforce the holistic, evidence-based analysis of VET reform in partner countries through the Torino Process
- 1.2. strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making.

For the second main objective, the specific objectives are to:

- 2.1. improve labour market analysis and forecasting in the partner countries and support them in reviewing vocational education and training systems to make them more relevant and raise quality;
- 2.2 support the EU external policy instrument programming cycle and when relevant the external dimension of internal policies;
- 2.3. disseminate relevant information and encourage exchanges of experience and good practice between the EU and the partner countries and among the partner countries in human capital development.

## 1.3. 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>21</sup>:

- A. Vocational education and training system development and provision;
- B. Labour market needs and employability
- C. Enterprises and human capital development: education and business partnerships

## 1.4 Geographical perspective

The geographical regions the ETF works in are as follows:

- The Enlargement region covered by the Instrument for Pre-accession Assistance (IPA)<sup>22</sup>;
- The Neighbourhood South region covered by the European Neighbourhood and Partnership Instrument<sup>23</sup> in co-operation with the Union for the Mediterranean (UfM)<sup>24</sup>;
- The Neighbourhood East<sup>25</sup> region in co-operation with the Eastern Partnership (EaP) and also covered by the European Neighbourhood and Partnership Instrument<sup>26</sup>, and,
- Central Asia covered by the Development Cooperation Instrument<sup>27</sup>.

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<sup>21</sup> The themes cluster the seven core thematic activities identified in the ETF Council Regulation and are consistent with the Council conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF>.

<sup>22</sup> Albania, Bosnia and Herzegovina, Croatia, Kosovo, 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>23</sup> Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria and Tunisia.

<sup>24</sup> [http://eeas.europa.eu/euromed/index\\_en.htm](http://eeas.europa.eu/euromed/index_en.htm)

<sup>25</sup> Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

<sup>26</sup> [http://eeas.europa.eu/eastern/index\\_en.htm](http://eeas.europa.eu/eastern/index_en.htm)

<sup>27</sup> Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

## 1.5. Corporate performance indicators and outputs

As in previous years, the 2012 work programme aims to achieve a series of outputs. Each output relates to a specific need identified in the partner country. This work programme targets the achievement of 154.5 corporate outputs<sup>28</sup> distributed between regions and core themes and functions.

It is built following a cascading principle from the ETF's Council Regulation, through the multiannual work programme (mid-term perspective), the annual work programme, to projects described in each work programme (which also identify the project outputs and indicators), the objectives of the ETF's departments, units

and other administrative entities (e.g. teams, groups, cells) and individual members of staff. 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<sup>29</sup>.

The ETF's environment can change frequently and new requests from the European Commission may be received throughout 2012 after the approval of this work programme. Accordingly, the ETF with guidance of the Governing Board manages their priorities to be able to react swiftly to such requests. This may affect the timing and delivery of some activities.

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<sup>28</sup> A list of ETF outputs is in annex 9.

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<sup>29</sup> See annexes 8 and 9.

## 2. POLICY CONTEXT

### 2.1. European policy context

The European Union's external relations policies and the EU's internal approaches to education and training and employment, as well as the external dimension of these approaches, 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 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 country and there is a conducive policy environment.

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

##### Europe 2020 Strategy

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 for the period 2000-10 to provide a framework for a European-wide approach to economic growth has been updated through the Europe 2020 strategy<sup>30</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 strategy contains three main priorities: *smart growth*, *sustainable growth* and *inclusive growth*. The 2012 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 Europe 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 addition, the European Platform against Poverty and Social Exclusion sets out actions to reach the EU target of reducing poverty and social exclusion by at least 20 million by 2020. Launched in 2010, the platform is part of the Europe 2020 strategy for smart, sustainable and inclusive growth. The key actions foreseen are to improve access to work, social security, essential services (healthcare, housing, etc.) and education, social innovation to find smart solutions in post-crisis Europe, especially in terms of more effective and efficient social support as well as new partnerships between the public and the private sector.

**Smart growth:** The ETF organises activities to improve student choice and employability, education for competitiveness, school to work transition and entrepreneurial learning. It contributes to better matching skills to labour market demand and works with countries to give value to skills through greater transparency and recognition in the context of mobility and circular legal migration.

**Sustainable growth:** The ETF supports policy dialogue on vocational education and training for sustainable development and the consequences of greener economies on vocational education and training including the development of regional qualifications for environmentally sustainable economies.

**Inclusive growth:** The ETF facilitates the development of vocational education and training systems that ensure lifelong equitable access and better learning environments for all. The creation of individual learning opportunities and career perspectives are supported by lifelong guidance, national qualifications frameworks and partnerships between education, enterprises and local communities. To support social inclusion, the ETF focuses on links between vocational education and training and youth employability.

Annex 12 illustrates how the ETF's support to its partner countries in its thematic areas relates to the EU flagship priorities for growth of the Europe 2020 strategy.

<sup>30</sup> [http://ec.europa.eu/eu2020/index\\_en.htm](http://ec.europa.eu/eu2020/index_en.htm)

## European Commission Communication on vocational education and training

The European Commission's Communication 'A new impetus for vocational education and training'<sup>31</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 people, people with migrant backgrounds and disabled people; and
- 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 the ETF's support.

## Education and Training 2020

Transparency and co-operation in vocational education and training between Member States are promoted by the Copenhagen

Process<sup>32</sup>, 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;
- improve the quality and efficiency of education and training;
- promote equity, social cohesion and active citizenship; and,
- 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 European Commission, as requested in relation to the Education and Training strategy and the review of the Copenhagen Process where these are relevant to its partner countries.

## Copenhagen process

The ministers for vocational education and training, the European social partners and the European Commission at a meeting held in Bruges on 7 December 2010 agreed on the common objectives in vocational training for 2011-20 as well as an action plan for the first years, with concrete measures at national level and support at European level. The package of objectives and actions is known as the Bruges Communiqué.

The global vision for vocational education and training in 2020 indicates that European VET systems should be more attractive, relevant, career-oriented, innovative, accessible and flexible than in 2010 and should contribute to excellence and equity in lifelong learning.

The strategic objectives for the period 2011-20 are the following:

- making initial vocational training an attractive learning option;
- fostering the excellence, quality and relevance of both initial and continuing vocational training, enabling flexible access to training and qualifications;
- developing a strategic approach to the internationalisation of initial and continuing

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<sup>31</sup> Available at: [http://ec.europa.eu/education/news/news2388\\_en.htm](http://ec.europa.eu/education/news/news2388_en.htm).

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<sup>32</sup> In 2010, the review of the Copenhagen Process led to the Bruges Communiqué. The ETF supported this work in Croatia, the former Yugoslav Republic of Macedonia and Turkey.

vocational training and promoting international mobility;

- fostering innovation, creativity and entrepreneurship, as well as the use of information and communications technology (ICT);
- ensuring initial and continuing vocational training is inclusive;
- greater involvement of VET stakeholders and greater visibility for the achievements of European cooperation in VET;
- coordinated governance of European and national instruments in the areas of transparency, recognition, quality assurance and mobility;
- intensifying cooperation between VET policy and other relevant policy areas; and,
- improving the quality and comparability of data for EU policy making in VET and making good use of EU support.

In the Bruges Communiqué for the 2012-14 period the Member States and the European Commission identified a number of short-term deliverables. The ETF will support the Candidate Countries in monitoring their progress towards the agreed deliverables through its systematic policy analysis.

### **Education and training in the EU Presidencies of Denmark and Cyprus in 2012**

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

### **EU education 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.

## **External relations policies and instruments**

### **Enlargement**

The EU's Enlargement policy guides the process of expanding the EU through the accession of new Member States. Of these Croatia, Turkey, the former Yugoslav Republic of Macedonia, Iceland, and Montenegro are candidate countries. Serbia, Albania, Bosnia and Herzegovina and Kosovo<sup>33</sup> are potential candidates. Of the latter group Albania and Serbia have already applied for membership. Each receives support for the accession process through the Instrument for Pre-Accession (IPA)<sup>34</sup>.

At its meeting in December 2010, the Council reaffirmed the strong support of the EU for taking the Enlargement process forward on the basis of the agreed principles and conclusions. Key challenges remain in most Enlargement countries. Sound macro-economic and fiscal policies and EU-related reforms can help to overcome the economic crisis and to achieve sustainable growth. Strengthening the rule of law, including through judiciary reform and stepping up the fight against corruption and organised crime, remains crucial and requires sustained efforts. Public administration reform is also important for the implementation of EU programmes. Social and economic inclusion of vulnerable groups, including Roma, should be improved. The ETF supports the countries on their road to EU accession, particularly in terms of their preparations for the European Social Fund.

Updated regular annual progress reports will be issued in early autumn 2012 to illustrate progress in the countries.

### **European Neighbourhood Policy**

The Neighbourhood policy<sup>35</sup> is the EU's strategy for co-operation with 16 neighbouring countries<sup>36</sup>.

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<sup>33</sup> Kosovo (under UNSCR 1244/1999, henceforth 'Kosovo').

<sup>34</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>35</sup> [http://ec.europa.eu/world/enp/index\\_en.htm](http://ec.europa.eu/world/enp/index_en.htm)

<sup>36</sup> 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.

On 25 May 2011, a joint communication – *A new response to a changing Neighbourhood*<sup>37</sup> – was launched by the EU High Representative for Foreign Affairs and Security Policy and the European Commission. The document stresses that the European Neighbourhood Policy should serve “as a catalyst for the wider international community to support democratic change and economic and social development in the region”.

The new approach is based on mutual accountability and shared commitment to the universal values of human rights, democracy and rule of law and will involve a higher level of differentiation, allowing the partner country to develop its links with the EU according to its own aspiration, needs and capacities. The new approach aims to: provide greater support to partners engaged in building deep democracy, support inclusive economic development, strengthen the two regional dimensions of the European Neighbourhood Policy covering the Eastern Partnership and the southern Mediterranean and provide the mechanisms and instruments fit to deliver these objectives.

Cooperation under the Eastern Partnership will continue with policy dialogue in areas such as: education, youth and culture as well as employment and social policies. As regards the southern Mediterranean, the EU will undertake comprehensive institution building programmes similar to those implemented with the eastern partners, launch a dialogue on migration, mobility and security with Tunisia, Morocco and Egypt and enhance the dialogue on employment and social policies.

The ETF supports the human capital development priorities of the action plans and helps the countries involved to develop education, training and employment systems that produce skills and competencies relevant to participation in the internal market and economic growth more generally and also contributes to the development of democratic societies. The ETF’s actions in the European Neighbourhood support these specific regional initiatives in the context of the overall priorities of the Neighbourhood Policy.

### **A partnership for democracy and shared prosperity with the southern Mediterranean**

Major recent events in the region arising from the Arab Spring require an updated EU response in terms of external assistance to the

countries in question. ‘A partnership of democracy and shared prosperity with the southern Mediterranean’ was published on 8 March 2011 by the EU High Representative for Foreign Affairs and Security Policy and the European Commission. The EU is ready to support all its southern neighbours able and willing to embark on reforms through a partnership for democracy and shared prosperity. The commitment to democracy, human rights, social justice, good governance and the rule of law must be shared.

The partnership for democracy and shared prosperity is built on the following three elements: democratic transformation and institution building, with a particular focus on fundamental freedom, constitutional reforms, reform of the judiciary and the fight against corruption; a stronger partnership with the people, with specific emphasis on support to civil society and on enhanced opportunities for exchanges and people-to-people contacts with a particular focus on young people; and sustainable and inclusive growth and economic development, particularly support to small and medium-sized enterprises (SMEs), vocational education and training, improving health and education systems and development of the poorer regions.

Education is a key focus of EU activities in the region. Tackling high levels of illiteracy is an important element to promoting democracy and ensuring a qualified workforce to help modernise the southern Mediterranean economies. Vocational education and training also has an important role to play in addressing disparities.

The ETF will support the partner countries in identifying the key strategic components on an integrated VET policy. Exchanges of best practice on programmes enhancing the skills of unemployed people will be encouraged.

### **Eastern Partnership**

The EU is working on strengthening certain aspects of cooperation with the Eastern Partnership countries by starting negotiations for Association Agreements with five partner countries and providing a sound political basis for advancing relations. The ETF is active in Platform 4 “Contacts between people” and Platform 2 “Economic integration and convergence with EU sector policies”. In accordance with the joint Communication, a *New response to a changing neighbourhood, under the Eastern Partnership*, the EU will promote more intensive engagement with stakeholders and continue with policy dialogue

<sup>37</sup> [http://ec.europa.eu/world/enp/pdf/com\\_11\\_303\\_en.pdf](http://ec.europa.eu/world/enp/pdf/com_11_303_en.pdf)

in areas including education, youth and culture by expanding participation in programmes like Erasmus Mundus, Tempus, Youth in Action and e-Twinning and opening the future new EU programmes such as lifelong learning to Eastern Partnership countries.

### **Central Asia**

The adoption by the European Council of a "Strategy for a new enhanced partnership with Central Asia" in June 2007 gave impetus to both regional and bilateral dialogue, and has reinforced EU cooperation with the five countries on major issues facing the region, such as poverty reduction, and sustainable development and stability. The mid-term review of the Regional Strategy Paper for Assistance to Central Asia 2007-13 demonstrated that the analysis, principal objectives and priorities for action regarding regional cooperation and bilateral assistance programmes adopted remain essentially appropriate for the period 2011-13.

The ETF will support developments in the region to improve schools, contributing to poverty alleviation, economic growth and social cohesion

### **Other relevant EU policy developments**

#### **EU development policy**

The green paper increasing the impact of EU development policy launched a debate on how the EU can best support developing countries' efforts to speed up progress towards the Millennium Development Goals (MDGs), and how it can strive to leverage new opportunities to reduce poverty. The document put forward four main objectives to be pursued collaboratively by the EU and its Member States: how to ensure high EU impact development policy, so that every euro spent provides the best value added and value for money, the best leverage and the best legacy of opportunities for generations to come; how to facilitate more, and more inclusive, growth in developing countries, as a means of reducing poverty and providing a chance for all to have a decent living and a perspective for their future; how to promote sustainable development as a driver for progress, and how to achieve durable results in the area of agriculture and food security.

The result of this consultation informed the Commission's proposals related to

modernising European development policy to be made in the second half of 2011 as well as other policy initiatives in related fields.

### **Small Business Act (SBA) and Euro-Mediterranean Charter for Enterprise**

The European Union's Small Business Act<sup>38</sup> frames the EU's approach to supporting small business development, including the contribution to 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. During the eighth Euro-Mediterranean Ministerial Meeting on Industry, 11-12 May 2011, the European Commission launched a set of far reaching proposals for the progressive integration of markets between the EU and the Mediterranean as well as the setting up of a Small Business Act (SBA). Introduced successfully in the EU in 2008, the SBA in the Mediterranean area should help to unleash grass roots entrepreneurship at a mass scale to build dynamic and vivid economies in the neighbouring countries. The ETF also carries out follow-up actions to the 2011 assessment in the Eastern Partnership region.

DG Enterprise and Industry initiated a public consultation on ideas for a more integrated and coherent approach to public support for EU enterprises to successfully do business outside the EU: Small Business, Big World - A new partnership to help SMEs seize global opportunities. The proposal is based on the premise that (a) small and medium-sized enterprises generally need some form of assistance when making their first steps to internationalise their business and that (b) the required support cannot be fully provided by the private sector alone. For these reasons, significant resources are devoted to SME support from various EU, national and regional sources and a number of organisations and support programmes exist in this area.

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<sup>38</sup> <http://ec.europa.eu/enterprise/policies/sme/small-business-act/>

## 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. The ETF's 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 (often short-term) migration.

On 4 May 2011, the European Commission issued a Communication on migration. The document indicates that there is a need for the EU to strengthen its external migration policies, using the partnerships with third countries that address the issues related to migration and mobility in a way that makes cooperation mutually beneficial. The external dimension is seen with a potential increased role in reaching out to third countries that should be seen as partners when it comes to addressing labour needs in the EU. In an effort to better connect labour supply and needs and to help EU industry to recruit the right skills, it has been recognised that important work could be done in third countries in areas such as recognition of foreign qualifications and pre-departure vocational and language training.

The EU has proposed the establishment of a structured dialogue on migration, mobility and security with the southern Mediterranean countries. The aim is to draw up mobility partnerships on the basis of the specific merit of each country. The dialogue aims to determine appropriate conditions and help the partner countries to reinforce capacity building in migration flow management.

On 25 May 2011, the European Commission issued a Communication entitled: *A dialogue for migration, mobility and security with the southern Mediterranean countries*. The Communication supports and encourages reforms to improve security giving partner country citizens a possibility of mobility to the EU while addressing illegal migration flows. The dialogue is part of wider engagement in the framework of the European Neighbourhood Policy.

Mobility partnerships could also encompass specific schemes for facilitating labour migration between interested Member States and the southern Mediterranean countries. Such schemes could enable (1) specific programmes and/or facilitated legal frameworks for circular migration (including seasonal migration), (2) capacity building to manage remittances to maximise their development impact, (3) capacity building for matching labour supply and demand and managing return and reintegration, (4) recognition of professional and academic skills and qualifications, (5) development and implementation of legal frameworks for a better portability of social rights, (6) enhanced access to information on the job vacancies available in EU labour markets, (7) identification of measures designed to improve co-operation and co-ordination between southern Mediterranean countries and EU Member States on matters related to skills and how to better match labour supply and demand, building on work already done by the ETF<sup>39</sup>.

## Danube Strategy

The EU strategy for the Danube region, as presented by the European Commission in December 2010, was endorsed by the European Council on 23 June 2011. The strategy focuses on four main pillars: connecting the Danube region, protecting the environment, building prosperity (including supporting the competitiveness of enterprises and investing in people's skills) and strengthening the Danube Region. The strategy mainly concerns eight EU Member States and six ETF partner countries (Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Ukraine and Republic of Moldova).

The ETF will continue its involvement in the Steering Groups developed under the EU strategy for the Danube region (priority action 9 - to invest in people and skills and priority action 8 - support the competitiveness of enterprises).

## European Year for Active Ageing 2012

In the context of inclusive growth, the European Commission highlighted the importance of promoting a healthy and active

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<sup>39</sup> Two other specific legislative instruments support the EU policy priorities in the field of internationalisation of EU education and training systems (Council Directives 204/114/EC of 13.12.1994 and 2005/71/EC) by regulating the conditions of admission of third country nationals for students, trainees, pupils, volunteers and researchers.



ageing population to help, among other things, to achieve high-employment, invest in skills and reduce poverty. It should be seen as the highlight of a major effort spanning the period 2011-14, during which the EU will focus many of its programmes and policies on the issue of active ageing and put in place a framework for new initiatives and partnerships supporting active ageing at all levels.

