

ETF WORK PROGRAMME 2013

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 of action

- The ETF is an EU agency that provides impartial, non-commercial expertise on public policies for human capital development.
- The ETF encourages ownership and broad participation among relevant stakeholders. In this regard, the ETF supports consensus building and mutual learning among actors, thus connecting policy analysis and agreements about policy choices and implementation.
- The ETF believes in a holistic approach that takes into account the context of each country and is based on evidence. VET is considered in a broad context in terms of its links to employment, social inclusion, enterprise development, competitiveness and sustainable development.
- The ETF's priorities evolve constantly according to changes in its operational environment, EU priorities and specific requests from the European Union.

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LIST OF ABBREVIATIONS

AAR	Annual Activity Report
ABAC	Activity Based Accounting System
ABB	Activity Based Budgeting
CoP	Community of Practice
CVT	Continuing vocational training
DCFTA	Deep and Comprehensive Free Trade Areas
DG	Directorate General
DG DEVCO	Directorate General Development and Cooperation – EuropeAid
DG EAC	Directorate General Education and Culture
DG EMPL	Directorate General Employment, Social Affairs & Inclusion
DG ENT	Directorate General Enterprise and Industry
DG HOME	Directorate General Home Affairs
E&T2020	Strategic framework for European cooperation in education and training
EBPM	Evidence based policy making
EaP	Eastern Partnership
EC	European Commission
EEAS	European External Action Service
EEESC	European Economic and Social Committee
ENI	European Neighbourhood Instrument
ENP	European Neighbourhood Policy
ENPI	European Neighbourhood and Partnership Instrument
EPSO	European Personnel Selection Office
ERI SEE	European Reform Initiative of South Eastern Europe
ETF	European Training Foundation
EU	European Union
EUDel	European Union Delegation
Euromed	Euro-Mediterranean Partnership
FTE	Full-time equivalent
GDP	Gross domestic product
GEMM	Governance for Employability in the Mediterranean
HRD	Human resources development
HCD	Human capital development
ICT	Information and communications technology
ILP	Innovation and learning project
IPA	Instrument for Pre-accession Assistance
NQF	National qualifications framework
PS-VET	Post-secondary education and training
RCC	Regional Cooperation Council
RCI	Regional Competitive Initiative
SBA	Small Business Act
SEE	South Eastern Europe
SEECCEL	South East European Centre for Entrepreneurial Learning
SME	Small and medium-sized enterprise
SPSP	Sector policy support programme

SWAP	Sector wide approach
Tempus	Trans-European Mobility Scheme for University Studies
TRP	Torino Process
TF	Task Force
TT-VET	Teacher training vocational education and training
TVET	Technical and vocational education and training
UfM	Union for the Mediterranean
VET	Vocational education and training
VNFIL	Validation of non-formal and informal learning
WP	Work Programme

EXECUTIVE SUMMARY

The European Training Foundation (ETF) is a specialised European Union (EU) agency that supports 31 partner countries and territories¹ 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 (VET) 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.

Assumptions for the 2013 work programme:

- the subvention for the ETF from the European Commission in 2013 will be €20,144,500.
- the total number of posts in 2013 will be 135; and
- the total available full-time equivalent staff in 2013 will be 129.5

Rationale

As in previous years, the rationale of the ETF's 2013 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 (AAR).

¹ Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia (Croatia is expected to become a Member State on 1 July 2013. Upon accession it will cease to be an ETF partner country), Egypt, the former Yugoslav Republic of Macedonia, Georgia, Iceland, Israel, Jordan, Kazakhstan, Kosovo (this designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence - hereinafter 'Kosovo'), Kyrgyzstan, Lebanon, Libya, Republic of Moldova, Montenegro, Morocco, occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, and Uzbekistan.

The work programme, in line with all ETF planning processes, follows a cascading principle from the ETF's Council Regulation², 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).

In 2012 two external evaluations (one conducted by the DG EAC, for the period 2006-2010; and another by the ETF, for the period 2010 to 2011, and partially 2012) provided recommendations to the ETF. Annex 15 includes the Action Plan to respond to the recommendations of the external evaluations, highlighting the actions foreseen in 2013 and included in the WP.

Multi-dimensional planning

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

- geographic;
- thematic; and
- functional.

Geographic in four regions covered by the EU's external relations policies³:

- The Enlargement region covered by the Instrument for Pre-accession Assistance (IPA) (section 3.2)⁴;
- The Neighbourhood south region covered by the European Neighbourhood and Partnership Instrument⁵ (ENPI);
- The Neighbourhood east region covered by the ENPI (section 3.3)⁶⁷; and,
- Central Asia covered by the Development Cooperation Instrument (DCI) (section 3.4)⁸.

Thematic, clustered into the three core themes of the ETF's mid-term perspective⁹:

- A. VET 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.

Functional¹⁰:

- F1: Support to the European Commission (EC);
- F2: Capacity building;
- F3: Policy analysis; and,

² Regulation (EC) No 1339/2008 of the European Parliament and of the Council of 16 December 2008

³ See the ETF Council Regulation article 1, (a), (b), (c)

⁴ 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.