## 2.2. The partner country context

### The general context

Many countries face structural challenges in education and training that require sustained policy management. They are experiencing rapid technological change, economic interdependence, a move towards free market economies, international migration, increasing calls for public accountability, and aspirations to active citizenship.

Their diverse demographic, economic, political, cultural, historical, geopolitical and social features also create important challenges for education and training. Recent developments in 2011 in the southern Mediterranean, in particular Egypt and Tunisia, with civil pressure for democratic reforms and interim governments preparing for constitutional changes and new elections will most certainly also create new visions for the role and organisation of VET.

The demographics of the ETF partner countries and territories, as well as reflecting the scale of their education and training systems, are very different, and hence pose different challenges. Firstly, there are large differences in the countries in terms of population size, which range from 600 000 inhabitants in Montenegro to 142 million in Russia in 2008<sup>40</sup>. Secondly, whereas the ageing populations of some countries<sup>41</sup> (such as Croatia which has the highest old-age dependency rate) point to adult training needs, the large young populations in other countries place more pressure on initial training systems. In 2009, for every 100 people aged 15–64

years, the number of people under the age of 15 was 40 in Turkey, 50 in Tajikistan, Egypt, Jordan and Syria, and 86 in the occupied Palestinian territory.

Although the economies of almost all partner countries are expected to grow in 2011, the economic data and trends also reveal great differences between countries. Growing food and energy prices pose a potential risk of increased poverty<sup>42</sup>. Economic trends and varying public expenditure will affect VET systems differently. Although they give some indication of the current economic situation and the potential for economic growth, links with job-creating growth and sustainable human development are not so clear. The bulk of ETF partner countries are middle-income countries (12 lower-middle and 13 upper-middle) as defined by the World Bank<sup>43</sup>. The remaining countries are low-income (Kyrgyzstan and Tajikistan) or high-income (Croatia, Iceland, and Israel).

### The vision of vocational education and training

More than ever, VET systems are expected to fulfil a dual role in supporting sustainable development. Their economic role is to support growth and competitiveness by providing relevant and high-quality skills; their social role is to contribute to inclusive societies by educating young people and enabling adults to gain additional skills, and by providing them with the key competences and values needed to ensure their employability and active citizenship.

A comprehensive, integrated vision of a lifelong learning perspective calls for institutional adaptation and greater fluidity, permeability and flexibility in education and training provision. Some countries are now including a lifelong learning perspective in new laws and strategy papers, like the Republic of Moldova and Ukraine. In other countries the scope of VET is mainly limited to initial training, most often to secondary and post-secondary non-tertiary VET.

VET policies need better anchorage to economic and industry development policies, which should systematically give attention to

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<sup>40</sup> World Bank, World Development Indicators (14/02/2011)

<sup>41</sup> The old-age dependency rate is the proportion of the population aged 65 and older as a percentage of the working-age population aged 15–64. In 2009, this ratio was 15.4 in the Republic of Moldova, 15.9% in Ukraine, 18.1% in Russia in 2008, 18.9% in Belarus, 22.3% in Ukraine and 25.4% in Croatia (the EU-27 average for 2009 was 25.6%) (World Bank World Development Indicators and Eurostat).

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<sup>42</sup> For the ETF's assessment for the risks associated with implementation of this Work Programme, please see Annex 9.

<sup>43</sup> The groups are: low-income, USD 995 or less; lower-middle-income, USD 996–3 945; upper-middle-income, USD 3 946–12 195; and high-income, USD 12 196 or more.

skills needs in their respective fields. Recent drives in a number of partner countries towards fostering job creation through SME growth demands a better matching between the VET system and SME skills needs. There is a need for articulation with general and higher education policies to be able to offer a coherent, permeable education and training system with coherent pedagogical approaches to all citizens. The system also needs to be conducive to lifelong learning. Moreover, VET policies need to be more learner-oriented, encompass formal and informal provision and enable greater recognition and portability of skills and competences built up over a lifetime. Multi-level, anticipatory, efficient and inclusive governance, which is a key component in successfully implementing visions for VET, should apply to all stages of the policy cycle – from formulation to implementation, through system management and evaluation, and from central to school level, including the sectoral dimension. The ETF will support partner countries undergoing social transformation towards more inclusive governance models including the use of new media as part of communication strategies. Social partnership and education and business cooperation are beginning to be recognised as effective tools in this regard, although they are often hampered by state-centralised approaches or a lack of social partner capacity (mainly human resources and technical expertise) to contribute effectively to the policy cycle. Reviewing governance schemes helps to increase the relevance and quality of the system, but also public accountability; however, the process should be supported by thorough institutional capacity building efforts targeted at social partners and civil society.

## **External efficiency of VET systems**

External efficiency relates to how successful the VET system has been in ensuring the availability of skills for the economy, or inter alia, improving the labour market prospects of individuals.

Unemployment rates range from lows of 0.9% in Belarus (2009) and 4.0% in the Republic of Moldova (2008) to highs of 24.7% in the occupied Palestinian territory (2009), 32.4% in the former Yugoslav Republic of Macedonia (2009) and 47.5% in Kosovo (2008). There are also two other striking contextual elements: the disproportionately high levels of youth unemployment (in all countries except Kazakhstan) and high levels of female

unemployment (especially in Syria, Egypt, Jordan, Morocco, Tunisia and Kosovo).

The issue of the external efficiency of VET systems as regards the labour market is moving up national policy agendas. However, improvements in this area are hampered by a lack of information about, and attention to, present and future needs, mainly because of a lack of tools to create relevant information and stimulate matching between skills and job offers. The active involvement of the social partners is critical to the success of this process.

External efficiency in respect of the social demand for education is disparate. It is hampered by the lack of attractiveness of the VET track (mainly because of a lack of good job prospects), the absence of an educational continuum and uneven access opportunities. However, developments in post-secondary and tertiary VET are promising ways of increasing youth employability. Continuing VET, including adult learning, still requires a genuinely systematic strategy, and this is especially urgent in countries with ageing populations. Such strategies should build on an accurate diagnosis of motivations for learning.

The external efficiency of VET systems regarding socially challenged groups is an emerging policy priority. Out-reach strategies for socially vulnerable segments of the population are currently at an embryonic stage or are being dealt with in an isolated manner, as is the case with the training component in most active labour market policies.

## **Internal efficiency, quality and financing of VET systems**

Internal efficiency and effectiveness in the VET system refers to issues such as dropout rates, quality of provision, governance, financing issues, as well as institutional capacities.

Quality still needs to be addressed in a systematic, holistic way. Although quality-assurance mechanisms are being developed, they are not truly operational at all levels. Qualification systems and frameworks and curriculum development are shifting in a promising way towards competence-based approaches oriented to better addressing labour market skills needs. The issue of key competences and 'soft' skills as a means of achieving the social objectives of VET also need further consideration.

The financing of VET deserves stronger attention and should be shared by the various ministries involved. There is also a need for

adequate funding schemes that are capable of reaching all types of stakeholder. These should include quality assurance for increasing the relevance of the provision and incentives for private training providers to offer requested curricula and for small and medium enterprises (SMEs) and other stakeholders to engage in human resource development strategies.

## **Innovation and creativity**

Policy makers are increasingly concerned with the innovation potential of VET policies. Inspired by global economic and technological developments and by EU initiatives such as the Small Business Act, policy makers are paying greater attention to measuring innovation capacity and to introducing entrepreneurial learning as a key competence. SME policy assessments in the Western Balkans and Turkey and in the Eastern Partnership region in 2011 have identified gaps in skills preventing the growth of SMEs and a discrepancy between intentions to foster entrepreneurial learning and what happens in the classroom.

Integration of innovative policies and pilots into mainstream policies remains a major challenge.

## **Policy cycle management**

The monitoring and evaluation of VET policies require targeted efforts to improve the collection, use and dissemination of data. More generally, the development of evidence-based approaches and tools needs to be sustained. This will require a mix of efforts to design tools for collecting, using and disseminating evidence, for imposing reporting and review processes and for building the technical capacities of stakeholders, not only for public accountability purposes but also in terms of being able to build on experience and take full advantage of a policy learning approach. Torinet started in 2011 to provide support to this process in 11 countries.

## **2.3 ETF Mid-term perspective 2010-13 context**

ETF 2012 activities are in line with and contribute to the implementation of the strategic priorities formulated in the mid-term perspective 2010-13.

The ETF will cover each region's strategic priorities by the end of the period according to a differentiated timetable.

In 2010-11, the Enlargement region saw the completion of a set of mutual learning activities addressing key priorities in the areas of adult learning, post-secondary VET and quality assurance. Other regional focus areas were entrepreneurship learning and social inclusion through education and training. In the period 2012-13, a further priority area will be addressed through a regional initiative on social inclusion and youth employability (including problems of transition from school to work). At country level two key areas will be addressed throughout the period. One is qualification frameworks and the other is VET system assessments that provide evidence for policy making and the programming of future EU interventions under the instrument for pre-accession.

In the Neighbourhood region, the ETF's operations reflect different priorities for the southern and eastern areas. In the south, the focus is on qualification systems, employability, entrepreneurial learning and social partnership, while in the east, the priorities for the same period are continuing training systems and validation of prior learning.

In both regions, skills issues in relation to mobility partnerships and migration will be covered. In addition, and on an experimental basis, the ETF has initiated a project on human capital development at regional level in Tunisia for 2012-13. The initiative deals with governance models with a special emphasis on skills development for SMEs.

In Central Asia, the regional school development project is in two phases covering 2010-11 and 2012-13 respectively. In addition, the topic of matching skills needs to employment and the transition from school to work will be addressed until 2013.

In all regions, the Torino Process is key to strengthening capacities for using evidence to inform policy making. The area of expertise development has a strong multi-annual dimension and the different priority topics outlined will continue to be addressed. In addition, in response to renewed focus on territorial cohesion, the ETF will also focus on regional development and the contribution of skills development processes.

The ETF will also examine the potential application of its work in a regional (i.e. sub-national) context.



### 3. CONTRIBUTING TO HUMAN CAPITAL DEVELOPMENT

The ETF's contribution to human capital development is planned through a multi-dimensional approach – geographical, functional and thematic.

Planning both at country and regional level is shaped by the ETF's work on evidence-based policy making through the Torino Process. Drawing from an analysis undertaken for each partner country with national stakeholders, the ETF, in consultation with the European Commission, identifies thematic policy areas for priority support.

Based on these priorities, the ETF has identified the support it should provide to take advantage of its competitive edge in the area, synergies with other international partners and donors and the possible leverage its work has in supporting modernisation and reform.

The priorities reflect:

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

The overall breakdown of the operational budget (Title 3) between the regions and the innovation and learning programme is as follows:

- 28.6% for the Enlargement region;
- 22% for the Neighbourhood south area;
- 17.5% for the Neighbourhood east area;
- 9.5% for Central Asia;
- 14% for thematic expertise development to respond to partner country needs; and
- 6% for methodological development to support evidence-based policy making and knowledge management
- 2.4% Dissemination of first outcomes of 2012 Torino Process through regional workshop in southern Mediterranean region.

Within a given region, the ETF allocates resources for regional activities and country specific activities. The ETF uses five main

criteria for assessing the relative priority a given country has within a region.

These criteria are:

1. priority of the country in EU external relations and its contractual relations with the partner country;
2. priority of human capital development in EU external relations with the partner country and region;
3. priority given to human capital development in country as indicated by documented national strategies and policies and resource commitments;
4. partner country stakeholder commitment to human capital development as indicated by their contribution and participation to national reform strategies; and,
5. involvement of other donors in human capital and co-operation to avoid overlaps.

The following sections provide an overview of the planned ETF interventions in each region in 2012. They are the basis for achieving the 154.5 corporate outputs for the year. The achievement of these outputs is monitored by the ETF's performance management system and measured against a set of corporate performance indicators<sup>44</sup>.

Specific information on the projects undertaken during the year can be found in annex 2.

Implementation plans detail these projects further. They are published on the ETF website at the beginning of each year.

#### 3.1 Methodological development in support of evidence-based policy making and knowledge management

The ETF's mid-term perspective 2010-13 identified strengthening the use of evidence by partner countries in policy making as a priority area. In 2010, the ETF started its initiative in evidence-based policy making known as the Torino Process. This was followed in 2011 by the launch of its initiative to build capacity in evidence-based policy making called Torinet. The evidence based approaches in the Torino Process and Torinet are complemented by the ETF's knowledge management strategy.

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<sup>44</sup> See section 5 and annex 8.

## The Torino Process

The Torino Process is a participatory review of progress in vocational education and training policy. It is carried out every two years by all ETF partner countries with the ETF's support - the first round was in 2010. The Torino Process:

- supports evidence-based policy making in partner countries, with a view to improving the contribution of VET to sustainable development, and in particular competitiveness and social cohesion;
- serves as a basis for the design of the ETF's support strategy to these countries;
- informs the ETF's recommendations for EU external assistance and is a resource available for the programming of aid by the donor community;
- builds capacity in partner countries for comprehensive VET system and policy analysis.

The results of the first round of the Torino Process were presented at a major international conference in 2011. In the final declaration, policy leaders from partner countries, the EU and the international community acknowledged the value of structured evidence in guiding policy decisions from formulation, adoption and implementation to monitoring and evaluation in line with international developments. They also welcomed the methodological approach inspired by the Bruges Review, which has encouraged national authorities to take a leading role in driving the assessment process and its follow up. The Declaration also identified a number of policy priorities for further reform in partner countries:

- ensuring the relevance of skills provision and increased employability;
- providing an integrated, lifelong learning approach to education and training;
- supporting the changing role of the teachers, trainers and managers of vocational training institutions;
- improving opportunities for access to education and training for all;
- investing in quality and improving the attractiveness of VET;
- reinforcing anticipatory, inclusive and good multi-level governance, also through

education and business cooperation and enhanced social dialogue;

- stimulating creativity and innovation also through entrepreneurial learning.

The Declaration also identified a number of short-term actions which have informed the 2012 ETF Work Programme. The progress in partner countries towards these short-term actions will be assessed through the 2012 Torino Process as well as the preparation for the second round of the process in 2012. These are to:

- articulate a strong vision;
- focus on solutions with sustainable results in mind;
- strengthen national partnerships and peer learning opportunities;
- strengthen governance and accountability.

The participatory approach has also reinforced the role of national networks of stakeholders representing economic and social interests in the policy cycle under the leadership of national institutions, including public employment services. The Torino Process has also provided a framework for peer-to-peer learning, policy dialogue and exchange with other partners facing similar policy challenges, including the EU institutions and Member States.

Drawing on the methodological basis set out in 2010, the second round will primarily focus on updating the diagnostic assessment made in 2010 and reviewing policy progress made since then. This will be achieved by supporting partner countries to update data and information, take stock of recent developments in the policy cycle and improve the quality of assessment made in the first round. The ETF will organise regional workshops with representatives from statistical services in addition to support at country level.

The 2012 round will lead to the updating of country reports by the end of the year. In the Southern Mediterranean, the ETF will organise a first sharing of results from the Torino Process in October 2012 together with policy leaders and key stakeholders from the region and in cooperation with relevant EU and international partners.

## Torinet

Torinet was launched in 2011 to build capacity in partner countries in the systematic

deployment of evidence-based approaches throughout the VET policy cycle. Torinet builds upon three streams of ETF work:

- the policy learning approach to supporting partner countries in their VET policies and strategies;
- the Torino Process approach as a participatory tool for VET system assessment and policy analysis; and,
- using past ETF experience to facilitate knowledge and evidence creation for policy development (ETF observatory brokering and reporting actions).

It also capitalises on EU and Member States' experiences in development and use of evidence-informed policy making methodologies (Copenhagen Process, OECD CERI, MEDSTAT II & III), network development and impact (Cedefop ReferNet) and knowledge sharing projects (EIPEE) and capacity development approaches (DEVCO).

In 2012-13, the ETF will continue to develop, systematise, and share approaches, including tools, evaluation criteria and indicators needed to build capacity in evidence-based policy making according to the priorities agreed with the 11 countries engaged in the first wave<sup>45</sup>.

These range across the policy cycle from mapping and clarifying the contribution of public and private institutions to the policy cycle, specific evidence implications for sub national policy making, quality, and matching VET policy provision with labour market demands. In particular, it will focus on helping countries map and define the contribution of public and private institutions and social partners in the policy making process.

Particular attention will be given to providing methodological input to the ERISSE regional knowledge cluster in evidence-based policy making in the Western Balkans led by Serbia. In 2012, the ETF will finalise quality indicators for capacity building and develop a handbook on capacity building for VET policy development and assessment and tools for project application. These will be tested in 2013.

The ETF will continue to share experience through the 'Evidence for Training' forum, a multi-media, multi-stakeholder platform and a repository of evidence creation, policy making

and capacity building tools for partner countries.

Furthermore, the exclusive capacity building programme for policy leaders launched at the Torino Process conference in May 2011 will be continued. This initiative will be organised in partnership with major centres of excellence to provide a tailored development programme on the leadership of evidence-based VET policy cycle in partner countries policy with two events in 2012.

The ETF will also continue to exchange experience, practice, tools, methodologies and material for peer learning in evidence-based policy making for VET.

## Knowledge management

In 2010, the ETF adopted a knowledge management strategy to optimise its capacity to effectively and efficiently retrieve and make available its core business knowledge. In 2011, the ETF launched the systematic mapping of its accumulated knowledge capital according to the priority themes and partner countries and enhanced its access to knowledge available from international organisations, research communities and international media.

This work will be taken forward in 2012 to ensure the systematic capture and retrieval of new knowledge developed by the ETF across all its priority themes and partner countries. In 2012, knowledge management approaches will also be deployed within the ETF's interventions in partner countries – in particular to support partner country capacity to retrieve, manage and share information and evidence needed for policy making. Actions will facilitate knowledge and idea sharing on evidence-based policy making tools and practices. This will require tools, in particular a content management system, to systematically share ideas and knowledge.

## 3.2 Enlargement

The ETF will continue to support the European Commission and the Western Balkans and Turkey in the Enlargement process focussing on the priorities identified in the Torino Process and HRD Reviews conducted in 2010 and 2011. The countries in the region are facing a number of challenges. These include the challenge of aligning VET provision with the needs of the labour market at national and local levels, by:

- improving cooperation with enterprises;

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<sup>45</sup> The first wave countries are Croatia; Kosovo; Serbia; Belarus; Republic of Moldova; Ukraine; Kazakhstan; Kyrgyzstan; Tajikistan and Tunisia. In addition, Egypt will be included if the national contexts allow.

- reinforcing the capacity of the VET system to promote inclusive societies;
- strengthening governance systems with broader stakeholder participation in VET system planning and implementation;
- Improving evidence-based approaches for informed policy making;
- enhancing permeability between VET and the general education system, and improving portability of skills and quality, including the alignment of education and training with employment systems and policies.