⁵ Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria and Tunisia.

⁶ Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

⁷ <http://bit.ly/hfXHna>

⁸ Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

⁹ 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://bit.ly/yRynZO>

¹⁰ These functions relate to the functions set out in the ETF's Council Regulation (EC) No 1339/2008.

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 works with. Planning starts from the corporate performance indicators¹¹, 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 departmental and unit level and subsequently 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 designed 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 internal approaches to education and training and employment shape the ETF's cooperation 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 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 VET , 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 2013, the ETF will support the European Commission and the EU Presidencies of Ireland and Lithuania on relevant initiatives, including activities related to the European Year of Citizens.

The Bruges Communiqué and its short-term deliverables are an important reference for the ETF's work, in particular for the conclusions of the country and regional analyses undertaken through the 2012 Torino Process.

The ETF seeks to renew the attention given to VET 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 VET systems. The Torino Process also helps to strengthen and improve the ETF's capacities to provide relevant and accurate analyses to the European Commission.

The Torino Process is founded on four principles.

1. Ownership of the results (final report) and the process itself by partner country policy leaders and stakeholders. This includes seeking complementarity between the Torino Process and the national policy agenda and/or other relevant processes.

¹¹ See Annex 7 for the ETF's Corporate Performance Indicators.

2. Broad participation of relevant stakeholder groups, including parliamentary committees, policy leaders, social partner representatives, school managers, teachers, local authorities, company representatives, researchers and civil society representatives. This provides the basis for reflections and consensus building among local actors, thus making the connection between policy analysis and agreements about policy choices and implementation.
3. A holistic approach, using a broad concept of VET for both young people and adults and a system approach that takes into account not only the system elements and how they communicate, but also the way in which VET systems respond to their economic and social environments. The analytical framework used in 2012 comprises the policy vision for VET, an analysis of the external and internal efficiency of the system, and governance and financing issues.
4. An evidence or knowledge-based assessment, which is essential for countries to make informed decisions about policy developments and to measure progress.

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 its operational environment, EU priorities and specific requests from the European Commission.

2013 objectives

The ETF's 2013 work programme is the last of its current mid-term perspective (MTP) 2010-13 which sets out the key orientations for the ETF's work over a four-year period¹². The main objectives are to:

1. build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence-based policies in VET reform (both in initial and continuing training); and
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 2013 for the first main objective are to:

- 1.1 reinforce the holistic, evidence-based development of VET reform in partner countries through the Torino Process; and
- 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 2013 are to:

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

¹² The external interim MTP evaluation commissioned by the ETF in 2012, covering the years 2010 and 2011, and partially 2012, concluded in terms of the relevance of its objectives that "there is no basis on which to suggest major changes to them".

Table 1: Target outputs¹³ for 2013 according to the financial perspective 2008-13

ETF functions\Geographic-Thematic area	Enlargement	ENP South	ENP East	Central Asia	Cross-country		Total
					Thematic expertise development	Evidence-based policy making	
Input to Commission programming	11	12	10	5	4	-	42
Capacity building	18	15	17	12	-	2	64
Policy analysis	4	6	2	1	9	2	24
Dissemination/ Networking	5	4	3	2	5	3	22
Total outputs	38	37	32	20	18	7	154

Themes/Functions	A: VET system development and provision in a lifelong learning perspective	B. Labour market needs and employability	C. Enterprises and human capital development: education and business partnerships.	Total
1. Input to commission programming	26	9	7	42
2. Capacity building	45	11	8	64
3. Policy analysis	16	8	1	24
4. Dissemination and networking	16	5	3	22
Total outputs	101	33	18	154

¹³ In line with the targets established for the ETF in 2013 in the financial perspective in the European Commission's proposal for the recasting of the ETF regulation in 2006. Nevertheless, there have been some changes due to the fact that the initial distribution was an estimation made in 2006 to support the financial assumptions of the multiannual financial perspective, while the present distribution is based on present needs identified in the consultation with stakeholders: the total number is 154 rather than 144 (there is one additional output for the support to each of the two earmarked projects), the number of capacity building and dissemination and networking outputs have been cut in order to increase support to the Commission and policy analysis. There are two reasons for this: requests from the Commission have increased compared to the expectation in 2006, as has the expertise profile and policy-driven work; and outputs are categorised according to the main function of the result although most have several functions. Capacity building activities are components of other more important ones, categorised as support to the Commission or policy analysis (e.g. the two earmarked projects or the Torino Process).

2013 operations

The ETF's operations at country and regional levels are informed by the 2012 Torino Process, and by updating needs assessments in cooperation with key stakeholders from partner countries and European Commission services. Drawing from the analysis undertaken for each partner country, thematic policy areas for priority support are 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 sets 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 the operational budget (title 3).

The overall breakdown of title 3 for 2013 is as follows¹⁴:

- 28.71% for the Enlargement region;
- 18.64% for the Neighbourhood south area¹⁵;
- 19.73% for the Neighbourhood east area;
- 12.09% for Central Asia;
- 14.10% for thematic expertise development to respond to partner country needs; and
- 6.72% for methodological development to support evidence-based policy making and knowledge management

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. This flexibility is echoed in 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.

¹⁴ The ABB tables in Annex 2, particularly table 2.6 and 2.8 add the distribution of title 1 and title 2. Therefore the distribution in the annex changes in respect to the current one. This is due to the fact that staff allocated to the different regions does not follow exactly the distribution of title 3.

¹⁵ This distribution refers only to the subsidy from the Budget Authority directly to the ETF. The ETF will receive additional funds from DG ELARG and DG DEVCO for the Enlargement and southern Mediterranean regions respectively.

Table 2: Regional and country projects for 2013

	Enlargement region	Neighbourhood east	Neighbourhood south	Central Asia
Regional projects	<p>Inclusive education</p> <p>Support measures for regional initiatives and policy dialogue</p> <p>Support for developing comprehensive HRD strategies</p>	<p>Continuing vocational training in Eastern Europe</p> <p>Mobility partnerships</p>	<p>Regional dimension of sectoral qualifications;</p> <p>Entrepreneurial learning and skills for SMEs: support to Euromed Charter</p> <p>Social partnership</p> <p>Support to Union for the Mediterranean policy dialogue on employment</p> <p>Governance for employability in the Mediterranean region</p>	<p>School development initiative</p>
Country projects	<p>The ETF's operations at country and regional levels are informed by the Torino Process and dialogue with key stakeholders in 2012. Drawing on the analysis undertaken for each partner country, thematic policy areas for priority support addresses the following five criteria for each country:</p> <ol style="list-style-type: none"> 1. priority in EU external relations and the contractual relationship; 2. priority of human capital development in EU external relations and at regional level; 3. priority given to human capital development as indicated by documented national strategies and policies and resource commitments; 4. stakeholder commitment to human capital development as indicated by their contribution and participation in national reform strategies; and, 5. involvement of other donors in human capital and cooperation with them to avoid overlaps. <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 2013. They are the basis for achieving the 154 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 indicators¹⁶. 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 2013, based on the 2010 Torino Process recommendations on the thematic policy areas requiring development, two multi-annual innovation and learning programmes (ILP) that started in 2011, will continue. 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

¹⁶ See annex 7.

ETF's capacity for evidence-based policy development. A corporate thematic conference¹⁷ will be launched as part of the ETF's thematic expertise work in 2013. 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.

The area of expertise development has a strong multi-annual dimension and the different priority topics outlined will continue to be addressed throughout the 2010-13 period. In addition, in response to a renewed focus on territorial cohesion in the partner countries, the ETF will continue its 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). 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 European Union budget foreseen for 2013 is €20,144,500.

In terms of human resources, the ETF aims to deploy 135 temporary, contract and local agents and seconded national experts, with an estimated full-time equivalent of 129.5¹⁸. The ETF's staff is based in Turin with one liaison officer in Brussels.

In 2013, the implementation of the financial system ABAC¹⁹ 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.

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 annex 2).

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 Parliament²⁰. In addition, the European External Action Service, other European Commission DGs and some partner countries 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 – on-going 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.

¹⁷ Findings of the 2012 Torino Process analyses

¹⁸ The difference between FTE and the number of staff members under contract is due to part-time working, parental leave, unpaid leave and staff turnover.

¹⁹ ABAC is an activity based accounting system.

²⁰ Article 7 of Regulation (EC) No 1339/2008.

To support both components of its monitoring process, the ETF will continue to implement its 'dashboard', which integrates and processes live data on projects to provide key performance information, both quantitative and qualitative, for the daily monitoring of activities and for 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. The 2011 review also identified a roadmap for the development of an overall quality assurance system for ETF processes, which will become fully operational in 2013. The ETF will implement an action plan to respond to the main recommendations of its external evaluation concluded by the Commission in 2012²¹. 2013 being the last year of the mid-term perspective, the ETF will also assess its added-value and impact on human capital development in its partner countries over the last four years.

²¹ The ETF's Action Plan in response to the fourth external evaluation (2011-12) is included in Annex 15

INTRODUCTION

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

The EU is building an economy based on knowledge and skills, so 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 ETF is a specialised EU agency that helps partner countries to harness the potential of their human capital. Its 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 dimensions:

1. Geographic;
2. Thematic; and,
3. Functional.

According to the **geographic** dimension, the ETF works in four regions covered by the EU's external relations policies²²:

- The Enlargement region covered by the Instrument for Pre-accession Assistance (IPA) (section 3.2)²³;
- The Neighbourhood south region covered by the European Neighbourhood and Partnership Instrument²⁴ (ENPI);
- The Neighbourhood east region covered by the ENPI (section 3.3)²⁵²⁶; and,
- Central Asia covered by the Development Cooperation Instrument (DCI) (section 3.4)²⁷.

Concerning the **thematic** dimension, ETF projects and results are clustered into the three core themes²⁸:

- A. VET 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.

²² See the ETF Council Regulation article 1, (a), (b), (c)

²³ Albania, Bosnia and Herzegovina, Croatia (Croatia is expected to become a Member State on 1 July 2013. Upon accession it will cease to be an ETF partner country), 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.