There is a general discrepancy between economic development, current employment levels and potential skills needs and shortages. For example, employment in the agricultural sectors in Albania, Bosnia and Herzegovina, Serbia and Turkey is disproportionate to the level of value added. There is likely to be a shift away from agriculture in the coming years towards services for which the VET system needs to plan, in particular through encouraging key competences.

Rates of participation in the labour market are markedly lower than in the EU. The unemployment situation is of particular concern across the Western Balkans, with youth unemployment rates close to 50% in Bosnia and Herzegovina and even higher in the former Yugoslav Republic of Macedonia and Kosovo. Long-term unemployment is also very high, particularly in Bosnia and Herzegovina, Kosovo, Montenegro and the former Yugoslav Republic of Macedonia, where around 80% or more of all unemployed people in 2009 had been unemployed for 12 months or longer. All the countries express high ambitions for the role of education and training in supporting growth and employment. However, reforms have not yet had a large scale impact on the quality of VET delivery. The main scope of reforms has been at secondary level, where VET still accounts for up to 60-75% of cohorts in former Yugoslav countries. Social inclusion and exclusion are major issues that have not yet received sufficient attention in these countries in the context of VET reforms. However, capacity is still insufficient in terms of providing adequate training opportunities that address the learning and employability needs of vulnerable groups. Social partners have been involved in VET developments, although not sufficiently, at

policy/system, regional, sectoral and school levels.

This will include policy advice, capacity building and dissemination and exchange of information and build on achievements and results of previous interventions. It will seek synergy among regional and national activities.

Through policy advice and capacity building support, the ETF will contribute to the challenging reform agenda in the region. The 2012 Torino Process will support the identification of relevant priorities for assistance and should be the basis for an updated participatory diagnosis of VET for the labour market in the countries in the region. The HRD follow-up assessments will inform the revision of the human resource development operational plan for each country for the period 2012-13. They will also inform programming 2014-20. This will be complemented by regular progress reports and any other strategic document requested by the European Commission.

The ETF will further develop its co-operation with regional initiatives such as the HRD Task Force, ERISSE, the Regional Cooperation Council (RCC) and SEECCL in particular on knowledge clusters, the Danube Strategy and in the framework of IPA-Multi-Beneficiary Programmes. This will help to enhance and maximise support in the field of human capital development in the region in the context of the Europe 2020 strategy.

In the Enlargement region, the ETF works at the regional and country level<sup>46</sup>. In 2012, the ETF will

**F1: Support the European Commission** in the Enlargement process at regional level by:

- providing expertise for the preparation of interventions in inclusive education and private sector development and for the lifelong learning policy dialogue platform;
- sharing know-how on VET and business co-operation at a DG Education and Culture conference

At country level by providing support:

- on IPA component IV – the HRD operational programme in Albania, Croatia, Montenegro, Serbia, the former Yugoslav Republic of Macedonia, and Turkey;
- on IPA component I in Albania, Bosnia and Herzegovina, and Kosovo;

<sup>46</sup> The ETF regularly participates in the task force for human capital development in the Regional Cooperation Council.



- for EU interventions on the modernisation of the VET system as part of the lifelong learning strategy in Turkey.

**F2: Build capacities** at regional level:

- in education for inclusive education policies for the labour market and private sector development;

At country level by:

- facilitating a country wide dialogue on VET in Albania to improve the quality of teaching and learning;
- promoting regular dialogue in Bosnia and Herzegovina and Croatia for mainstreaming entrepreneurial learning in teacher training and VET;
- supporting the Ministry of Civil Affairs and ministries of education in the implementation of the Baseline Qualifications Framework in Bosnia and Herzegovina for improved transparency of qualifications;
- facilitating a dialogue between education and the world of work in Bosnia and Herzegovina on continuing training in a lifelong learning context for improved VET quality;
- supporting Croatia, Kosovo and Serbia on evidence-based policy making for improved quality in VET;
- supporting the Ministry of Labour in matching supply and demand of skills in Croatia to foster employability;
- supporting NQFs for improved transparency of qualifications in Croatia, Kosovo, Serbia and Turkey;
- facilitating the development of VET policy reviews and indicators in Kosovo to inform the education strategy framework (2011-16);
- supporting the Ministry of Education and the VET Centre with rolling out the collaborative evaluation model in the former Yugoslav Republic of Macedonia for quality teaching and learning;
- contributing to the development of inclusive local labour markets in Montenegro through employment partnerships;

- supporting the Ministry of Education with the scaling up of a school-based teacher training model in Montenegro for improved quality of teacher training;

- supporting the VET and Adult Education Council and VET Centre in Serbia with the implementation of the VET strategy (2012-20);

**F3: Policy analysis** at regional level on:

- inclusive education for the labour market, highlighting its challenges and solutions, including the preparation of a regional report;

At country level on:

- the relevance of the VET system for the labour market in Albania, Bosnia and Herzegovina, Kosovo, Montenegro and Serbia through the Torino Process; Croatia, fYRoM and Turkey will not have a complete Torino Process, but an assessment of the short term deliverables and achievements not covered under the HRD reviews;
- a VET strategy and implementation plan in Albania, in the former Yugoslav Republic of Macedonia, preparing for a sector approach;
- a collaborative evaluation at local level identifying challenges and solutions in the former Yugoslav Republic of Macedonia through an analytical report.

**F4: Disseminate and exchange information** at regional level on:

- the Torino Process review findings and recommendations in Albania, Bosnia and Herzegovina, Kosovo, Montenegro, and Serbia; the HRD review and complementary Torino Process findings in Croatia, former Yugoslav Republic of Macedonia and Turkey;
- Inclusive education policies for the labour market, involving national stakeholders, Commission Services, EU Member States and the international community;
- Human resource issues in the region through dialogue and sharing with regional initiatives and bodies such as RCC, ERISSE, SEECCEL, HRD Task Force.

At country level on:

- the Torino Process findings and recommendations in Albania, Bosnia and Herzegovina, Kosovo, Montenegro, and Serbia;
- networking with the international donor community, EU countries and the European Commission in four Western Balkan countries with regard to the main priorities identified.

### 3.3 European Neighbourhood

The ETF's 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.

#### European Neighbourhood South

The events of early 2011 in a number of partner countries in the southern Mediterranean demonstrate the importance of a more concerted effort by key stakeholders in addressing the key challenge of job creation. In response to recent events, countries have put or are putting in place key governance transformations to increase inclusiveness and accountability and strengthen public institutions. Multi-level governance, with a focus on regional development is increasing in priority as part of the challenge to develop cohesive and equal societies and to promote economic development.

With a third of the region's population under 15 years of age, up to 60 million young people will join the workforce by the middle of the next decade. However, the labour force participation rate in the region is the lowest in the world: almost two-thirds of the working age population is unemployed, underemployed or inactive. Only one in four women is in the labour market. Between 30 and 50% of active people are employed in the labour market. Employability, and in particular youth employability is an agreed area of concern and of high priority for all countries in the region. Youth unemployment rates in the 15-24 cohort range from 17.6% in Morocco to 43.4% in Algeria. Migration is a complex phenomenon with some countries affected by the loss of

qualified workers (especially higher education graduates emigrating to the Gulf region and developed countries), while other countries welcome unskilled immigrants.

Against these striking challenges, vocational education and training can play an important role in providing practical skills for millions of jobseekers as well as in supporting the active participation of individuals in society. In particular the Torino Process highlighted the following areas:

- Improving governance of the VET system is crucial, whether through more involved and more operational social partnership around VET policies or through increased school autonomy;
- Supporting social partners through capacity building in order to create better links and participation in policy making;
- Improving the architecture of education and training systems including costing and financing mechanisms to improve efficiency and transparency in VET systems;
- Developing qualifications systems through broad consultation to ensure social acceptance, especially with regard to improving pathways and the overall articulation between technical education and VET and between VET and higher education.

In this context and in line with the "Partnership for Democracy and Shared Prosperity" and the EU orientations outlined in the May communication "A new response to a changing Neighbourhood", the ETF aims to support efforts for employment creation (with a focus on skills development to support SMEs), employability at large (with a focus on youth unemployment, including the phenomenon of educated unemployment), equity, (in a broad sense including gender, social and regional cohesion), and multilevel governance of VET systems, including financing. Capacities for comprehensive institution building will also be enhanced.

In the context of political instability in the region, it is likely that priorities and activities will need to be adapted during the year. In particular, in the case of Tunisia and Egypt priorities will be (re) defined once elected governments are settled and the national policy agenda is defined. In the case of Tunisia, the priorities identified and reflected in the current work programme, are those agreed

with the transition government in 2011 with focus on employability and multilevel governance and territorial cohesion.

In Egypt, priorities for ETF support (beyond direct support to the EU Delegation) will have to be defined with the new elected government also in view of the final scope of EU interventions in VET and pre-university education. Likely priorities for support in Egypt are governance (multi-stakeholder coordination and inclusiveness and improved accountability), employability (with focus on transition from school to work and career guidance), as well as support to entrepreneurship and skills for SME growth. Activities with Egypt should be considered as tentative while negotiations with the elected government are awaited.

ETF support to Syria will be defined following EU orientations and priorities once EU bilateral cooperation resumes.

The ETF will initiate support to Libya in 2012. Initial support will be through the involvement of key Libyan counterparts in regional and corporate initiatives as well as the identification and formulation of a TVET programme in Libya for DG Devco.

In 2012, the ETF will:

**F1: Support the European Commission at regional level by providing:**

- expertise for DG Enterprise on entrepreneurial learning and enterprise skills as inputs to the Euro-Mediterranean<sup>47</sup> Industrial Cooperation Working Group and its work programme as approved in the 2011 Malta ministerial conference. In 2012 efforts will concentrate on the preparation and carrying out of the second Charter assessment;
- expertise for DG Employment including support for the UfM labour ministerial conference, the EuroMed social dialogue forum and an update of the 2011 employability fiches;
- input to the dialogue, also with the European External Action Service (EEAS) and DG HOME, on the skills dimension of migration flows and preparatory work for the proposed mobility partnerships in the region, namely in Morocco, Tunisia and Egypt;

- input to monitoring the European Neighbourhood Policy (ENP) action plans to support the EEAS.

At country level, the ETF will:

in the occupied Palestinian territory:

- carry out an assessment of employability in Area C of the West Bank
- formulate a programme in support of T-VET in Gaza Strip and possibly also in Area C of the West Bank

in Egypt:

- formulate the EU pre-university intervention;
- follow up on the education sector analysis carried out in 2010 and 2011 (national education strategic plan);
- formulate the EU TVET intervention.

in Lebanon:

- carry out the final phase of the formulation of the career guidance and vocational training component of the EU project to support an improvement of the employability prospects of young Palestinian refugees.

in Libya:

- formulate the EU intervention in TVET.

**F2: Build capacities at regional level on:**

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

At country level, the ETF will support:

- territorial cohesion via the development of an integrated approach to training and employment in the region of Medenine in Tunisia;
- public employment services and participatory and evidence-based approaches in Tunisia;
- national qualifications frameworks and education pathways in Morocco and Lebanon;
- career guidance in Jordan (with a focus on gender);

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<sup>47</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)

- entrepreneurial learning in Lebanon;
- training of trainers in the occupied Palestinian territory with focus on entrepreneurial skills,
- qualifications and quality in Israel;
- policy making and evaluation in Morocco, complementary to the Torino Process;
- support to VET and employment at regional level in Morocco.

**F3: Policy analysis** at country level through:

- VET governance and costing in Morocco (to be confirmed by the national authorities) and the occupied Palestinian territory;
- Torino Process assessments of VET systems and policies in all countries including progress towards the Short-Term Actions agreed in the 2011 Torino Process Declaration
- finalisation of the survey and report on the skills dimension of migration flows in Morocco
- participatory and evidence-based policy analysis in Algeria

**F4: Disseminate and exchange information** at regional level on:

- national qualifications development in a regional context;
- social partnership in human capital development;
- trends in entrepreneurial learning and skills for SME growth, also in the context of the Mediterranean Business Development Initiative project and other initiatives organised by the Union for the Mediterranean Secretariat as well as other international organisations;
- Youth and female employability, in the context of initiatives organised as EU or international level and by the Union for the Mediterranean Secretariat

## European Neighbourhood East

The region consists of five small countries (between 5 and 9 million inhabitants) and two large countries (Ukraine and Russia with 46 and 142 million inhabitants respectively). The proportion of the population made up of people

of working age is higher than the EU average of 67% in all countries, however, the region has negative demographic growth, meaning that it is becoming one of the oldest regions of the world. While there has been substantial economic growth in the region, the drivers of growth vary. Overall, VET systems are facing difficulties to adapt to economic development and employment opportunities. The limited availability of jobs and poor wages have been key factors for labour migration, which has now become a feature of the region.

Russia absorbs the largest number of migrants, followed by Europe. Ukraine has the highest number of emigrants abroad.

The Eastern Partnership (EaP) is included in 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. EaP 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 for the joint management of migration flows and to create a proper framework for the legal movement of people and combat illegal migration.

The ETF will seek continuity in its actions in Eastern Europe in 2012 focusing on the priorities that were identified in the Torino Process in 2010 and supported in 2011.

These are principally:

- improving the relevance of VET provision to meet the demands of the labour market including
- cooperation with enterprises
- reinforcing governance and financing for VET systems
- developing approaches to quality and quality assurance
- supporting countries to enhance lifelong learning provision especially in continuing vocational training.

The ETF will continue to assist the European Commission in implementing the Eastern Partnership Platform work programmes II and IV and in developing the Mobility Partnerships.

The ETF supports the SME Policy Assessment and the employment chapter of the work programme of Platform II. The ETF will promote the sharing of knowledge and experience on strategies for validating skills of returning migrants from the Republic of Moldova, Armenia, Georgia and other countries with which the EU signs mobility partnerships.

Through policy advice and capacity building support, the ETF contributes to evidence-based policy making and implementation. The Torino Process in 2012 aims to increase the evidence-base and the quality of the analysis of VET in order to contribute to quality enhancement of policy development and implementation.

In 2012 the ETF will:

**F1: Provide support to the Commission at regional level on:**

- mobility partnerships in the Republic of Moldova, Armenia and Georgia;
- policies for training for SMEs and entrepreneurial learning for DG Enterprise;
- HCD issues carried out under the Work Programme of the Platform II of the Eastern Partnership for DG Employment.

**F2: Build capacities at regional level on:**

- continuing training policies;
- validation of prior learning of returning migrants;
- qualification transparency and pathways;

At country level on:

- introducing a training fund in Armenia to support vocational education;
- national qualifications frameworks for Ukraine and Azerbaijan;
- linking occupational standards and curricula reforms in the context of national qualifications frameworks in Georgia;
- the development of occupational standards and qualifications in the context of a national qualifications framework in the Republic of Moldova and the validation of non-formal learning;
- the development of social partnership and dialogue in Ukraine;
- the development of lifelong learning centres in schools in Ukraine and Republic of Moldova;

- the use and creation of key indicators in Ukraine and Belarus;
- career guidance in Russia.

**F3: Policy analysis at country level on:**

- Torino Process assessments of VET systems and policies in all countries, including progress towards the Short Term Actions defined in the 2011 Torino Process Declaration

**F4: Disseminate and exchange information at regional level on:**

- Sustainable development and vocational education;
- European developments in vocational education and training in a lifelong learning context;
- Validation of prior learning of returning migrants.

## 3.4 Central Asia

The Central Asian countries are dealing with serious demographic pressures. Population figures for 2008 ranged from 5.3 million in Kyrgyzstan to 27.3 million in Uzbekistan. All five countries have very young populations and this places particular pressure on the education sector and the labour market, and in some countries emigration is a key issue impacting on the demand for skills.

The region has not been dramatically hit by the economic and financial crisis that started in 2008. The positive economic growth in the region has not been accompanied by corresponding increases in job creation and labour force absorption. Although trends are positive, there are still issues outstanding, especially regarding the informal economy. Given that poor job-creation capacities mean that young people cannot be absorbed by the labour markets, there is a clear need to alleviate demographic pressure, and this typically happens through migration. Remittances are the most important source of revenue for all the Central Asia countries except Kazakhstan. All countries have started to reform their VET systems. Some well-directed, substantiated measures for increasing VET quality are slowly emerging, including the development of sector-based vocational standards and national qualifications frameworks, and improvements in VET curricula, the competences of VET professionals and needs assessment. However, a lack of resources and outdated

technologies, materials and methodologies make it difficult to meet the objectives set by governments. Increased decentralisation of VET in line with shared responsibilities is one policy response in these countries.

All the countries, to differing degrees, face multiple challenges in three main areas:

- VET governance;
- the attractiveness and quality of VET;
- social partnership.

The ETF will seek continuity in its actions in Central Asia in 2012 focusing on the priorities identified in the Torino Process in 2010 and supported in 2011.

It will support the European Commission in implementing the Central Asia Education Initiative and seek synergies in promoting regional cooperation, national and regional policy dialogue and a shared approach to policy learning.

Through policy advice and capacity building support, the ETF contributes to evidence-based policy making and implementation. The Torino Process will aim at increasing the evidence-base and the quality of the analysis of VET in order to contribute to the quality enhancement of policy development and implementation. In particular Turkmenistan's participation in the Torino Process in 2012 will be sought.

The ETF will:

**F1 Provide support to the Commission** at regional level by:

- providing advice on the implementation of the Central Asian Education Initiative

**F2: Build capacities** at regional level in:

- quality assurance in vocational education in a lifelong learning framework, including the ability to collect and gather data on the use of schools as lifelong learning centres.

At country level in:

- business and education cooperation in the context of work-based learning in Kazakhstan;
- pre and in-service teaching training policies in Kazakhstan;
- collecting data for evidence on school to work transitions in Kazakhstan, Kyrgyzstan, and Tajikistan;

- linking vocational education and the labour market in Kyrgyzstan and Turkmenistan; and
- developing a national qualifications framework in Uzbekistan.

**F3: Policy analysis** at country level on:

- Torino Process assessments of VET systems and policies in all countries including progress towards the Short-Term Actions agreed in the 2011 Torino Process Declaration;
- transition from school to work in Kazakhstan and Tajikistan.

**F4: Disseminate and exchange information** at regional level through:

- a conference on school development.

## 3.5 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 are currently under consideration for 2012.

## 3.6 Thematic expertise development

Innovation and learning combined with knowledge management are important 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, manage and disseminate knowledge through its innovation and learning programme. Knowledge-sharing and policy dialogue opportunities are provided through corporate conferences.

### 3.6.1. Innovation and learning

Through the innovation and learning programme (ILP), the ETF pursues the continuous updating and development of its expertise for delivering quality services to the partner countries and the European Commission in the three core thematic areas. The aim of the ILP is to (i) support ETF operations through the development of methodological instruments and approaches to

address specific policy issues, (ii) explore emerging areas of work within the ETF's mandate in the frame of EU internal and external policy developments, and (iii) contribute to the international dialogue on skills development in developing and transition countries disseminating knowledge from previous experience.