²⁴ Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria and Tunisia.

²⁵ Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

²⁶ <http://bit.ly/hfXHna>

²⁷ Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

²⁸ In the Mid-term Perspective the seven thematic activities identified in the ETF Council Regulation were clustered in three core theme categories which are consistent with the Council conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy: <http://bit.ly/yRynZO>

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 building²⁹ 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 approaches to human capital development in the EU and its Member States to the context of the partner countries supporting home-grown solutions. It also covers:

- comparative knowledge and assessment of the strengths and weaknesses of different VET and employment policies and strategies for implementation and reform;
- knowledge of the partner country context and their policy needs and priorities for implementation; and,
- an 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. The types of ETF intervention that add the most value over the longer term are in the areas of capacity building and provision of information and knowledge. The ETF is central to the human capital development policy process as a whole and adds value by strengthening ties between stakeholders in the area. Concerning impact and added value, the long-term involvement of the ETF in partner countries is crucial. Such long-term involvement with partner

²⁹ The term 'capacity building' in the ETF context as defined in its founding Regulation also refers to institution building and capacity development , as "a change process internal to organisations and people whereby people, organisations and society as a whole unleash, strengthen, create, adapt, and maintain capacity over time" (<http://bit.ly/yHLpV8>) or "the process by which individuals, groups and organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge; all reflected in their abilities, individually and collectively, to perform functions, solve problems and achieve objectives" (<http://bit.ly/zAx6Mc>) .

countries improves communication between the ETF and stakeholders, deepens knowledge and information transfer and allows for the iterative development of specific policies over time³⁰.

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 VET 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 the achievement of its objectives against these outputs.

³⁰ See PPMI: (2012): External Evaluation of the European Training Foundation, a European Union Agency: 2006-2010, Service contract No. EAC-2011-0140 awarded to PPMI by the DG EAC of the European Commission on 30th of March, 2011. Final Report, February 2012 (<http://bit.ly/zZo5cL>).

1. 2013 OBJECTIVES AND THEMATIC PRIORITIES

1.1. Background

This work programme is the last of ETF's current mid-term perspective (MTP) 2010-13 and it is framed within the objectives and key orientations for the ETF's work over a four-year period³¹. It also includes the responses to the recommendations of the external evaluations of the ETF finalised in 2012³². The main objectives are:

1. to build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence-based policies in VET reform (both in initial and continuing VET);
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 2013 for the first main objective are to:

- 1.1. reinforce the holistic, evidence-based development of VET reform in partner countries through the Torino Process; and
- 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 VET 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 VET in a lifelong learning perspective, according to three core themes ³³:

- A. VET system development and provision;
- B. Labour market needs and employability

³¹ An interim evaluation of the first two years of the MTP, and partially 2012, was assigned to an external evaluator in 2012. The conclusions and recommendations are embedded in this work programme to maximise the impact of the MTP.

³² The ETF Action Plan in response to the fourth external evaluation (2011-12) is included in Annex 15.

³³ 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://bit.ly/yRynZO>].

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

1.4 Geographical perspective

The geographical regions the ETF works in are as follows³⁴:

- The Enlargement region covered by the IPA³⁵;
- The Neighbourhood south region³⁶ covered by the ENPI in cooperation with the Union for the Mediterranean (UfM)³⁷;
- The Neighbourhood east region³⁸ in cooperation with the Eastern Partnership (EaP)³⁹ also covered by the ENPI; and,
- Central Asia covered by the DCI⁴⁰.

1.5. Corporate performance indicators and outputs

As in previous years, the 2013 work programme aims to achieve a series of outputs. Each output relates to specific needs in the partner countries, as defined by partner country stakeholders or European Commission services. In 2013, 154 corporate outputs⁴¹ are targeted, distributed between regions and core themes and functions.

The work programme follows a cascading principle from the ETF's Council Regulation, through the mid-term perspective, the annual work programme, department/unit work plans, projects (which also identify the outputs and indicators), 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 logic⁴².

The ETF's environment can change frequently and new requests from the European Commission may be received throughout 2013 after the approval of this work programme. Accordingly, with the guidance of the Governing Board the ETF manages its priorities to be able to react swiftly. This may affect the timing and delivery of some activities. Corporate outputs defined in the 2012 work programme to be completed in 2013 will be reported in the 2013 Annual Activity Report, and outputs mentioned in this work programme not completed in 2013, will be reported in the annual activity report for the year in which they are finalised⁴³.

³⁴ Among the 31 partner countries, 27 receive assistance from the ETF through a specific country plan or through regional or thematic projects. For Syria, assistance is on-hold due to political circumstances. Iceland participates in regional activities in the Enlargement region. Russia and Israel do not receive assistance but specific cooperation, in line with the partnership agreement between them and the EU. Croatia is expected to become an EU Member State on 1 July 2013, and will cease to be an ETF partner country upon accession.

³⁵ 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.

³⁶ Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria and Tunisia.

³⁷ <http://bit.ly/jq9iPr>

³⁸ Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine.

³⁹ <http://bit.ly/hfXHna>

⁴⁰ Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

⁴¹ A list of ETF outputs is in annex 7

⁴² See annexes 7 and 9.

⁴³ Reporting on outputs follows the same principles as the budget (accrual accounting and differentiated appropriations principle: "(1) commitment appropriations cover the total cost of the legal commitments entered into, in principle, during the current financial year and (2) payment appropriations cover payments made to honour the legal commitments entered into

2. POLICY CONTEXT

2.1. European policy context

EU external relations policies provide the economic and political context for the ETF's work programme. EU internal approaches to education and training provide 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 national needs and where there is a conducive policy environment⁴⁴.

EU policies for education, training and employment

Europe 2020 Strategy

The contribution of education and training to economic competitiveness is a main EU priority for 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 in the Europe 2020 strategy⁴⁵. 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 covers three main priorities: smart growth, sustainable growth and inclusive growth. This 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*⁴⁶ and *An agenda for new skills and jobs*⁴⁷. *Youth on the move* aims to enhance the performance of education systems and 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*⁴⁸ 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. The key actions foreseen are: improving 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; and new partnerships between the public and private sectors.

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

in the current financial year and/or earlier financial years. It must be stressed that the existence of differentiated appropriations does not constitute an exception to the principle of annuality." p. 176 of European Union Public Finance (2008) [<http://bit.ly/x9G5Qo>]

⁴⁴ Annex 9 contains a table with the policies mentioned in this section indicating the impact they have in the ETF work in the countries or the ETF's contribution to the European Commission in the respective policy areas. The table also indicates the specific activities impacted by these policies and the geographical and thematic coverage in the work programme.

⁴⁵ <http://bit.ly/6joOV2>

⁴⁶ <http://bit.ly/bOVTFz>

⁴⁷ <http://bit.ly/hhh3V4>

⁴⁸ <http://bit.ly/u8mdKT>

matching skills to labour market needs 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 VET for sustainable development and the consequences of greener economies on VET including the development of regional qualifications for environmentally sustainable economies.

Inclusive growth: The ETF facilitates the development of VET 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 VET and youth employability.

European Commission Communication on the Youth Opportunities Initiative

In December 2011, the Commission proposed the *Youth Opportunities Initiative*⁴⁹ targeting in particular young people who are not in employment, education or training. Europe needs to invest in its young people and immediate and effective action is needed to prevent and tackle the high rates of youth unemployment. Growth enhancing measures are necessary to create new jobs, but are not, in themselves, sufficient to tackle the problem of youth unemployment. The initiative builds on a strong partnership between Member States and the Commission and encourages concerted action between Member State authorities, businesses and social partners and the EU.

European Commission Communication on vocational education and training

The European Commission's Communication *A new impetus for VET*⁵⁰ emphasises the contribution that VET makes to economic and social challenges, particularly in relation to efficiency and equity in the labour market. The Communication outlines the priorities that give VET a new impetus:

- 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, migrants 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 VET 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 cooperation with Enlargement countries with the ETF's support.

⁴⁹ <http://bit.ly/uwh8cU>

⁵⁰ <http://bit.ly/dQn5hg>

Education and Training 2020

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

- make lifelong learning and mobility a reality;
- 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 2012 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (E&T2020)⁵¹ in a smart, sustainable and inclusive Europe and the Council Conclusion confirm that the four E&T2020 strategic objectives set in 2009 remain valid. The priorities for European policy cooperation during the next cycle (2012-14), are aimed to a large extent at mobilising education and training in support of the Europe 2020 strategy.

The joint report presents some positive indications but much still needs to be done to improve Europe's skills base, further reduce rates of early school leaving and improve the employability of those leaving the education and training system. The report stresses the importance of investing effectively in education and training reforms to support sustainable growth and generate jobs and underlines the need for a real follow-through by Member States on EU level policy guidance.

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 the partner countries.

Copenhagen Process

At a meeting held in Bruges on 7 December 2010, ministers for vocational education and training, the European social partners and the European Commission 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 VET 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 vocational training and promoting international mobility;

⁵¹ <http://bit.ly/8ZfV4u>

- 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 Ireland and Lithuania in 2013

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 and Serbia are candidate countries. Albania, Bosnia and Herzegovina and Kosovo are potential candidates. Of the latter group Albania has already applied for membership. Each receives support for the accession process through the Instrument for Pre-Accession (IPA)⁵².

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 Joint Communication to the European Parliament and the Council *Global Europe - A new approach to financing EU external action*⁵³ - adopted on 7 December 2011 indicates that the Instrument for Pre-accession Assistance (IPA) will remain the financial pillar of the Enlargement strategy, encompassing all aspects of internal policies and thematic issues. The aim will be to ensure

⁵² Information on the Instrument for Pre-Accession Assistance is available at <http://bit.ly/wGogNR>

⁵³ <http://bit.ly/xl9Ndc>

that candidate countries and potential candidates are fully prepared for possible accession by encouraging them to adapt emerging EU strategies and policies into their national priorities. Emphasis will be placed on support for political reforms, notably strengthening the democratic institutions and the rule of law and promotion of human rights and fundamental freedoms, socio-economic development, regional cooperation, adopting and implementing the *acquis*, EU 2020 objectives, and preparing to manage internal policies upon eventual accession. The coherence between the financial support and the overall progress made in the implementation of the pre-accession strategy will be strengthened.