The methodological instruments and approaches developed by the innovation and learning programme are inspired by EU policies, instruments and practices and are adapted to partner country realities and framework conditions.

The ILP is built upon the (i) the communities of practice that keep abreast of EU, partner country and international developments, maintain and consolidate ETF knowledge, provide content support to ETF regional and country projects and explore new areas of work in their thematic field; and (ii) the innovation and learning projects that develop new methodological instruments for country work.

In 2012, the ETF will organise its expertise development around six communities of practice (CoPs) covering relevant expertise areas for the partner countries under the three ETF core themes:

#### **A. Vocational education and training system development and provision**

- *Qualifications and quality:* the CoP will focus on providing expertise to the partner countries in either developing or implementing qualification frameworks through capacity building and policy advice activities. It will also support the exchange of experience through the Qualifications Platform and the follow-up to the activities of the ETF's 2011 national qualifications framework conference. In 2012, the CoP will also focus in particular on quality assurance in VET and will support the activities of the regional projects on school development in Central Asia and qualifications frameworks in the southern Mediterranean.
- *Regional development and governance:* the CoP will focus on multilevel and inclusive governance of VET systems in the ETF partner countries with special attention to the role of the social partners, civil society organisations and regional/local authorities. It will put particular emphasis on governance approaches that support human resources

in a regional development perspective. It will take stock and assess governance approaches in ETF partner countries and the extent to which they ensure inclusive and efficient participation of key actors for education and training. The financing of VET will be one of the VET system functions that the ETF will focus its support on. It will also provide expertise input for the organisation of the corporate conference on the same topic (see below) and support the implementation of ETF capacity building, policy advice and policy analysis activities in Tunisia, Ukraine and the southern Mediterranean region.

- *Sustainable development:* following its exploratory work on how sustainable development could be addressed in the education and training policies of the partner countries in 2011, the CoP will focus its work on (i) the development of indicators for VET and sustainable development, and (ii) the early identification of skill needs for green jobs. It will provide ad hoc expertise inputs on issues of sustainable development in three areas namely the development of competences, school development and entrepreneurial learning. It will also follow and support partner country initiatives in the field of skills for sustainable development to draw upon experience and lessons learnt for broader dissemination. It will also provide expertise input at an international conference on the same topic.

#### **B. Labour market needs and employability**

- *Employment and employability:* the CoP will focus on active labour market measures and the role of the public employment services in the activation of unemployed people. It will also deal with skills development process among older workers and will contribute to events in the framework of the European Year for Active Ageing. It will provide support to all regions in the analyses of labour market trends and employment policies.
- *Social inclusion:* the CoP will focus on employability and policies for the integration of young people in the labour market and it will provide expertise for ETF work in the Enlargement region under the regional project on inclusive education.

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

- *Entrepreneurship learning and enterprise skills:* the CoP will focus its work on entrepreneurial learning, women's entrepreneurship and skills for SMEs development. It will identify and disseminate examples of good practice in the partner countries in these areas. It will provide conceptual work and knowledge-sharing for the organisation of the corporate conference on skills for SME development (see 3.5.3 below). It will also support ETF work in entrepreneurial learning in Armenia, Bosnia and Herzegovina, Croatia, Egypt (tbc) and Lebanon, as well as in the field of skills for SME development in the Neighbourhood south and east regions.

In 2012, the innovation and learning programme will continue to implement thematic projects that started in 2011:

- *Matching and anticipation of skills* focusing on methodological instruments and approaches that address quantitative, qualitative and institutional aspects for anticipating future skills needs and improving skills matching in the short and medium term in the context of the ETF partner countries. The project will also support ETF work in Croatia, Tunisia and Ukraine and in Central Asia.
- *Learning in different contexts* with a particular emphasis on work-based learning and practical training in schools as well as the development of vocational teachers and trainers. The project will also support ETF work in Albania, Kazakhstan and Montenegro.

- *Migration and skills:* The ETF will continue to focus on the skills dimension of migration, the validation of the skills of returnees and other support measures that facilitate legal circular migration. It will broadly disseminate the results of its 2011-12 migration surveys in Armenia, Georgia and the Republic of Moldova and support activities in the countries that have mobility partnerships.

### **3.6.2 Thematic conferences**

In 2012, the ETF will hold two corporate conferences. The innovation and learning programme will provide the conceptual input for their design. These conferences will focus on multi-level governance and skills for small and medium-sized enterprises.

### **3.6.3 The Editorial Board**

The ETF's Editorial Board draws on expertise from both inside the ETF and from the international vocational education and training community. It ensures quality of ETF publications and is responsible for the ETF Yearbook. In 2012 the ETF Yearbook will focus on VET system assessment.



## 4. CORPORATE COMMUNICATION

The ETF's work on communication will aim to showcase the EU approach that encompasses social and economic development and the role of human capital development in the external relations context.

Through its support to vocational education and labour market systems reform in partner countries, the ETF helps people to get better education, better jobs and better living conditions.

Communication will be strengthened to present and visualise the impact of reform on countries and individuals.

Success stories about the ETF's interventions will be presented through publications, online, interactive and multi-media 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 forecasting their different communication needs and ensuring that it reaches 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 2011, online communication will be an increasingly important component of the ETF's work and will support the further development of direct interaction and dialogue with stakeholders, policymakers and citizens through social media and audiovisual tools.

The ETF's communication priorities in terms of content in 2012 will reflect the ETF's operational work programme activities. The European Year for Active Ageing and Solidarity between Generations also provides a focus for communication activities, in particular on lifelong learning and social inclusion.

To be successful, the ETF's information and communication activities must be distinct, visible, proactive, regular and transparent. The ETF must stand out as an EU body open to politicians, authorities, organisations and the public, and the information gathered must be made freely available.

### General objectives

ETF corporate communication will contribute to the ETF corporate objectives (Section 1.2) by:

- providing 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's mandate (objective 1.1);
- raising awareness on human capital development through the reform of education, training and labour markets by communicating in an open, transparent, and understandable way (objective 1.1);
- branding the ETF as the EU agency involved in EU external relations policy and as a centre of expertise by providing authoritative information and contributing actively to the international debate on human capital in transition and developing countries (objective 2.3);
- promoting openness and engagement with a wider audience on vocational education, training and employment through the enhanced use of social media (objective 2.3); and
- ensuring efficient internal communication and tools for knowledge sharing and promoting quality, service and effectiveness at work.

### Specific objectives

- *Website and social media:* The website provides 24-hour direct access to the ETF's knowledge for all target groups. Following the significant technical improvements implemented in 2011, the ETF will continue to develop interactive tools to support two-way communication and dialogue as underlined in the principles of its communication policy. The ETF will interact with broader audiences opening up spaces for interested parties to express opinions through social media (e.g. blogs, Twitter, LinkedIn, Facebook, YouTube etc.), polls and project related discussion fora. Building on the ETF's successful experience with social media in the context of corporate events, in 2012, selected projects will include social media components. Audiovisual information,

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

- *Publications and periodicals:* The ETF produces and disseminates 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 stakeholders particularly at European level and in the partner countries, including corporate publications, a magazine, and policy briefing notes. The results of major ETF projects and activities and the revamped 'yearbook' will provide the topics of corporate flagship productions.
- *Events and visits:* Dialogue-generating events and face-to-face communication are important ways of sharing knowledge with our stakeholders. 2012 activities will include the organisation of events to promote the ETF's expertise. Where applicable, events will be organised in cooperation with the EU Presidencies of Denmark and Cyprus. Interaction with EU citizens will be generated through participation in international and local events, on special occasions such as the European Year and Europe Day.
- *Media and audiovisual communication:* The ETF's 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 the ETF's partner countries.
- *Internal communication:* A regular exchange of information, knowledge and experience ensures that ETF staff have the necessary background to carry out their work. Internal communication activities in 2012 will include updating the ETF's intranet site to ensure that all staff have access to the knowledge, guidelines and work processes they need; the effective communication of decisions and notifications; knowledge sharing so that staff can benefit from one another's results and experience; and the strengthening of dialogue between staff and management.

## 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.

### 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>48</sup>. In addition, the European External Action Service and other European Commission DGs participate as observers. Three representatives of the partner countries may also attend the meetings of the Board. The Board will meet twice in 2012.

### 5.2. 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 levels, the ETF aims to ensure that its work programme is fully relevant to its institutional environment. Stakeholder engagement informs not only its planning but also its monitoring and evaluation actions which are used to provide updates and feedback to relevant European and international institutions.

The ETF cooperates closely with EU institutions and bodies, in accordance with its mandate.

The ongoing close collaboration with Cedefop includes the annual joint work programme for 2012 (see annex 10). In addition, thematic co-operation with Eurofound, will be furthered based on an annual joint work programme, as will cooperation with the European Environment Agency and the European Institute for Gender Equality. Relations and

cooperation will be maintained with the relevant other EU bodies or agencies (EPSO, OSHA, PMO, EAS, EAEAC, IOB, EFSA and JRC Ispra). In doing so, the ETF aims to gain efficiency through joint actions, especially in the areas of training, recruitment and procurement as well as sharing experience and good practice.

Cooperation with stakeholders from the EU Member States will continue. The aims are to disseminate information, encourage networking and the exchange of experience and good practice between the EU Member States and partner countries, as well as strengthen the synergies of approaches developed in the partner countries. The ETF will also cooperate closely with the EU Presidencies of Denmark and Cyprus.

In addition to cooperation with EU institutions and partners, the ETF will continue to contribute to international bodies and networks engaged in promoting human resources development in the partner countries.

The ETF will continue its involvement in the Steering Groups developed under the EU strategy for the Danube region (priority action 9 - to invest in people and skills and priority action 8 - support the competitiveness of enterprises).

The ETF will cooperate with UNESCO in the finalisation of the World Report on Skills and will ensure that achievements and lessons learned in skills development in partner countries are provided to the Third World Congress on Skills to be held in China in May 2012. Building on the momentum created by the G20 focus on human resources, the ETF will continue to support, together with the European Commission, the OECD, the ILO, the World Bank and the Asian Development Bank, the knowledge-sharing activities of the Inter-Agency Group on TVET Skills led by UNESCO.

In 2012, working relationships will continue with international organisations such as the World Bank, the OECD, the ILO, UNDP, the Asian Development Bank, the African Development Bank and the Regional Cooperation Council for South Eastern Europe, as well as civil society organisations working in the field of human capital development. The ETF will also cooperate with the European Investment Bank and the European Bank for Reconstruction and Development, with a special focus on Tunisia and Egypt and thematic areas such as skills development and SMEs.

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<sup>48</sup> Article 7 of Regulation (EC) № 1339/2008.

### 5.3. Performance and quality-based management

Performance-based management supports the ETF by clearly demonstrating its added-value at a time of financial crisis and pressure on public funds.

Information on performance (performance corporate indicators, corporate outputs, project outputs - see annexes 8 and 9) is used to monitor the progress of projects and services as well as to make decisions about strategic objectives and resource allocations.

The ETF will monitor and report on organisational and project results through instruments and tools, in particular the dashboard application introduced in 2011.

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

Performance-based management implies a feedback cycle between planning, implementing, measuring and understanding results, drawing conclusions, taking corrective action, and adjusting plans and priorities accordingly in order to improve performance and ensure that taxpayers' money is spent wisely (annex 8).

Result-oriented reporting also enhances accountability and makes the institution more efficiency-oriented.

The ETF reviewed its performance management framework in 2011 to confirm its alignment with its mid-term perspective. In 2012, the reviewed framework will be fully implemented. The 2011 review also identified the roadmap for the development of an overall quality assurance system for the ETF's processes. This will also be implemented in 2012. In the framework of the EU agencies work on performance-based management, the ETF will contribute with its own experience and will use this platform as an opportunity for benchmarking and identifying best practice in other agencies.

### 5.4. Resources

The main strategic objective for 2012 in the area of resources management will be the consolidation of the efficiency improvement actions undertaken in 2010/11 in response to the functional analyses of the ETF's administration and operations departments.

This drive to achieve leaner and more efficient administrative processes across the organisation will be structured and reinforced by a corporate-wide efficiency improvement strategy with indicators and objectives and supported by the corporate-level process development function established in 2010.

Action will focus on:

- optimising the decentralised model of financial and procurement management and refocusing the role of the central financial and procurement service on quality assurance and ex-post controls;
- building on the new integrated human resources information system introduced in 2011 to improve efficiency of administrative processes;
- shifting resources within the human resources unit from administrative tasks to staff welfare and development and internal communication activities.

In the ICT field, the objective will be to increase the flexibility and remote access capacity of the ICT system by completing the IT virtualisation project and migrating ETF telephony to VOIP. This will enable access to the ETF's information systems with full functionality from any location and any networked device from 2012 facilitating remote working.

The budget allocation and staff distribution based on activities is provided in annex 4.

In terms of human resources, for 2012 the ETF will maintain its 2011 staffing levels. The ETF aims to deploy 135 temporary, contract and local agents and seconded national experts with an estimated full-time equivalent of 129.5.

Human resources are expected to be distributed as follows:

Contract types	Target occupancy	Planned FTE
Temporary agents	96	92
Contract agents	36	34.5
Detached national experts	1	1
Local agents	2	2
<b>Total</b>	<b>135</b>	<b>129.5</b>

The posts are expected to be distributed as follows:

Function (posts) <sup>49</sup>	Planned
Experts	47
Administrative support <sup>50</sup>	35
Professionals	37
Coordinators	3
Managers	13
<b>Total</b>	<b>135</b>

ETF staff are based in Turin with one liaison officer in Brussels. Allowing for part-time working, parental leave, other unpaid leave and staff turnover, this translates into a forecast staff availability of 129.5 full-time equivalents.

The overall distribution of grades in the 2012 proposed establishment plan will naturally evolve over time to take account of occupations, reclassifications and planned departures and replacements.

In terms of human resource policies, the ETF will update its performance management and promotions system building on its own experience in 2011 and that of the European Commission and other agencies.

Following an environmental review completed in 2010, the ETF will consolidate its environmental management system. This will aim to reduce the ETF's direct environmental impact and follows the spirit of European and global regulations and standards governing environmental management.

## 5.5. Planning

The rationale of the ETF's 2012 work programme in terms of planning is to:

- plan and manage activities through an activity-based budgeting approach, to achieve objectives and use resources efficiently;
- set the baseline to monitor progress during the year with quantitative indicators;

<sup>49</sup> As defined in ETF Director's Decision 015/2007 the ETF Job Description framework gives full explanation on the job families (core, service, management) and attached functions. "Experts" are only in the core job family, to reinforce the importance of ETF core business.

<sup>50</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.

- 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.

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 work programme is available in annex 11.

Planning starts from corporate performance indicators, which define the relevance and measurability of objectives and provide data on how the organisation performs at an aggregate level in relation to its core business and as an EU agency. At the project level, implementation plans detail activities, project outputs, results, indicators, resources and the timeframe. In 2011, the European Commission undertook an external evaluation of the ETF covering the period 2006-10. The conclusions of this evaluation, where relevant, will be used to inform the implementation of the 2012 work programme.

## 5.6. Monitoring and evaluation

Monitoring and evaluation form the basis for informed decision-making in planning and in the ETF's project and programme cycle. The ETF's 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 corporate performance indicators based on corporate outputs (see annex 9). These bring together the mid-term perspective objectives, the annual work programme, functions, and project outputs. The 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.

The ETF work programme is monitored through the dashboard system. This was introduced in 2011 to cover operational activities. The dashboard enables real-time progress monitoring of projects towards their objectives. By early 2012, the dashboard will cover all ETF departments and units, including administration, planning, monitoring and reporting and corporate communication.

Monitoring is complemented by an annual evaluation programme. In 2012, the ETF will conduct a mid-term evaluation of its 2010-13 strategy. This will be used to provide a basis for informing the preparation of the next mid-term perspective 2014-17 and the 2013 work programme. Upon the conclusion of the ETF external evaluation commissioned by the European Commission in 2011, the ETF will prepare an action plan to implement its main recommendations.

## 5.7. Risk management and audit

In line with the performance management framework and the risk management policy 2011-13, risk management and audit are corporate management processes put in place to support the achievement of the ETF's objectives and thus improve its performance.

Risk management and audit are an integral part of good management. They generate important information for the planning of activities and objectives, and help management to focus on areas representing the highest risks

In 2012, the existing risk management structures will be strengthened to improve planning and decision making processes. Risk management and audit activities are organised to take into consideration the mission, objectives and priorities while bearing in mind resources and capacity.

The overall objectives in 2012 are to:

- improve the management of projects and activities as well as internal systems and processes through the results of self-assessment exercises and audit assignments;

- reinforce the monitoring of activities;
- ensure the systematic verification of overall compliance with the regulatory framework through structured co-ordination between external audit, internal audit and internal control initiatives and assessments.
- ensure the monitoring of adequate, proportionate and timely follow-up measures of audit recommendations and self-assessment exercises (external and internal).

To meet the above objectives, risk management activities will cover:

- at operational level, the management of potential risks identified during the programming and monitoring phases through the dashboard system and during the regular review of internal procedures; and
- at corporate level, the management of potential risks identified as a result of the annual agency-wide risk assessments 2010 and 2012 (see annex 8<sup>51</sup>).
- the annual programme of ex-post audits, including completion of action plans from previous audits<sup>52</sup>;
- the annual review of the internal control system, including a management level self assessment exercise and follow-up; and
- the management, monitoring and reporting on the ETF improvement plan.

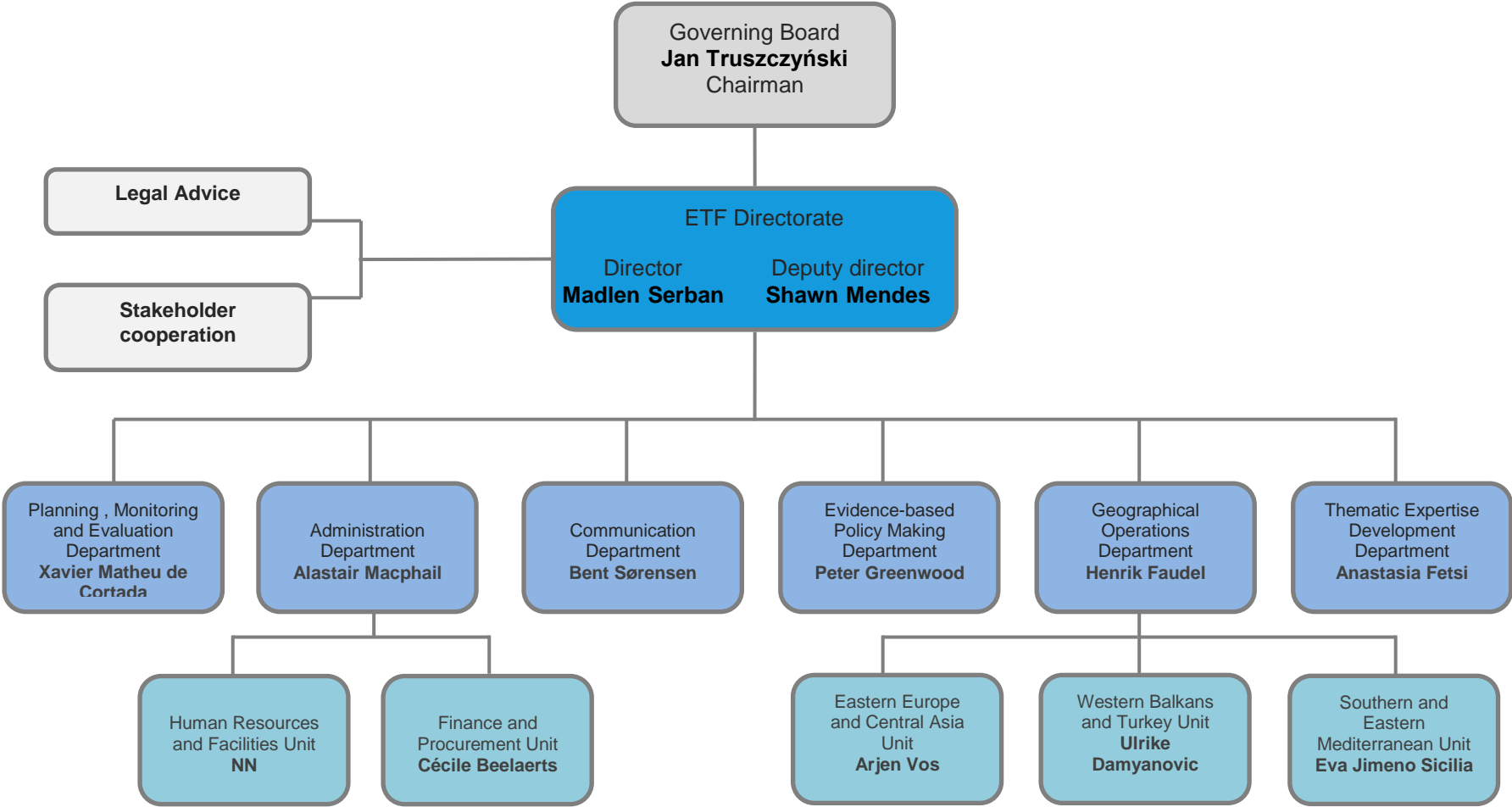
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<sup>51</sup> The risk register is updated in June each year.

<sup>52</sup> In 2012 the recommendations on the costing of outputs and a reviewed methodology for activity-based budgeting will be implemented.

# ANNEXES

## Annex 1. Management and organisation







## Annex 2: ETF Projects

**Table 1: Projects in evidence-based policy making and knowledge management**

Number	Project	Objective	Countries	Funds 2012	Breakdown by theme	Breakdown by function	Expected Duration
EBP-12-16	Torino Process	To reinforce capacity for country-led participatory and evidence-based policy analysis processes in partner countries	All	120,000 <sup>53</sup>	A. 120,000	F3: 120,000	2010-13
EBP-12-34	Torinet	To build capacity and networking among stakeholders engaged in evidence-based policy making in partner countries	11	80,680 <sup>54</sup>	A. 26,893 B. 26,893 C. 26,894,	F2: 40,340 F4: 40,340	2011-13
EBP-12-31	Knowledge management	To strengthen knowledge management and its contribution to the ETF's work.		45,000 <sup>55</sup>	A. 15,000, B. 15,000 C. 15,000	F4: 45,000	2011-13
<b>Total evidence-based policy making and knowledge management</b>				<b>245,680</b>	A. 161,893 B. 41,893 C. 41,894	F2: 110,340 F3: 50,000 F4: 85,340	

<sup>53</sup> It is assumed that all direct country related costs in terms of events/logistics and expertise for drafting, editing/translation etc. will be covered by the country budgets

<sup>54</sup> It is assumed that all direct country related costs in terms of events/logistics and expertise for drafting, editing/translation etc. will be covered by the country budgets

<sup>55</sup> It is assumed that costs for subscriptions and licenses for IT etc. will come from title II

**Table 2: Projects in the Enlargement region**

Number	Project	Objective	Countries	Project Funds 2012	Breakdown by theme	Breakdown by function	Expected Duration
IPA-12-01	Country projects	To support the delivery of EU 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 To develop co-operation and exchange with relevant regional initiatives.	All	610,000	A. 385,000 B. 120,000 C. 105,000	F1. 36,000 F2. 317,000 F3. 83,000 F4. 174,000	2012
IPA-12-02	Social inclusion	To provide policy advice and capacity building measures on the role can VET play in combating dropouts and increasing the employability of young people and how VET can ensure the inclusion of groups at risk while combating its image as a learning path for low achievers.	All	170,000	A. 170,000	F2. 100,000 F3: 45,000 F4. 25,000	2012-13
IPA-12-03	Support measures for EU multi-beneficiary initiatives	To provide expertise input to the preparation / bridging of the interventions in social inclusion and private sector development.	All	55,000	A. 27,500 B. 27,500	F2. 27,500 F4. 27,500	2012-13
<b>Total Enlargement</b>				<b>835,000</b>	A. 582,500 B. 147,500 C. 105,000	F1. 36,000 F2. 444,500 F3. 128,000 F4. 226,500	

**Table 3: Projects in the Neighbourhood South**

Number	Project	Objective	Countries	Project Funds 2012	Breakdown by theme	Breakdown by function	Expected Duration
ENP-S-12-04	Country projects	To support the delivery of EU 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 countries	364,160	A. 160,160 B. 131,000 C. 73,000	F1. 66,000 F2. 232,160 F3. 36,000 F4. 30,000	2012
ENP-S-12-05	Regional dimension of qualifications	To build capacity and provide policy support to the countries of the southern Neighbourhood on transnational issues of vocational qualifications through regional co-operation and mutual learning with EU Member States.	Jordan, Egypt, Morocco, Tunisia	120,000	A. 120,000	F2. 110,000 F4. 10,000	2010-13
ENP-S-12-07	Social partnership	To raise awareness and build capacity at the national and regional level on the role of social partner organisations in vocational education and training.	All countries	120,000	C. 120,000	F2. 73,000 F4. 47,000	2011-13
ENP-S-12-15	Entrepreneurial learning and skills for SMEs: support to EuroMed Charter	To support the EU in its regional policy dialogue with the countries in the region on issues linked to entrepreneurial skills and SME development	All countries	20,000	C. 20,000	F1. 9,000 F2. 11,000	2012-13
ENP-S-12-06	Support to Union for the Mediterranean policy dialogue on employment and employability	To support the EU in its regional policy dialogue with the countries in the region on issues linked to employment (including social dialogue) and employability	All countries	20,000	B. 20,000	F3. 20,000	2012
<b>Neighbourhood South Total</b>				<b>644,160</b>	A. 280,160 B. 151,000 C. 213,000	F1. 75,000 F2. 426,160 F3. 56,000 F4. 87,000	

**Table 4: Projects in the Neighbourhood East**

Number	Project	Objective	Countries	Project Funds 2012	Breakdown by theme	Breakdown by function	Expected Duration
ENP-E-12-08	Country projects	To support the delivery of EU assistance to partner countries in the field of human capital development To provide relevant advice and develop national capacities for the design and implementation of reform in accordance with findings from the Torino Process	All countries	292,040	A. 200,000 B. 50,000 C. 42,040	F1: 30,000 F2: 180,000 F3: 30,000 F4: 52,040	2012
ENP-E-12-09	Lifelong learning	To build capacity and identify policy priorities on continuing vocational training through mutual learning amongst the countries in eastern Europe and between the region and the EU	All countries	160,000	A. 160,000	F2: 120,000 F4: 40,000	2011-2013
ENP-E-12-32	Mobility partnerships	To provide support for the development of mobility partnerships through systems for the recognition of skills.	Armenia, Georgia and Republic of Moldova	25,000	B. 25,000	F4: 25,000	2011-2013
ENP-E-12-10	VET and sustainable development	Building on a preparatory study carried out in 2011 on the relevance of VET for sustainable development a dissemination conference is planned in cooperation with the Council for CIS Ministers of Education and UNESCO. The conference aims at proposing policy recommendations for reinforcing sustainable development in VET curricula and delivery.	All	30,000	B. 30,000	F4: 30,000	2012
<b>Neighbourhood East Total</b>				<b>507,040</b>	A. 360,000 B. 105,000 C. 42,040	F1: 30,000 F2: 300,000 F3: 30,000 F4: 147,040	

**Table 5: Projects for Central Asia**

Number	Project	Objective	Countries	Project Funds 2012	Breakdown by theme	Breakdown by function	Expected duration
DCI-12-11	Country projects	To support the delivery of EU assistance to partner countries in the field of human capital development To provide relevant advice and develop national capacities for the design and implementation of reform in accordance with findings resulting from the Torino Process To support regional cooperation on human capital development reform topics	All Central Asian countries	150,000	A. 80,000 B. 50,000 C. 20,000	F1: 25,000 F2: 75,000 F3: 20,000 F4: 30,000	2012
DCI-12-12	School development project	To increase the quality of vocational education and training at the regional and national level by developing schools as centres for lifelong learning with a strengthened role in local society.	All Central Asian countries	127,800	A. 127,800	F2: 85,000 F4: 42,800	2012-13
<b>Central Asia Total</b>				<b>277,800</b>	A. 207,800 B. 50,000 C. 20,000	F1: 25,000 F2: 160,000 F3: 20,000 F4: 72,800	

**Table 6: Thematic expertise development**

Number	Project	Objective	Countries	Funds 2012	Breakdown by theme	Breakdown by function	Expected Duration
TED-12-18	Communities of practice: Qualifications and quality; VET and sustainable development; Regional development and governance; VET and social inclusion; regional development; Entrepreneurship learning and enterprise skills	To develop, maintain and consolidate ETF knowledge for permanent improvement of quality of ETF services to the partner countries and the EC; To disseminate knowledge on partner country developments and experiences and examples of good practice	All	169,000	A. 80,000 B. 40,000 C. 49,000	F3. 100,000 F4. 69,000	2011-13
TED-12-17	Innovation and learning project: Matching and Anticipation of skills	To develop, identify and disseminate methodological instruments and approaches on qualitative aspects of skills matching and anticipation.	Selected countries	100,920	B. 100,920	F3. 100,920	2011-13
TED-12-30	Innovation and learning project: Learning in different contexts and VET	To assess the advantages of vocational learning and teaching arrangements in the different vocational education contexts of schools and enterprises.	Selected countries	100,000	A. 100,000	F3. 100,000	2011-13
TED-12-33	Innovation and learning project: Migration and skills	To enhance the information base on the link between migration and skills To strengthen the sharing of knowledge and experience on recognition of prior learning of returning migrants and other support measures that promote legal circular migration	Armenia, Georgia and Morocco	40,000	B. 40,000	F3. 40,000	2011-12
TED-12-14	Thematic conferences	Corporate conferences on multi level governance and skills for small and medium sized enterprises <sup>56</sup>	All	See Corporate Communications budget below		F4	2012
<b>Total: Thematic expertise development</b>				<b>409,920</b>	A. 180,000 B. 180,920 C. 49,000	F3. 300,920 F4. 109,000	

<sup>56</sup> Title 3 funds for thematic conferences are included in corporate communication.

**Table 7: Corporate Communication**

Number	Project	Objectives	Budget
COMM-12-25	Internal communication, including development of Intranet	To promote regular exchange of information, knowledge and experience to ensure that ETF staff have the necessary background support to carry out their work	60,000
COMM-12-14	Corporate events on multilevel governance and small and medium sized enterprises	Raising awareness and supporting knowledge-sharing with a wider audience on human capital developments in general, and on multilevel governance and small and medium sized enterprises in particular	300,000
COMM-12-26	Media and promotion	To multiply the effect of ETF information and communication by providing Europe's citizens and decision makers with the independent and reliable information on human capital developments in the field of ETF's mandate	40,000
COMM-12-27	Corporate publications	To produce and disseminate high-quality information on key thematic issues and ETF expertise to a wide audience of stakeholders particularly at European level and in the partner countries through the ETF magazine and other corporate publications including the ETF yearbook, promotional corporate leaflets and documents	175,000
COMM-12-28	Website and social media	To provide 24-hour direct access to the ETF's knowledge for all target groups, and to develop online communities for dialogue and knowledge-sharing between ETF, its stakeholders and a wider audience of experts, practitioners and people interested in ETF topics.	30,000
COMM-12-29	Translations	To ensure multilingual information and communication of ETF plans, activities and achievements	245,000
<b>Total</b>			<b>850,000</b>

**Table 8: Resources, governance and management**

Project	Objective	Budget
Planning and Reporting	To prepare and report on ETF's annual work programme in line with its Council regulation	50,000
Evaluation	To maintain and implement an annual programme of project evaluations in line with the ETF Mid Term Perspective	159,000
Process development	To update and maintain IT and organisational process to support the implementation of the ETF's operations	115,000
Quality and risk management	To contribute to the achievement of ETF objectives supporting compliance with its regulatory framework	50,000
Stakeholder relations management	To strengthen ETF capacity to exchange information and good practices with Member State donors and international organisations for the benefit of the partner countries	50,000
Legal service	To provide the ETF with legal advice	35,000
<b>Total</b>		<b>459,000</b> <b>(T3= 309,000 and T2= 150,000)</b>



**Table 9: Budget distribution by project type**

Region	Country	Country projects budget	Country projects % of total operational funds (Title 3)	Regional projects	Regional projects budget	Regional projects as % of total operational funds (Title 3)	Total budget
Enlargement	Country projects	610,000	21	Social inclusion Support measures for EU multi-beneficiary initiatives	225,000	8	835,000
Neighbourhood South	Country projects	364,160	12	Regional dimension of qualifications Social partnership Entrepreneurial learning and skills for SMEs: support to EuroMed charter Support to the Union for the Mediterranean policy dialogue on employment and employability	280,000	10	644,160
Neighbourhood East	Country projects	292,040	10	Lifelong learning Mobility partnerships VET and sustainable development	215,000	7	507,040
Central Asia	Country projects	150,000	5	School development project	127,800	4	277,800
<b>Total</b>		<b>1,416,200</b>	<b>48</b>		<b>897,800</b>	<b>31</b>	<b>2,264,000</b>
				Projects in thematic expertise development and evidence based policy	Project budget	Projects as % of Total Operation Funds (Title 3)	
Thematic Expertise Development to respond to partner countries needs				Matching and anticipation of skills Learning in different contexts and VET Migration and skills Communities of practice	409,920	14	409,920
Methodological development in support of evidence based policy making and knowledge management				Torino Process Torinet Knowledge management	245,680	8	245,680
<b>Total</b>							<b>2,919,600</b>



## Annex 3: Activity based budgeting – budget allocation to activities according to core theme and region

**Table 1: ABB for Titles 1-3 by region and theme**

Budget resources (€)	Enlargement	Neighbourhood South	Neighbourhood East	Central Asia	Thematic Expertise Development	Evidence Based Policy Making	Total
Theme A: Vocational education and training system development and provision	3,608,015	2,645,878	2,164,809	1,202,672	1,683,741	721,603	12,026,718
Theme B: Labour market needs and employability	1,503,340	1,102,449	902,004	501,113	701,559	300,668	5,011,133
Theme C: Enterprises and human capital development: education and business partnerships	902,004	661,469	541,202	300,668	420,935	180,401	3,006,680
<b>Total</b>	<b>6,013,359</b>	<b>4,409,797</b>	<b>3,608,015</b>	<b>2,004,453</b>	<b>2,806,234</b>	<b>1,202,672</b>	<b>20,044,530</b>

**Table 2: ABB FTE allocation by theme and work programme activity**

	Staff (posts)										Total FTE
	Enlargement	Neighbourhood South	Neighbourhood East	Central Asia	TED	EBPM	COMM	PME-DIR	AD	Total posts	
<b>Theme A:</b> Vocational education and training system development and provision	13.7	10	8.2	4.6	6.4	2.7	12.0	19.0	28.0	81.0	77.7
<b>Theme B:</b> Labour market needs and employability	5.7	4.2	3.4	1.9	2.7	1.1				33.8	32.4
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	3.4	2.5	2.1	1.1	1.6	0.7				20.3	19.4
<b>Total</b>	<b>22.8</b>	<b>16.7</b>	<b>13.7</b>	<b>7.6</b>	<b>10.7</b>	<b>4.5</b>	<b>12.0</b>	<b>19.0</b>	<b>28.0</b>	<b>135</b>	<b>129.5</b>



## Annex 4: Activity based budgeting

**Table 1: Organisation area and budget titles<sup>57</sup>**

Activity	Title			
	1	2	3	Total
Operations	7,666,347	-	3,666,676	11,333,023
<i>Enlargement</i>	2,299,904	-	1,040,511	3,340,415
<i>Neighbourhood-South</i>	1,684,579	-	802,702	2,487,281
<i>Neighbourhood-East</i>	1,381,960	-	631,833	2,013,793
<i>Development and Co-operation</i>	766,635	-	346,173	1,112,808
<i>TED</i>	1,079,341	-	539,310	1,618,651
<i>EBPM</i>	453,928	-	306,147	760,075
Corporate communication	1,210,500	130,000	905,000	2,245,500
Management, governance and resources	4,741,000	1,366,000	359,000	6,466,000
<i>Administrative</i>	2,824,400	1,246,000	-	4,070,400
<i>Planning, Monitoring, and Evaluation</i>	1,916,600	120,000	359,000	2,395,600
<b>Total</b>	<b>13,617,854</b>	<b>1,496,000</b>	<b>4,930,676</b>	<b>20,044,530</b>

<sup>57</sup> Budget line titles to be updated to reflect divisions between methodological development in support of evidence based policy making, knowledge management and thematic expertise development in support of partner countries

**Table 2: Budget allocation by core themes, titles and staff distribution**

	Posts	Full Time Equivalents	Title 1	Title 2	Title 3	Total
<b>Theme A:</b> Vocational education and training system development and provision	81.0	77.7	8,170,712	897,600	2,958,406	12,026,718
<b>Theme B:</b> Labour market needs and employability	33.8	32.4	3,404,464	374,000	1,232,669	5,011,133
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	20.3	19.4	2,042,678	224,400	739,601	3,006,680
<b>Total</b>	<b>135</b>	<b>129.5</b>	<b>13,617,854</b>	<b>1,496,000</b>	<b>4,930,676</b>	<b>20,044,530</b>

**Table 3: Provisional distribution of resources by function**

	Budget	Staff (posts)				Posts	FTE	Distribution
	(million €)	OPS	COMM	PME-DIR	AD	Total	Total	%
Function 1 – Input to Commission sector programming and project cycle <sup>58</sup>	7.016	27	12.0	19.0	28.0	48	46.1	35.55%
Function 2 – Support to partner country capacity building	5.011	18.6				33	31.6	24.45%
Function 3 - Policy analysis	5.011	19.0				34	32.6	25.20%
Function 4 - Dissemination and Networking	3.007	11.4				20	19.2	14.80%
<b>Total</b>	<b>20.045</b>	<b>76.0</b>	<b>12.0</b>	<b>19.0</b>	<b>28.0</b>	<b>135</b>	<b>129.5</b>	

<sup>58</sup> Support to the European Commission includes *inter alia*, contributions to progress reporting, formulation and identification of European Commission interventions.