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 2013 to illustrate progress in the countries.

European Neighbourhood Policy

The Neighbourhood policy⁵⁴ is the EU's strategy for cooperation with 16 neighbouring countries⁵⁵.

On 25 May 2011, a joint communication – *A new response to a changing Neighbourhood*⁵⁶ - 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 EU 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.

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.

Progress achieved in 2011 under the new European Neighbourhood Policy was assessed in the 15 May 2012 Joint Communication *Delivering on a new European Neighbourhood Policy* (JOIN(2012)14), and in the related regional and country progress reports for 2011. Specific activities concerning VET were also included and highlighted in the roadmaps towards 2013 for the Eastern Partnership and the Partnership for Democracy and Shared Prosperity, which were issued in conjunction with the progress reports.

A partnership for democracy and shared prosperity with the southern Mediterranean

*A partnership of democracy and shared prosperity with the southern Mediterranean*⁵⁷ was launched on 8 March 2011 by the EU High Representative for Foreign Affairs and Security Policy and the European Commission. The EU indicated its readiness to support all its southern neighbours able and willing to embark on reforms through a partnership for democracy and shared prosperity. This

⁵⁴ <http://bit.ly/9i6DWN>

⁵⁵ 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

⁵⁶ <http://bit.ly/m2xeZq>

⁵⁷ <http://bit.ly/pbxTcu>

partnership is built on 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 and a particular focus on young people; and sustainable and inclusive growth and economic development, particularly support to small and medium-sized enterprises (SMEs), VET, 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 southern Mediterranean economies. VET also has an important role to play in addressing disparities.

The ETF will support the partner countries in identifying the key strategic components of 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 in areas including education, youth and culture by expanding participation in programmes like Erasmus Mundus, Tempus, Youth in Action and e-Twinning and opening new EU programmes such as lifelong learning to Eastern Partnership countries.

In the first half of 2012, the European Commission launched negotiations on Deep and Comprehensive Free Trade Areas (DCFTA) between the EU and Georgia, the Republic of Moldova, and Armenia. These form part of the Association Agreements currently being negotiated with these countries which aim to significantly deepen political association and economic integration.

The Joint Communication to the European Parliament and the Council - *Global Europe: A New Approach to financing EU external action*⁵⁸ - adopted on 7 December 2011 announces that the new European Neighbourhood Instrument (ENI) will benefit the EU's neighbouring countries by supporting deeper political cooperation, closer economic integration with the EU and an effective and sustainable transition to democracy. Cooperation with the EU's neighbours will be based on the 'more for more' principle, as proposed in the Joint Communication of the High Representative of the EU for Foreign Affairs and Security Policy and the European Commission 'A new response to a changing Neighbourhood'.

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.

⁵⁸ <http://bit.ly/xl9Ndc>

The ETF will support developments in the region to improve schools, contributing to poverty alleviation, economic growth and social cohesion. The European External Action Service will support education investments for 2014-20 in Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

Other relevant EU policy developments

EU development policy

The Communication *Increasing the impact of the EU Development Policy: an agenda for change*⁵⁹, adopted in October 2011 proposes to continue the support for social inclusion and human development with at least 20% of EU aid. A greater focus will be on investing in drivers for inclusive and sustainable economic growth, providing the backbone of efforts to reduce poverty and helping reduce developing countries' exposure to global shocks by concentrating investment in sustainable agriculture and energy. The EU considers that it should take a more comprehensive approach to human development by supporting a healthy and educated population, giving the workforce skills that respond to labour market needs, developing social protection, and reducing inequality of opportunity. The EU will enhance its support for quality education to give young people the knowledge and skills to be active members of an evolving society. Through capacity building and exchange of knowledge, the EU will support vocational training for employability and capacity to carry out and use the results of research.

The promotion of decent work covering job creation, guarantee of rights at work, social protection and social dialogue is also among the key priorities.

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

The European Union's Small Business Act⁶⁰ 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.

The Communication from the Commission, *Small Business, Big World — a new partnership to help SMEs seize global opportunities*⁶¹, adopted on 9 November 2011 set the objectives to: i) provide SMEs with easily accessible and adequate information on how to expand their business outside the EU; ii) improve the coherence of support activities; iii) improve the cost-effectiveness of support activities; iv) fill existing gaps in support services and v) establish a level playing field and provide equal access for SMEs from all EU Member States.

EU migration and mobility external policy

The Stockholm programme, 2010-14, the EU multiannual programme in the area of justice, freedom and security, calls for the development of a comprehensive migration policy, emphasising the importance of well-managed skilled legal migration.

⁵⁹ <http://bit.ly/peXzD0>

⁶⁰ <http://bit.ly/7alt3C>

⁶¹ <http://bit.ly/zPdelm>

These provisions are 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 the better management of labour migration and its skills dimension by focusing on circular (often short-term) migration. Likewise, the 3rd Annual Report on Immigration and Asylum (2011) adopted on 30 May 2012⁶² points out the positive contribution of migration to the EU's growth agenda.