**Table 4: Provisional distribution of resources by region**

	Budget	Staff					Distribution <sup>59</sup>	
	(million €)	OPS	COMM	PME-DIR	AD	Total Posts	Total FTE	%
Enlargement	6.013	22.8	12.0	19.0	28.0	40.5	38.9	30%
Neighbourhood - South	4.410	16.7				29.7	28.7	22%
Neighbourhood - East	3.608	13.7				24.3	23.4	18%
Central Asia	2.004	7.6				13.5	13.1	10%
Thematic Expertise Development to respond to partner countries needs	2.806	10.6				18.9	18.6	14%
Methodological development in support of evidence based policy making and knowledge management	1.203	4.6				8.1	6.8	6%
<b>Total</b>	<b>20.045</b>	<b>76.0</b>	<b>12.0</b>	<b>19.0</b>	<b>28.0</b>	<b>135</b>	<b>129.5</b>	

<sup>59</sup> Figures have been rounded

**Table 5: Provisional distribution of resources by theme**

	Budget	Staff						Distribution
	(million €)	OPS	COMM	PME- DIR	AD	Total posts	Total FTE	%
<b>Theme A:</b> Vocational education and training system development and provision	12.02	45.6	12.0	19.0	28.0	81.0	77.7	60%
<b>Theme B:</b> Labour market needs and employability	5.011	19.0				33.8	32.4	25%
<b>Theme C:</b> Enterprises and human capital development: education and business partnerships	3.007	11.4				20.3	19.4	15%
<b>Total</b>	<b>20.045</b>	<b>76.0</b>	<b>12.0</b>	<b>19.0</b>	<b>28.0</b>	<b>135</b>	<b>129.5</b>	



# Annex 5: Regional projects

## 1 Enlargement region

### **Inclusive education**

The two-year project is a follow up to the social inclusion project (2009-11) and will look into the role of VET in promoting equity and social cohesion. Key questions to be addressed include: What role can VET play to combat dropout and increase employability of young people and how VET could ensure the inclusion of groups at risk without having the image as a learning path for low achievers? The ETF will provide policy advice and capacity building measures.

### **Support measures for EU multi-beneficiary initiatives**

The ETF will continue to provide expertise input to the preparation / bridging of the two interventions in social inclusion and private sector development. The ETF will facilitate the dialogue with the countries and seek commitment and ownership as well as synergy between regional and national initiatives.

The ETF will provide expertise input into the lifelong learning policy dialogue platform.

## 2 Neighbourhood South

### **Regional dimension of qualifications**

This four year project continues in its third year. The project looks into the transnational dimension of qualifications. Focused in two sectors (tourism and construction) and with seven participating countries (Jordan, Egypt, Morocco, Tunisia, Italy, France and Spain), the project aims to develop a methodology (inspired in the EQF) to allow transparency, comparison and convergence of qualifications. From a transparency phase (mapping of qualifications in selected occupations at country level based on a common tool), countries have moved to a comparison phase (using EQF methodology and descriptors). The support is to move in 2012 to policy advice level to discuss with countries what convergence in qualifications would be relevant for given sectors. The support also includes peer learning from the EU and partner countries in the region on issues relevant to qualifications systems, such as governance

(legislative and institutional frameworks) and quality assurance.

### **Social partnership**

This three year project continues into its second year. The project focuses on awareness raising at regional level and capacity building at national level on the role of social partner organisations in vocational education and training. The specific country support will be flexible and linked to the particular country context. In 2011 national social partners identified jointly priority topics linked to skills development in their country which will be the focus of work in 2012. In countries with developed social partner institutions, the ETF will provide capacity building and facilitate dialogue between social partners to reach a common understanding and position on problems and possible solutions. In other countries actions will be focused on awareness raising and exposure to good practice.

At regional level countries have expressed an interest in focusing on one common topic (either continuing training or matching or both), possibly with a sectoral focus (tourism).

### **Entrepreneurial learning and skills for SMEs: support to EuroMed Charter**

The ETF will support the EU in its regional policy dialogue with the countries in the region on issues linked to entrepreneurial learning and skills for SME development (in the framework of the industrial cooperation agenda)

The ETF will continue to support DG Enterprise and Industry in the monitoring of the implementation of the EuroMed Charter for Enterprise. This project will also aim to share among countries innovative approaches on skills development for SME growth.

### **Support to Union for the Mediterranean policy dialogue on Employment and employability**

The ETF will continue to support the EU in its policy dialogue with the countries in the region on issues linked to employment and employability. In particular ETF will provide support to DG Employment for the follow up of the framework of actions agreed in Marrakesh by Ministers of employment. An updated set of employability country fiches will be provided to DG Employment. Ad hoc inputs will be

undertaken in preparation of the Third EuroMed Ministerial conference of employment as well as for the Second EuroMed Social Dialogue Forum.

### **3 Neighbourhood East**

#### **Lifelong learning in Eastern Europe**

In 2011, the ETF launched the 3-year regional lifelong learning project promoting mutual learning on Continuing Vocational Training. Continuing vocational training should provide and update the skills needed for productive employment, for horizontal and vertical mobility, or for re-entering the labour market, but the countries of Eastern Europe do not have structured policies to support or motivate training of workers and unemployed in or for companies.

The project aims to build capacity to identify policy issues and formulate policy options on continuing vocational training in six Eastern Partnership countries and Russia.

#### **Mobility partnerships in Armenia, Georgia and the Republic Moldova**

Building on its experience in the Republic of Moldova, the ETF has expanded its support to the Mobility Partnerships with Armenia and Georgia in 2011. The Mobility Partnership aims at facilitating smooth reintegration into the labour market of citizens returning home from the EU and helping them to make the best possible use of the skills acquired through the experience of migration for the benefit of their own and respective country's development.

A system for assessment and validation of skills is recognised as a priority for the following reasons: (i) the need to open up qualifications systems and framework to learning taking place outside formal education and training institutions (ii) the recognition of its importance to realise lifelong learning and life-

wide learning and (iii) the economic, social, demographic and technological factors.

The project aims at facilitating the development of Validation of Non and Informal Learning (VNIL) policy papers in Armenia and Georgia.

#### **VET and sustainable development**

Following a pilot project (in 2011), ETF indicators for supporting and assessing ways in which issues of sustainable development can be included in education and training policies will be available for all partner countries (of the region).

In 2012, a regional conference will be held in the Eastern Neighbourhood 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.

### **4 Central Asia**

#### **School development project**

Between 2009 and 2011 the first phase of the school development project was implemented. The project aims to contribute to increased quality of VET by developing schools as centres for life-long learning with a strengthened role in local society. In 2012, the results to date will be disseminated at a regional conference and two new training modules will be developed and piloted in the countries. Capacity building will continue in Belarus, Kazakhstan and Ukraine and may be extended to other countries

# Annex 6: Thematic expertise development: innovation and learning projects and communities of practice

## 1 Innovation and Learning Projects

### Matching and anticipation of skills

A three-year project in this policy area was launched in 2011. The objectives of the project are to develop a better understanding of effective skill matching mechanisms in the context of developing and transition countries; to develop approaches and methodological instruments for anticipating skills demand and supply and to disseminate EU and PC countries experiences.

During the first year of the project emphasis was given in taking stock of partner countries practices and challenges in skills anticipation and skills matching as well as in addressing methodologies for measuring quantitative mismatch. The results of this work will be disseminated in 2012 through publications and the ETF Web site. In year 2 the emphasis will be on the identification and assessment of methodological instruments and approaches to address qualitative aspects of skills matching and anticipation. Particular emphasis will be given to (i) the applicability of sectoral approaches in anticipating skill demand and (ii) methodologies for identifying the skill demand for SMEs. The project will continue to implement its activities in cooperation with the network of national and EU experts created in 2011. The project will also support ETF work in Croatia, Tunisia and Ukraine and in Central Asia

### Learning in different contexts and VET

A three-year project in this policy area was launched in 2011. The objectives of the project are to analyse and assess the potentials as well as barriers for practical learning and to raise awareness in partner countries of its importance. It is also to develop and disseminate to the partner countries analytical and methodological tools for enabling and harnessing the potential of different learning settings.

Year 1 of the project focused on learning in work-based environments. In Year 2 it will shift its focus to the topic of practical learning in VET institutions and in widening the 'didactical room' in classrooms and school workshops/laboratories. It will determine what

learning arrangements and advantages of work-based learning could be replicated in school-based workshops. This responds to a renewed interest in learning through practice evidenced by latest EU VET policies and huge needs of partner countries for more and better practical learning in VET due to their mainly school-based VET systems. In specific the project will: (i) map and analyse practical learning in VET schools in ETF partner countries and develop recommendations how to improve practical learning, (ii) investigate models of competence measurement of VET students in practical/work-based learning and upon demand of partner countries design a pilot activity for 2013; and (iii) continue to work on VET teachers and trainers through the continuation and extension to more ETF countries of the network of policy-makers and social partners for competence development of VET teachers and trainers established in 2011.

### Migration and skills

A two-year project in this policy area was launched in 2011 with the objective to expand the knowledge base on the link between migration and skills. In Year 1 surveys were launched in three countries (Armenia, Georgia and Morocco) for the collection of information on the skills of potential migrants and returnees. In year 2 the project will focus on (i) the analysis of the information collected at country level and the preparation of country studies; and (ii) provide expertise to follow up activities linking migration to skill development processes and to qualifications at country level based on the results of the surveys. The results of the surveys and follow up country activities will be disseminated through a cross country study and presentations in international events. The project will take stock of partner countries' practices and support measures that facilitate legal circular migration (also including transparency of qualifications, the validation of the skills of returnees, counselling and guidance to potential migrants and returnees, etc) through the organisation of seminar with partner countries and EU member states. Finally, the project will support ETF activities in the countries with mobility partnerships.

## 2 Communities of Practice

### Qualifications and quality

This CoP will continue the dissemination of knowledge and developments and country experience on qualifications frameworks through the maintenance and upgrading of the Qualifications Platform and an update of the inventory on developments in Qualification Frameworks in the ETF partner countries. It will also follow up on actions from the national qualifications framework conference particularly by undertaking a specific study on topics such as:

- vocational qualifications across the partner countries; or
- regulations and legislative aspects of qualifications systems/frameworks.

Furthermore, the CoP will continue to participate in EU working groups and clusters relevant to the topic and support DG EAC as requested.

It will strengthen the aspect of "Quality" and "Quality Assurance" in the ETF's work. It will consolidate experience of different projects in countries and regions from previous years through the preparation of a study on lessons learnt. It will provide guidelines for future work on this topic and prepare a discussion paper on "How quality and quality assurance can support the reform in the partner countries?" The CoP will continue to participate in the European Quality Assurance Reference Framework to promote and monitor continuous improvement of national systems of vocational education and training (EQAVET).

### Sustainable development

In 2011 the COP undertook exploratory work on the role of education and training in sustainable development. It identified five areas of importance for assisting partner countries meet the demands of sustainable development in response to the challenges of climate change and use the opportunities of the transformation to low carbon economy. These are:

- The development of competences for sustainable development
- The early identification and forecasting of skills for green jobs
- The role of vocational schools as agents for local sustainable development

- The integration of sustainable development into entrepreneurial learning and business education, and

The development of indicators to document the extent to which sustainable development issues are included in VET policy and practice in partner countries. In 2012 the COP will:

- Finalise a set of indicators (including their specification and the process for their calculation) so as to raise awareness in the partner countries on sustainable development and facilitate policy debate
- Develop a methodology for the early identification of skills in green jobs

The COP will also (i) provide help desk to ETF activities in three other areas; (ii) follow and support partner country initiatives in the field of skills for sustainable development to draw upon countries experiences and lessons learnt for broader dissemination; and (iii) provide expertise input at the EECA conference on the same topic.

### Regional development and governance

This CoP will focus on multilevel and inclusive governance of VET systems with special attention to the role of the social partners, civil society organisations and regional/local authorities. It will put particular emphasis on governance approaches that support human resources in a regional development perspective. It will take stock and assess governance approaches in ETF partner countries and the extent to which they ensure inclusive and efficient participation of key actors for education and training. The financing of VET will be one of the VET system functions that the ETF will focus its support on. It will also provide expertise input for the organisation of the corporate conference on the same topic (see below) and support the implementation of ETF capacity building, policy advice and policy analysis activities in Tunisia, Ukraine and the southern Mediterranean region.

### Entrepreneurship learning and enterprise skills

This CoP will focus its work on entrepreneurial learning, women's entrepreneurship and skills for SMEs development. It will develop a methodology for the identification of examples of good practice and disseminate a first set of examples of good practice in the partner countries in these areas. It will provide expertise input in the organisation of the corporate conference on skills for SMEs development (see 3.5.3 below). It will also

support ETF work in entrepreneurial learning in Armenia, Bosnia Herzegovina, Croatia, Egypt (tbc), and Lebanon as well as ETF work in the field of skills for SMEs development in the European Neighbourhood South and European Neighbourhood East regions.

**Employment and employability:**

The CoP will focus on active labour market measures and the role of the public employment services in the activation of unemployed people. It will also deal with skills development of older workers and will contribute to events in the framework of the European Year for Active Ageing. It will provide support to all regions in the analyses of labour market trends and employment policies.

**Social inclusion**

This CoP will focus on employability and policies for the integration of young people in the labour market. It will advise the ETF on partner country actions inspired by the European Commission's Youth on the Move initiative and it will provide expertise for ETF work in the Enlargement region under the regional project on inclusive education.



# Annex 7: Country actions

## 1 Enlargement

### **Albania**

The ETF will involve Albania in the Torino Process and link it to the support provided to the European Commission for the HRD Operational Programme. The Ministry of Education will develop a VET strategy and development plan in close co-operation with the world of work and with the support of ETF. Both activities will inform a sector approach under preparation in Albania.

### **Bosnia and Herzegovina**

The ETF will carry out a second policy analysis under the Torino Process for an updated and participatory diagnosis of the state of VET reform, with stakeholders from education and business. Regarding entrepreneurial learning support to the Strategic Working Group will continue. ETF support to IPA I will be further defined with the EU Delegation. The strategic dialogue with the Ministry of Civil Affairs on the implementation of the Baseline Qualification Framework will continue.

### **Croatia**

The ETF will continue its support to the Ministry of Science, Education and Sport on evidence based policy making, involving key stakeholders from education and world of work. Emphasis will be on matching supply and demand of skills. Support to the Implementation of the NQF will continue and so will the work on entrepreneurship competence development. ETF support to the EU Delegation will be further defined in light of accession.

### **Kosovo**

The ETF will carry out a second policy analysis under the Torino Process linking it closely to its continued support to the Government and the EC in the framework of the sector wide approach for education and training. Support for the National Qualification Authority to facilitate implementation of NQF will continue. Kosovo will continue to further develop its capacities for evidence-based policy making to inform VET reforms.

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

The ETF will continue to facilitate the development of a VET strategy and implementation plan. Work on the collaborative

evaluation of VET programmes shall be rolled out at local level. The ETF will continue the support to the European Commission on IPA component IV linking it to the Torino Process.

### **Montenegro**

The ETF will involve Montenegro in the Torino Process linking it to the support to the European Commission on IPA component IV. Support to the Ministry of Education on improved in-service teacher training will be provided building on results and achievements from 2011. At local level work will continue on further developing employment partnerships to build a more inclusive labour market.

### **Serbia**

The ETF will involve the Ministry of Education and the VET Council Serbia in the Torino Process linking it to the support to the Government on the elaboration of the overall education development strategy with particular reference to evidence based policy making. Policy advice and capacity building for NQF development will continue. Support to the European Commission with the Operational Programme for IPA component IV will go ahead.

### **Turkey**

The ETF will provide input to the European Commission and the Government in support of the implementation of the EU programmes in a lifelong learning context, with a particular reference to NQF. The ETF will continue the support to the European Commission on IPA component IV linking it to the Torino Process.

## 2 Neighbourhood South

### **Algeria**

The ETF will aim at carrying out the Torino Process 2012 for an updated and participatory diagnosis of the state of VET reform in the country, including the role of social partners. Algeria will continue to participate to the LEARN project (see section above on ILPs)

### **Egypt**

ETF support to Egypt will be defined with the new elected government and in complementarity with the two new EU interventions to support education and training in the country. In the current context of high unemployment and the priority given by

Egyptian government to job creation and improvement of employability in particular of youth, it is expected that priority could be given to skills development for SMEs, with a possible focus on a specific sector (to be confirmed) and in complementarity with the ETF Innovation and Learning project on Matching. Furthermore entrepreneurial learning and career guidance could also be areas for support.

#### **Israel**

The ETF will also provide capacity building for participatory evidence based self assessment of VET policies (Torino Process 2012). The ETF will aim to continue its support in exchanging good practices in the field of qualifications and quality.

#### **Jordan**

The ETF will continue its support to career guidance with focus on gender by supporting the roll out of the action plan. The Torino Process 2012 should support the participatory review of the state of implementation of the ETVET reform

#### **Lebanon**

The ETF will complete the projects co-funded by the Italian cooperation on NQF and entrepreneurial learning. It will continue and complete its support to the EU Delegation in the design of the career guidance and VET component to improve employability of Palestinian refugees. In addition, ETF will aim to support the national discussion on a strategy for career guidance in VET (started with ETF in 2010 and interrupted in 2011) with the aim to get to a validation of the national approach to career guidance

#### **Libya**

The ETF will initiate support to Libya in 2012. To start with, this will focus on identifying and formulating a TVET programme for the country to be adopted in the framework of the Annual Action Plan 2012. In parallel, Libya will be involved in ETF corporate conferences on multi-level governance and skills for small and medium-sized enterprises. At the regional level, Libya will be invited to participate in a conference on the outcomes of the Torino Process that will take place in Amman and thematic events on regional qualifications frameworks and social partnership.

#### **Morocco**

The ETF support to governance (costing) may resume if it remains a priority in the new strategy and if the national authorities confirm their commitment and support to the initiative. The ETF will also support national debate on

the development of a VET strategy in parallel with the update of the *Torino Process*.

Regarding qualifications and labour mobility, the support to NQF will continue. The skills and migration survey will be finalized in 2012 to bring new evidence on the importance of the recognition of non formal learning particularly in the context of circular legal migration.

#### **Occupied Palestinian territory**

The ETF will continue its support to the governance of the system, via its project on costing and the updated Torino Process 2012.

Support to quality, with focus on teachers, will continue via the LEARN ILP and, the completion of the 2011 project on innovative approaches to training of trainers with focus on entrepreneurial skills.

At the request of the EU Representation Office, the ETF will carry out an assessment of employability in Area C of the West Bank. Based on that assessment the ETF will carry out two formulation missions for the programme to support T-VET in the Gaza Strip and possibly also in Area C of the West Bank.

#### **Syria**

The ETF will define its work programme in line with EU position and priorities once EU will resume its bilateral cooperation with the country

#### **Tunisia**

The ETF will continue its support for introducing participatory monitoring of the Tunisian roadmap for improved employability.

In parallel the ETF will facilitate multi-stakeholder and multilevel participative analysis for the development of scenarios for a medium term strategy, including the roll out of the Torino Process 2012.

The ETF will continue linking education, training and employment - starting with a diagnosis of the situation at regional level (based on the Torino Process analytical framework). Emphasis will be on building capacities (TORINET) in effective approaches to monitoring and forecasting skills needs and skills supply with focus on SMEs. This is likely to focus on a key economic sector, possibly tourism, but will depend on the region chosen.

### **3 Neighbourhood East**

#### **Armenia**

Preparation of the Torino Process report 2012. Continuation of strengthening the spread and depth of Education & Business **and in particular on strategies for entrepreneurial**



**learning**, which the ETF has supported since 2009.

In 2011 the ETF organised two workshops to prepare for the introduction of Training Fund. In 2012 a follow-up intervention is foreseen and, if relevant, stakeholders will proceed with the establishment of the Fund.

#### **Azerbaijan**

Preparation of the Torino Process report 2012. Since 2011 the ETF has provided support to the development of an NQF and has promoted a multi-stakeholder approach. In 2012 support to NQF implementation is foreseen. Continued support will be given to promoting in-service teacher training policies.

#### **Belarus**

Preparation of the Torino Process report 2012. After having raised awareness about EU evidence-based policy approaches, in 2012 more in-depth focus will be provided to evidence collection and use of a few selected key indicators. Support to awareness-raising of the process of developing a Belorussian NQF will be given.

#### **Georgia**

Preparation of the Torino Process report 2012. Continued support will be given to better linking curriculum reforms to occupational standards and NQF policies.

#### **Republic of Moldova**

Preparation of the Torino Process report 2012. The ETF work since 2009 on occupational standards and validation of non-formal and informal learning will be extended to transforming standards into qualifications in the framework of a Moldovan NQF. A workshop on optimisation of VET schools to regional labour market requirements and the development of VET schools into lifelong learning centres is planned. After having raised awareness about EU evidence-based policy approaches, in 2012 more in-depth focus will be provided to evidence collection and use of a few selected key indicators.

#### **Russia**

Preparation of the Torino Process report 2012. After focussing on Quality in 2011 as the first priority coming out of the Torino Process in Russia, and a policy workshop on promoting Career guidance will be initiated in 2012.

#### **Ukraine**

Preparation of the Torino Process report 2012. NQF is the top priority of the UKR government. The ETF will continue to provide support to the

design of NQF and in 2012 also support NQF implementation. In 2011 The ETF initiated a project on social partnership using a sector study on skills needs in ICT as main focus. In 2012 practice oriented social dialogue capacity building will be continued. A workshop on the development of VET schools into lifelong learning centres is planned. After having raised awareness about EU evidence-based policy approaches, in 2012 more in-depth focus will be provided to evidence collection and use of a few selected key indicators.

## **4 Central Asia**

#### **Kazakhstan**

Preparation of the Torino Process report 2012. As a follow-up to 2011 a second workshop on Education & Business cooperation is foreseen in 2012 focussing on work-based learning.

Support is planned for developing a pre- and in-service teacher and trainers training policy.

A follow-up is given to the evidence-based policy project of 2011 aiming at collecting evidence on transition from school to work.

#### **Kyrgyzstan**

Preparation of the Torino Process report 2012. 2012 will show a continued focus on promoting links between VET and the labour market. In particular, attention is given to VET (including continuing vocational training) for vulnerable groups. Follow-up is given to the evidence-based policy project of 2011 aiming at integrating evidence on transition from school to work into policies.

#### **Tajikistan**

Preparation of the Torino Process report 2012. A follow-up is given to the evidence-based policy project of 2011 aiming at collecting and using evidence on transition from school to work through a survey and study.

#### **Turkmenistan**

Preparation of the Torino Process report 2012. A follow-up workshop on increasing the relevance of VET for the Labour Market is planned. Synergies will be sought with the two EU projects.

#### **Uzbekistan**

Preparation of the Torino Process report 2012. In 2010-11 the ETF supported the awareness and design of an Uzbek NQF. In 2012 depending on the progress the ETF will facilitate the discussions about NQF implementation.



# Annex 8: Corporate performance indicators and risk assessment

## 1. Corporate performance indicators 2012

<p>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.</p>		
<p><b>Mid Term Perspective 2010-13 OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. 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 training);</li> <li>2. support relations, where relevant, between EU internal and external relations policies;</li> </ol>		
<p><b>2012 OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1.1 reinforce the holistic, evidence-based analysis of VET reform in partner countries through the Torino Process;</li> <li>1.2 strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making</li> <li>2.1 improve labour market analysis and forecasting in the partner countries and support them in reviewing vocational education and training systems to make them more relevant and raise quality;</li> <li>2.2 support the EU external policy instrument programming cycle and, when relevant, the external dimension of internal policies;</li> <li>2.3 disseminate relevant information and encourage exchange of experience and good practice with and among the partner countries in human capital development.</li> </ol>		
<p><b>ETF CORE BUSINESS DIMENSION</b></p>		
<b>Indicator</b>	<b>Planned</b>	<b>Target</b>
<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	30.5	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	73	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	27	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	24	100%

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

## 2. ETF Risk register 2012<sup>60</sup>

WP 2012 Objective/Risk areas	Risk no.	Description of potential risk	Assessed inherent risk	Mitigating controls already in place	Assessed residual risk	Additional control planned
<p>1.2 to strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making</p> <p>2.3. disseminate relevant information and encourage exchange of experience and good practice between the partner countries and among the partner countries in human capital development.</p>	ETF-RR-11-01	<p>Disruption in external environment limits partner country participation in the Torino process and leads to failure/delays in achieving related objectives</p> <p>Cause 1.) Changing priorities of individual countries - due to either institutional political changes in the country or differences in national agenda results in a limited ownership of the Torino process</p> <p>Cause 2.) Changes in EU external policies towards a given country</p>	High	<ul style="list-style-type: none"> <li>-Constant follow up of country by ETF managers;</li> <li>-Master matrix built up driving different responses in each country situation;</li> <li>-Preparatory meetings with partner countries;</li> <li>-Continuity in communication both internally and externally;</li> <li>-Adaptation to agenda of specific country;</li> <li>-Dashboard enabling day to day monitoring of project progresses and quarterly reporting to managers;</li> <li>-Communication with EU (cause 2);</li> <li>- ETF review without country involvement.</li> </ul>	Low	The preventive and mitigation actions put in place by ETF bring the risk to an acceptable level and beyond which the risk is out of ETF control
<p>1.2. to strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making</p> <p>2.3. disseminate relevant information and encourage exchange of experience and good practice between the partner countries and among the partner countries in human capital development.</p>	ETF-RR-11-02	<p>Outcomes of Torino process lead to disappointment/damage to ETF's reputation when they do not meet expectations.</p> <p>Cause 1) High expectation of partner countries and donors;</p> <p>Cause 2) Weaknesses in analytical framework and operational processes leads to reduced quality in Torino reports;</p> <p>Cause 3) Unclear planning</p>	High	<ul style="list-style-type: none"> <li>-Teams are properly staffed (cause 1 and 3);</li> <li>-Peer and quality review of reports (cause 2);</li> <li>-Staff member responsible for each country (cause 2 and 3);</li> <li>-Sharing knowledge from 2010 to manage expectations (cause 1);</li> <li>-Composition of country teams - to ensure quality of reports (cause 2);</li> <li>-Use lessons learned (cause 3)</li> <li>-Communication with countries to ensure completion of this process (cause 1);</li> <li>-Development of processes and instructions for countries who will carry out the self-assessment themselves</li> </ul>	Low	The preventive and mitigation actions put in place by ETF bring the risk to an acceptable level and beyond which the risk is out of ETF control

<sup>60</sup> ETF policy on Risk management 2011-13 (ETF/10/DEC/034)

WP 2012 Objective/Risk areas	Risk no.	Description of potential risk	Assessed inherent risk	Mitigating controls already in place	Assessed residual risk	Additional control planned
1. 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 training); support relations, where relevant, between EU internal policies and its external relations policies	ETF-RR-11-03	Political uncertainty leads to difficulties in planning ahead in South Med region, leading to failures/delays in meeting priority objectives	Medium	- Close monitoring of situation; - Dashboard enabling day to day monitoring of project progresses and quarterly reporting to managers	Medium	The preventive and mitigation actions put in place by ETF bring the risk to an acceptable level and beyond which the risk is out of ETF control
2. Support relations, where relevant, between EU internal policies and its external relations policies	ETF-RR-11-04	a) Last minute requests from EC Delegations for design of large scale interventions in e.g. N.African countries leads to overburdened work programmes and priority clashes. This results in stress to staff, non-delivery of objectives and reputational impact. b) Increased budget leads to too many priorities and a lack of clarity in objectives and a dispersed work programme. This results in stress to staff, non-delivery of objectives and reputational impact.	Medium	- Continue to monitor implementation of controls to ensure adequate management of priorities	Low	The preventive and mitigation actions put in place by ETF bring the risk to an acceptable level and beyond which the risk is out of ETF control
(3) Risks related to internal processes	ETF-RR-11-05	Considering the increased demand for specific expertise in HCD fields, the lack of availability of high quality external experts may impact the quality of ETF deliverables	High	- Monitoring of on going contract instruments Procurement tool; - Anticipated planning	Medium	- Revision of ETF contractual instruments (LAF)
(3) Risks related to internal processes	ETF-RR-11-06	Mismatches of staff competencies and allocation to key activities may impact on the quality of deliverables;	High	- Competency mapping process under revision; - Internal Communication and negotiation processes enhanced	Medium	- Completion and deployment of competence mapping process (AD-HR)
(1) External environment	ETF-RR-11-07	The ETF building agreement is not renewed at the end of 2011, leading to an inability to operate or major disruption of ETF ability to operate	Medium	- Close monitoring of situation with local/ Italian authorities	Medium	The preventive and mitigation actions put in place by ETF bring the risk to an acceptable level and beyond which is out of ETF control

## Annex 9: Outputs 2012

### Outputs for 2012 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 1 below gives the number of outputs that the ETF will achieve in 2012 in line with the targets established in the financial perspective in the European Commission's proposal for the recasting of the ETF Regulation in 2006.

**Table 1: Target outputs<sup>61</sup> for 2012 according to the financial perspective 2008-2013**

ETF functions	Enlargement	ENP South	ENP East	Central Asia	Thematic expertise development	Evidence-based policy making	Total
Input to Commission programming	11.5	11	6	2	-	-	30.5
Capacity building	20	18	18	16	-	1	73
Policy analysis	5	7	3	2	9	1	27
Dissemination/ Networking	5	5	3	4	4	3	24
Total outputs	41.5	41	30	24	13	5	154.5

<sup>61</sup> In line with the targets established for ETF in 2012 in the financial perspective in the European Commission's proposal for the recasting of the ETF regulation in 2006.

## List of corporate outputs for 2012

### Expected outputs by region in 2012

#### Enlargement

Code <sup>62</sup>	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	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 EU Delegation in Albania preparing for a sector approach	1.B.10 (10)	IPA IV programming and follow up support to DG Employment, Social Affairs and Equal Opportunities and EU Delegation in Croatia, fYRoM, Albania, Montenegro, Serbia and Turkey	1.C.011 (11)	Regional dialogue and knowledge sharing at DG Education and Culture conference on VET and business co-operation
1.A.002 (2)	IPA I programming, monitoring and implementation support to DG Enlargement and EU Delegation in Bosnia and Herzegovina			1.C.012 (12)	IPA Multi-beneficiary preparatory support to DG Enlargement for Private Sector Development through facilitation of regional dialogue
1.A.003 (3)	IPA I programming, monitoring and implementation support to DG Enlargement and EU Delegation of the Kosovo sector wide approach				
1.A.004 (4)	Support for EU interventions on modernisation of VET system as part of the LLL strategy to EU Delegation in Turkey				
1.A.005 (5)	IPA Multi-beneficiary project preparatory support to DG Enlargement for Inclusive Education through facilitation of regional dialogue				
1.A.006 (6)	IPA Multi-beneficiary implementation support to DG Enlargement through participation in three steering committees and IPA Multi-beneficiary co-ordination meetings				

<sup>62</sup> The unique code indicates the region, function and theme.



Code <sup>62</sup>	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
1.A.007 (7)	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				
1.A.008 (8)	Support to DG Education and Culture policy platform for Western Balkans and Turkey through provision of relevant ETF expertise and analysis				
1.A.009 (9)	Participation in bi-annual subcommittee meetings for Human Capital Development in the Western Balkan and Turkey together with Commission Services for maximising input in HR in the countries in the region				
<b>F2. Capacity building</b>					
2.A.013 (1)	With the Ministry of Education, the VET Centre and the world of work in Albania to improve quality of teaching and learning through a country wide strategic dialogue on VET	2.B.028 (16)	With the Ministry of Labour in Croatia to foster employability through matching supply and demand of skills, in co-operation with the Ministry of Education and social partners	2.C. 030 (18)	With the Strategic Working Group and Core Expert Team in Bosnia and Herzegovina to promote regular dialogue for mainstreaming entrepreneurial learning in VET
2.A. 014 (2)	With stakeholders from education, business and social partners in Bosnia and Herzegovina to improve quality of education and training through a strategic dialogue on CVET in a lifelong learning context	2.B.029 (17)	With the Ministry of Labour in Montenegro to support the development of inclusive local labour markets through employment partnerships	2.C. 031 (19)	With the Ministry of Education in Croatia to promote entrepreneurship competence development in teacher training for improved VET quality
2.A. 015 (3)	With the Ministry of Civil Affairs, and the Ministries of Education and Labour in Bosnia and Herzegovina to facilitate the implementation of the Baseline Qualification Framework through a country wide dialogue			2.C. 032 (20)	With Ministries of Education, Labour and social partners in the Enlargement region to identify challenges and solutions for private sector development and skills needs

<b>Code</b> <sup>62</sup>	<b>A. VET system development in a lifelong learning perspective</b>	<b>Code</b>	<b>B. Employability and the labour market Systems</b>	<b>Code</b>	<b>C. Business and education</b>
2.A. 016 (4)	With the Ministry of Science, Education and Sports in Croatia to improve quality of VET through evidence based policy making, including the Central Bureau of Statistics				
2.A.017 (5)	With the Ministry of Science, Education and Sport in Croatia to improve the transparency of qualifications through supporting the implementation of NQF				
2.A. 018 (6)	With the Ministry of Education in Montenegro to improve quality of teacher training through support to scaling up of a school based teacher training model in secondary schools				
2.A.019 (7)	With the Vocational Qualifications Authority in Kosovo to facilitate implementation of the qualifications system involving the MoE, MoL and social partners				
2.A.020 (8)	With the Pedagogical Institute in Kosovo to increase capacities for evidence based policy making in VET				
2.A.021 (9)	With stakeholders from education and the world of work in Kosovo to facilitate the development of VET policy reviews and development of indicators to inform the education strategy framework (2011-2016)				
2.A. 022 (10)	With the Ministry of Education, the VET Centre and the VET Council in Former Yugoslav Republic of Macedonia to improve quality of teaching and learning through support to rolling out of the collaborative evaluation model				
2.A.023 (11)	With the VET and Adult Education Council and the VET Centre in Serbia to support the implementation of the VET strategy (2012-2020)				

Code <sup>62</sup>	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
2.A.024 (12)	With the Ministry of Education in Serbia for improved education and training policy formulation to look into education indicators, monitoring and evaluation, involving, VET Agency, statistical office				
2.A.025 (13)	With the Ministry of Education in Serbia support the implementation of a national qualifications framework to improve the transparency of qualifications involving Ministry of Labour and social partners				
2.A.026 (14)	With the Ministry of Education in Turkey to improve the implementation of the qualification framework involving Ministry of Labour, the Vocational Qualification Authority, HE Council and social partners				
2.A.027 (15)	With ministries of education in the Enlargement region through regional cooperation on formulating inclusive education policies for the labour market involving MoLs, social partners, civil society, practitioners and researchers				
<b>F3. Policy analysis</b>					
3.A.033 (1)	Torino Process reports in Albania, Bosnia and Herzegovina, Serbia, Montenegro and Kosovo				
3.A.034 (2)	A VET strategy and development plan in Albania, supporting preparations for a sector approach				
3.A.035 (3)	A VET strategy and development plan in Former Yugoslav Republic of Macedonia feeding into a sector wide approach				
3.A.036 (4)	A report on collaborative evaluation at local level identifying challenges and solutions in Former Yugoslav Republic				

Code <sup>62</sup>	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
3.A.037 (5)	A regional review on inclusive education for the labour market, highlighting its challenges and solutions				
<b>F4. Dissemination and networking</b>					
4.A. 038 (1)	Regional conference on inclusive education for the labour market for Western Balkans and Turkey to promote inclusive education policies involving national stakeholders, Commission services, EU member states and international community				
4.A.039 (2)	Regional policy makers, practitioners and researchers in South Eastern European countries engaged in European wide dialogue on inclusive education for the labour market				
4.A.040 (3)	Dissemination of ETF 2012 Torino Process Review in Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo				
4.A.041 (4)	Information and experience sharing meetings with Member States in four WBT (Albania, Montenegro, Kosovo, Bosnia and Herzegovina) European countries involving national authorities and Commission services and donors				
4.A.042 (5)	Regular meetings and sharing with regional initiatives and bodies in the region, like ERISSE, RCC and HRD TF to maximise input in HR in the region				