The European Commission Communication on migration, adopted on 4 May 2011, indicates that there is a need for the EU to strengthen its external migration policies by concluding partnerships with third countries which address migration and mobility related matters in a mutually beneficial way. 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 with third countries in areas such as the recognition of foreign qualifications and pre-departure vocational and language training.

This philosophy has inspired the Communication and the Council Conclusions on the Global Approach to Migration and Mobility (GAMM), adopted in November 2011 and May 2012 respectively, which provide for the overarching framework of the EU external migration policy, in line not only with EU foreign policy and the EU development policy but also with internal policies such as the Europe 2020 Strategy, employment and education policies. Securing an adaptable workforce with the necessary skills which can cope successfully with the evolving demographic and economic changes is a strategic priority for Europe. Education and training play a crucial role in successfully integrating migrants into society and the labour market.

The GAMM offers a global framework for cooperation with third countries on migration and mobility related issues through two specific bilateral frameworks for cooperation: (a) mobility partnerships (primarily aiming at the EU neighbourhood countries), and (b) common agendas for migration and mobility (other priority and strategic countries).

The ETF has a crucial role in the implementation of mobility partnerships which encompass specific schemes to facilitate labour migration between interested Member States and the partner countries (Republic of Moldova, Georgia, Cape Verde and Armenia).

Such schemes 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 cooperation 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. They build on the work and experience of the ETF.

Within this framework, the EU is launching migration and mobility dialogues with the southern Mediterranean countries with the aim of concluding mobility partnerships. This objective was included in the 25 May 2011 European Commission's Communication "*A dialogue for migration, mobility and security with the southern Mediterranean countries*" which supports and encourages reforms in the partner countries migration policies, improving partner country citizens' mobility to the EU while addressing illegal migration flows. This dialogue is part of a wider engagement in the framework of the European Neighbourhood Policy.

⁶² (COM(2012) 250 final)

Dialogue is particularly advanced with Morocco and Tunisia with which the EU is negotiating mobility partnerships. Cooperation will also be strengthened with Egypt and Libya once the political situation of these countries so allows. Moreover, other countries, such as Jordan, have expressed their interest in exploring possibilities to conclude a Mobility Partnership with the EU.

The EU's external migration policy builds on EU legislation and legal instruments, political instruments, operational support and capacity building (including via the ETF) and the wide range of programme and project support that is made available to numerous stakeholders, including civil society, migrant associations and international organisations.

Danube Strategy

The EU strategy for the Danube region⁶³, was presented by the European Commission in December 2010 and endorsed by the European Council on 23 June 2011⁶⁴. 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 region. The strategy mainly concerns eight EU Member States and six ETF partner countries (Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Ukraine and the 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).

2013 European Year of Citizens

The European Commission proposed to designate 2013 as the "European Year of Citizens". 20 years after the creation of Union citizenship, tangible progress has been made that directly affects the lives of millions.

2.2. The partner country context⁶⁵

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 since 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, ranging from 600 000 inhabitants in

⁶³ <http://bit.ly/xcRe3P>

⁶⁴ <http://bit.ly/hFy4pQ>

⁶⁵ This section is based on the main conclusions from the 2010 Torino Process Country Analyses. In 2012 a new set of analyses will be produced. Should they be ready before the adoption of the WP by the Governing Board, this section will be updated accordingly [<http://bit.ly/wE0ilE>]

Montenegro to 142 million in Russia in 2008⁶⁶. Secondly, whereas the ageing populations of some countries⁶⁷ (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, the number of people under the age of 15 was 40 in Turkey, 50 in Tajikistan, Egypt, Jordan and Syria⁶⁸, and 86 in the occupied Palestinian territory.

Although the economies of almost all partner countries are expected to grow in 2012, the economic data and trends also reveal great differences between countries. Growing food and energy prices pose a potential risk of increased poverty⁶⁹. 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 Bank⁷⁰. The remaining countries are low-income (Kyrgyzstan and Tajikistan) or high-income (Croatia, Iceland⁷¹, and Israel).

The vision of VET

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.

Where it is explicitly stated, the vision for VET tends to be short-term. Some countries are now including a lifelong learning perspective in new laws and strategy papers, such as the Republic of Moldova and Ukraine. In other countries the scope of VET is mainly limited to initial training, usually secondary and post-secondary non-tertiary VET. In the southern Mediterranean countries there are good examples of continuing vocational training (i.e. Tunisia and Morocco), but these are not integrated in a single vision with initial VET. In the Enlargement region, Albania is working on a holistic VET strategy incorporating both IVET and CVT, while the former Yugoslav Republic of Macedonia, Serbia and Turkey are working on comprehensive integrated lifelong learning strategies.

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

⁶⁶ World Bank, World Development Indicators (14/02/2011)

⁶⁷ 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 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).

⁶⁸ ETF support to Syria will be defined following EU orientations and priorities once EU bilateral cooperation resumes. Should the European Commission request ETF support in Syria, appropriate financial and human resources will have to be added.