## European Neighbourhood South

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
<b>F1. Support to the Commission</b>					
1.A.043 (1)	Input to ENP action plan monitoring – All countries with ENP action plans	1.B.050 (8)	9 employability fiches updated for policy dialogue on employment	1.C.052 (10)	At least 4 country assessments of progress on implementation of EuroMed Charter – HCD dimensions carried out
1.A.044 (2)	Report on the formulation of new EU intervention in TVET.	1.B.051 (9)	Ad hoc inputs in preparation of UFM Ministerial conference of Labour and Second EuroMed Social Dialogue Forum	1.C.053 (11)	Inputs to Industrial Cooperation Working Group
1.A.045 (3)	Final formulation report of new intervention on pre-university education in Egypt				
1.A.046 (4)	Report on pre-university education analysis in Egypt				
1.A.047 (5)	Formulation report on career guidance and VET component of EU intervention in Lebanon drafted				
1.A.048 (6)	Assessment of employability report and formulation report for T-VET support programme to Gaza Strip and Area C of the West Bank				
1.A.049 (7)	Formulation and identification report for a new EU TVET intervention in Libya				
<b>F2. Capacity building</b>					
2.A.054 (1)	For the Ministry of employment and VET and social partners, on NQF to enhance transparency and portability of qualifications for all citizens in Morocco	2.B.065 (12)	For the Ministry of VET and employment, and social partners on participatory and evidence based monitoring processes for employment implementation in Tunisia	2.C.066 (134)	One regional event for SPs on issues related to CVET and how to increase their effective participation in policy formulation and implementation in all participating countries – REG
2.A.055 (2)	For the Ministry of Employment and VET and other governmental agencies and partners at regional level on multilevel governance and territorialisation in Morocco			2.C.067 (14)	At national level, in at least three countries for social partners on specific issues (CVET, financing, Qualifications)

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
2.A.056 (3)	For the Ministry of VET and Employment and related bodies (ONEQ) on evidence collection and use to improve policy making in Tunisia – TORINET PILOT			2.C.068 (15)	For the Palestinian Ministry of Education and teacher training institutions on innovative practices on teacher training
2.A.057 (4)	For public and private partners at the region of Medenine (Tunisia) to improve relevance of VET provision for SMEs needs and multilevel governance issues			2.C.069 (16)	For EuroMed Charter coordinators and VET relevant counterparts on policy analysis and benchmarking on entrepreneurship learning and enterprise skills
2.A.058 (5)	For Counsellors on how to implement career guidance counselling at schools with focus on gender equality in Jordan			2.C.070 (17)	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>63</sup>
2.A.059 (6)	For Ministries of Education and Trade, Industry and labour on issues linked to qualifications and quality assurance for Israeli counterparts			2.C.071 (18)	For the Egyptian Ministry of Education and higher education, and training providers and teacher training institutions on entrepreneurial skills (tbc)
2.A.060 (7)	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 –REG- in Tunisia, Morocco, Jordan and Egypt				
2.A.061 (8)	For Ministries of VET and social partners at national level on issues linked to NQF governance and institutional settings, and quality assurance – REG – in Tunisia, Morocco, Jordan and Egypt				
2.A.062 (9)	For the Coordination Committee (Ministry of Education and social partners) in Lebanon on qualification framework governance and implementation <sup>64</sup>				

<sup>63</sup> This output will receive support from the Trust Fund of the Italian Ministry of Foreign Affairs

<sup>64</sup> This output will receive support from the Trust Fund of the Italian Ministry of Foreign Affairs

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
2.A.063 (10)	For the Palestinian Ministry of Labour and Ministry of Education and Higher Education and Finance to develop a methodology for TVET costing to enhance efficiency in policy making.				
2.A.064 (11)	For Ministries of VET, employment, Statistical office and social partners in Algeria on improvement of participatory and evidence based policy analysis				
<b>F3. Policy analysis</b>					
3.A.072 (1)	Torino process reviews in all countries	3.B.076 (5)	Skills and migration report finalised in Morocco	3.C.077 (6)	Innovative practices catalogue on ToT with focus on EL developed for oPt
3.A.073 (2)	Cross country Torino process review			3.C.078 (7)	Methodological paper on how to strengthen organisational structures, and capacities in social partner organisations drafted
3.A.074 (3)	Action plan for the roll out of NQF in Lebanon developed and agreed				
3.A.075 (4)	TVET costing methodology in Morocco and oPt developed				
<b>F4. Dissemination and networking</b>					
4.A.079 (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.082 (4)	One conference organised in Morocco to discuss the skills and migration survey results	4.C.083 (5)	Regional conference on social partnership
4.A.080 (2)	Regional conference on qualifications organised				
4.A.081 (3)	One Torino process seminar in each of the participating countries organised				

## European 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.084 (1)	Implementation support and follow-up to the EC SPSP in Armenia, Georgia and Moldova through capacity building and advice	1.B.087 (4)	Technical inputs to EC activities under the EU mobility partnerships with the Republic of Moldova, Georgia and Armenia	1.C.089 (6)	Technical inputs to DG Enterprise on HCD issues under the SME Forum of Platform 2 of the EaP
1.A.085 (2)	Preparatory work and input into design of EU projects in Azerbaijan, Moldova and Ukraine	1.B.088 (5)	Technical inputs to DG EMPL on HCD issues under the Employment Forum of Platform 2 of the EaP		
1.A.086 (3)	Technical inputs to EaP Platform IV and to progress reports in Neighbourhood East countries				
<b>F2. Capacity building</b>					
2.A.090 (1)	Of the VET Council on formulating policy for a future national training fund in Armenia	2.B.102 (13)	Of Ministries and social partners on labour market intelligence, skill anticipation and forecast in Ukraine	2.C.104 (15)	Of school boards and policy makers on entrepreneurial learning in Armenia
2.A.091 (2)	Of high-level working group led by Ministry of Education on policy decision formulation on NQF in Azerbaijan	2.B.103 (14)	Advice on implementation of Action Plan of Employment Strategy, including active LM measures in selected countries	2.C.105 (16)	Of social partners on social dialogue in education and training in Ukraine
2.A.092 (3)	Of Ministry of Education on formulating approaches to recognition of prior learning in Armenia, Georgia and Republic of Moldova			2.C.106 (17)	Of policy makers, social partners and practitioners on VET and sustainable development indicators in Belarus and Ukraine
2.A.093 (4)	Of Ministry of Education and of Labour, and social partners on designing a policy on occupational standards qualifications in Republic of Moldova			2.C.107 (18)	Of policy makers and social partners on training strategies for SME policies in selected countries (ARM and UKR)
2.A.094 (5)	Of social partners on competence based standards for NQF in Ukraine				
2.A.095 (6)	Of the Ministry of Education and specialists on implementing career guidance policy in the Russia				
2.A.096 (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.097 (8)	Of Ministries of Education and Labour, and social partners on reviewing current adult learning systems in all EE countries				



	<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.098 (9)	Of policy makers, social partners and practitioners on LM based curriculum reforms in Georgia				
2.A.099 (10)	Of policy makers and practitioners on Teacher Training strategies in Azerbaijan				
2.A.100 (11)	Of policy makers, social partners and practitioners on school optimisation in Moldova and Ukraine				
2.A.101 (12)	Of Ministry of Education and of Labour, and social partners on designing an NQF in Belarus				
<b>F3. Policy Analysis</b>					
3.A.108 (1)	On VET strategy through the Torino Process 2012 in all EE countries			3.C.110 (3)	Contribution to Small Business Act report – All Neighbourhood East
3.A.109 (2)	On NQF strategy and implementation in Azerbaijan, Moldova, Ukraine				
<b>F4. Dissemination and networking</b>					
4.A.111 (1)	Discussion seminars for sharing of <i>Torino Process</i> results – All EE countries	4.B.113 (3)	International conference on VET and sustainable development with focus on new skills in all EECA countries		
4.A.112 (2)	Regional conference on CVT in EE, presentation of mutual learning project				

## Central Asia

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
<b>F1. Input to Commission programming</b>					
1.A 115 (1)	EU project implementation support and follow-up in KAZ, KYR and TKM				
1.A 116 (2)	EU project implementation support and follow-up to the Central Asian Education Initiative platform				
<b>F2. Capacity building</b>					
2.A 117 (1)	For school managers and policy makers on the development of new services in a lifelong learning perspective and the setting up of school development plans in KAZ	2.B 127 (11)	For LM and VET policy makers on use of evidence to support policy developments in TAJ and KAZ	2.C 131 (15)	For school managers, social partners and policy makers on work-based learning in KAZ
2.A 118 (2)	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 KYR	2.B 128 (12)	For LM and VET policy makers on transition study questionnaire and recommendations in KAZ	2.C 132 (161)	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 119 (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 129 (13)	For LM and VET policy makers on transition study questionnaire and recommendations in TAJ	2.C 133 (17)	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 120 (4)	For school managers and policy makers on Quality assurance mechanisms in KAZ	2.B 130 (14)	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.A 121 (5)	For school managers and policy makers on Quality assurance mechanisms in KYR				
2.A 122 (6)	For school managers and policy makers on Quality assurance mechanisms in TAJ				
2.A 123 (7)	For policy makers and practitioners on VET and labour market in TKM				

	<b>A. VET reform and lifelong learning</b>		<b>B. Employability and labour markets</b>		<b>C. Entrepreneurship – business and education</b>
2.A 124 (8)	For policy makers and practitioners on use of self-assessment Torino Process methodology in KAZ and UZB (tbc)				
2.A 125 (9)	For policy makers, social partners and VET practitioners on means to improve VET teacher and in-company trainer qualification in KAZ				
2.A 126 (10)	Of policy makers, social partners (incl. Chamber of Commerce) and practitioners on developing NQF in UZB				
<b>F3. Policy analysis</b>					
3.A 134 (1)	On VET strategy through the Torino Process 2012 in all CA countries	3.B 135 (2)	On transition from school to work, based on ETF methodology in KAZ and TAJ		
<b>F4. Dissemination and networking</b>					
4.A 136 (1)	Dissemination of the Torino Process results in all CA countries	3.B 138 (3)	Dissemination of the Transition study in KYR		
4.A 137 (2)	Regional conference and dissemination on school development findings, involving national stakeholders from KAZ, KYR, TAJ, UZB and TKM	3.B 139 (4)	International conference on VET and sustainable development with focus on new skills in all EECA countries (see under Eastern Europe)		

## Thematic expertise development

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
<b>F3. Policy analysis</b>					
3.A.140 (1)	Study on analysis of work-based learning in PCs	3.B.145 (6)	Studies on: 1. Study on Migration and skills	3.C.148 (9)	Examples of good practice in the fields of entrepreneurial learning, women's entrepreneurship and skills for SMEs
3.A.141 (2)	Study on Qualifications/ qualification systems in PCs (specific theme to be identified after the 2011 corporate conference on qualifications)	3.B.146 (7)	Study on practices and challenges of matching and anticipation of skills in PCs		
3.A.142 (3)	Study on Quality assurance in PCs	3.B.147 (8)	Policy briefs on skills matching and anticipations methods for the PCs		
3.A.143 (4)	Governance models in VET in PCs				
3.A.144 (5)	Set of Indicators for VET and sustainable development				
<b>F4. Dissemination and networking</b>					
4.A.149 (10)	Corporate Conference on Multi-level Governance and VET	4.B.151 (12)	Seminar with PCs on migration and skills	4.C.152 (13)	Corporate Conference on skills for SMEs
4.A.150 (11)	Inventory of developments in NQFs in PCs				

## Outputs for evidence-based policy making

### Torino Process

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
<b>F3. Policy analysis</b>					
3.A.153 (1)	Cross-country workshops				
<b>F4. Dissemination and Networking</b>					
4.A.154 (2)	Dissemination of the first outcomes of the 2012 Torino Process through a regional workshop in the Southern Mediterranean region.				

### Torinet

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
<b>F2. Support to partner country capacity building</b>					
2.A.155 (3)	Capacity building tools				
<b>F4. Dissemination and Networking</b>					
4.A.156 (4)	Dissemination of approaches to evidence-based policy making through the Evidence for Training Forum (ETF-NET)				

### Knowledge management

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market systems	Code	C. Business and education
<b>F4. Dissemination and Networking</b>					
4.A.157 (5)	Content management system				



## Annex 10: Collaboration with other agencies

### Cedefop-ETF Work Programme 2012

Core Themes	Specific Themes for 2012	Exchange of information and good practices	Joint Actions	Knowledge Sharing Seminars
Vocational education and training system development and provision	VET policy reporting	Exchange of information and experience on EU and third country policy and operational issues		Thessaloniki Seminar (June 2012) Turin Seminar (November 2012) Agendas to be commonly agreed.
	Lifelong guidance			
	Validation of non formal and informal learning,			
	Migration skills dimension			
	Qualifications development		Co-operation on the external dimension of the EQF. Co-operation in the development of the Qualifications Platform	
	Skills forecasting and matching		Identification of experts	
	Work related to information on candidate countries		Study Visits: ETF preparatory work related to Information on candidate countries	
Administrative Issues	HR, Procurement, Finance, Budget, ABAC implementation	Exchange of good practices	Iterative process	
Strategic issues	Participation in the Governing Board meetings	June and November 2012		

## Eurofound

Actions	Activities	Timeframe
Information sharing on analytical work and on-going research	<p>Exchange of findings of work, methodologies, practices, publications</p> <p>Eurofound will share with the ETF the results of the projects on restructuring SMEs and "Growth and employment: anticipation and managing the effects of greening of European industries";</p> <p>the ETF will provide Eurofound information and knowledge on Eastern neighbouring countries as input for the Eurofound labour migration project;</p> <p>the ETF will share its expertise as regards the Eurofound project "Labour market transitions of young people at risk of poor employment outcomes"</p> <p>Exchange of information in preparation of the annual work programmes</p> <p>Knowledge sharing (meetings, teleconference, etc)</p>	
Organisation of two annual joint meetings with the possibility of organising also tele-conferences	<p>Discussion of joint activities for forthcoming year</p> <p>Follow up meeting on implementation</p>	<p>May 2012</p> <p>December 2012</p>
Participation in Board meetings		<p>June 2012</p> <p>November 2012</p>
Participation in thematic activities carried out by the respective agency	<p>Participation of the Eurofound representatives in the ETF project on Social partnership in VET in the Mediterranean (Advisory Committee and activities of the project). The main contribution will be to provide advice to the project implementation and to review the methodological notes which will be prepared through the project. A Eurofound representative will participate in the two events the ETF will organise within this project. The ETF and partner countries could benefit from the results of Eurofound analysis on "representativeness of European sectoral social partner organisations". The results may be presented during one of the next project events.</p>	<p>2012-13</p>



# Annex 11: Work Programme 2012 - 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:

- 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 European Commission has delivered an opinion on it”.
- 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 European 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 European 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 30 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 European Commission’s proposal for recasting the ETF regulation<sup>65</sup>, the European 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 European 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:

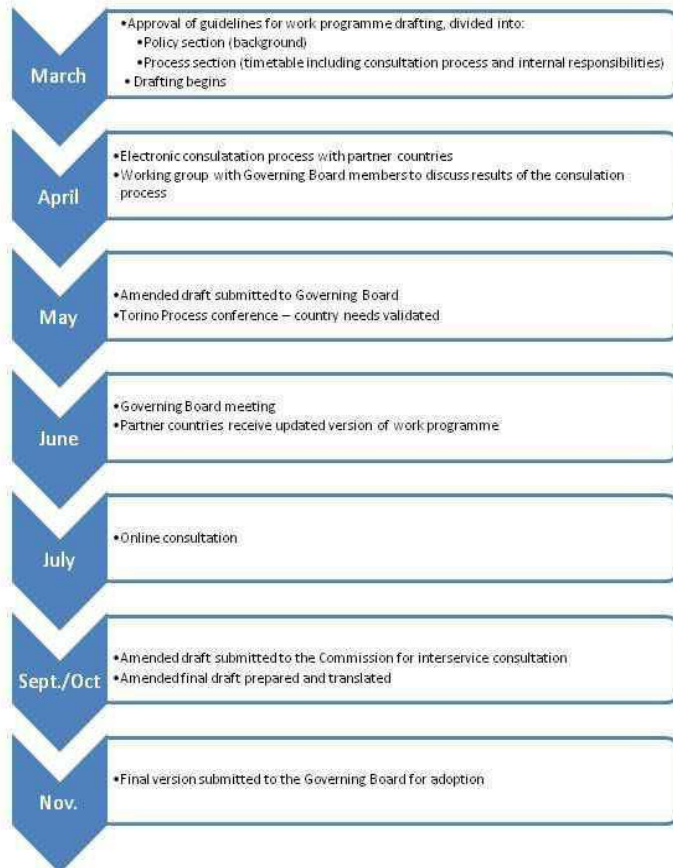
- to plan and manage activities to achieve objectives and use resources efficiently;
- to set the baseline to monitor progress with quantitative and qualitative indicators;
- to identify the main risks associated with the activities and objectives and take appropriate action to address them; and

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<sup>65</sup> COM(2007) 443 final

- to set the basis for reporting on results in the Annual Activity Report.

The priority actions are deployed through specific projects, which are defined in “project implementation plans” detailing activities, outputs, results, indicators, resources and the timeframe.



## Annex 12. Europe 2020

VET system development and provision	Labour market needs and employability	Enterprises and human capital development: education and business partnerships
<b>SMART GROWTH</b>		
<p>Electronic qualifications platform</p> <p>Assessment of the potential and barriers of work-based learning in the context of transition and developing countries</p> <p>School development in Central Asia</p>	<p>Matching of skills in Central Asia focusing on transitions from school to work</p> <p>Lifelong learning with emphasis on continuing training in Neighbourhood East</p>	<p>Social partnership in the Neighbourhood South</p>
<b>SUSTAINABLE GROWTH</b>		
<p>Regional dimension of Qualifications in Neighbourhood South</p> <p>Development of indicators on VET and Sustainable Development</p> <p>TVET and sustainable development in Neighbourhood East</p>	<p>Early identification of green skills development in developing and transition countries</p>	<p>Identification of examples of good practice on entrepreneurship and enterprise skills</p> <p>Entrepreneurial learning and skills for SMEs in the South Neighbourhood</p>
<b>INCLUSIVE GROWTH</b>		
<p>Inclusive education in the Western Balkans and Turkey</p> <p>Assessment of governance approaches in the partner countries to ensure (inclusive) multilevel governance and promote regional development</p> <p>Regional development and (inclusive) multilevel governance in Tunisia</p>	<p>Identification of methodologies for promoting matching and anticipation of skills in the context of developing and transition countries</p> <p>Policy Dialogue on employment and employability as support to the Union for the Mediterranean</p> <p>Migration and skills in Armenia, Georgia and Morocco</p> <p>Support to Mobility Partnerships in Armenia Georgia and Republic of Moldova</p>	<p>Identification of examples of good practice for Women's entrepreneurship</p>

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