⁶⁹ For the ETF's assessment for the risks associated with implementation of this work programme, see Annex 7.

⁷⁰ 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.

⁷¹ Iceland does not receive assistance from the ETF. However, representatives from Iceland participate in regional activities in the Enlargement region. Israel and Russia do not receive assistance from the ETF but cooperate in some activities, according to the partnership agreements between these two countries and the EU.

provision and enable greater recognition and portability of skills and competences built up over a lifetime.

A comprehensive, integrated vision of a lifelong learning perspective calls for institutional adaptation and greater fluidity, permeability and flexibility in education and training provision. 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 denotes how well the VET system of a country correlates with the external environment within which it operates and how well it responds to related signals or challenges. The ETF defines external efficiency in terms of three outcomes:

- the economic and employment perspective – here the focus is on labour market outcomes, and in particular employability and contribution to competitiveness, to sustainable development and territorial cohesion, which is the primary rationale behind VET provision;
- the social inclusion perspective, or how well the VET system reaches out to the weakest segments of the population and ensures the provision of (targeted) training;
- the individual learner perspective – here ‘social demand for education’ means providing attractive learning pathways for all groups through VET provision.

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 Kosovo⁷²).

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

⁷² In Kosovo, the level of youth unemployment (73% in 2009) is even higher for young women (81.7%) despite the low activity rates of women, (15-64), which is 28.7%. Youth unemployment is also high in Bosnia and Herzegovina (57.9%, 2011) and in the former Yugoslav Republic of Macedonia (53.7%, 2010), particularly for young women (60.5% and 53.3% respectively), however the female activity rate is higher (41.2% and 50.4%, respectively). Countries like Syria, Egypt and occupied Palestinian territories have high levels of young female unemployment (70.1%, 54.1% and 53.5% respectively, in 2010), but while in Egypt and the occupied Palestinian territories the female activity rate is low (24.5% and 16.5% respectively), in Syria it is higher (40.1%). Jordan and Lebanon have low female participation rates (14.9% and 23% respectively), but while the young female unemployment rate is correlated in Lebanon (21%), it is not in Jordan (47% of youth unemployment, female (%), aged 15-24) 2011). In the Neighbourhood east, the highest youth unemployment rates are in Armenia and Georgia (38.7% and 35.5% respectively) and young female unemployment is 47.9% and 40.7% respectively, but the activity rates are above 50% in both countries. The Republic of Moldova is the country in the region with the lowest activity rate (46.5%) and the young female activity rate is 44.4%. In Central Asia, Tajikistan and Turkmenistan have activity rates above 50% but the female activity rate is 39.6% and 27.5% respectively. However, unemployment is generally lower than in other regions.

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 crucial to the success of this process. Although continuing vocational training and adult learning opportunities appear to be on the rise, overall adult training provision is underdeveloped in the Neighbourhood east region. The proportion of enterprises providing training to their employees ranged from 12% in Azerbaijan to nearly 50% in Russia in 2009. The rates are generally lower than in advanced transition economies, and training is more likely to be provided in larger and multinational companies. Overall comparison with the EU is difficult as reliable data is not available. Enterprise surveys (e.g. on continuing vocational training) and indicators for participation in lifelong learning, which would provide important evidence on the scale and nature of training, still need to be developed in the Neighbourhood east region.

The external efficiency of VET systems regarding socially challenged groups is an emerging policy priority. Outreach 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. In the Enlargement region there is an increasing demand for VET to contribute to inclusive societies: more public and private resources, incentives for companies to increase investment in learning and incentives to training providers to increase people's motivation for learning.

External efficiency in respect of the learner's 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. In Central Asia, there is an increasing priority to address the attractiveness of VET.

Internal efficiency, quality and financing of VET systems

Internal efficiency and effectiveness in VET focuses mainly on its provision in schools, colleges, faculties, company training sites, etc. Quality is the degree to which a set of inherent characteristics fulfils certain requirements. (Cedefop, 2011, quoted from ISO 2000). In this context it is important to understand that there needs to be internal consistency: any changes in one element of the system (e.g. curricula) necessarily trigger changes in other elements of the system (e.g. teachers' skills, materials and equipment, inspection system, etc.). Completion rates, governance arrangements, financial issues and institutional capacities are relevant in this respect.

Efficiency generally describes the extent to which funds, time or effort are well used for a specific outcome.

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. In the Western Balkans and Turkey, diverse education and training provision and open pathways for relevant and quality education and training systems has been identified as an area for improvement.

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

stakeholders. 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

Policymakers 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, policymakers are paying greater attention to measuring innovation capacity and to introducing entrepreneurial learning as a key competence. SME policy assessments in the Enlargement and Eastern Partnership regions 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.

The 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 develop methodologies to increase capacity among partner country institutions to manage the full cycle of VET policies from formulation to evaluation.

2.3 ETF mid-term perspective 2010-13 context

2013 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 multilevel governance, 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 providing updated, evidence-based analysis of reform priorities. The needs for further policy development at country level have been identified in 2012 through a second round of country analyses which has fed into the priorities set for the 2013 work programme. 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.

Since 2012, the ETF has also been examining the potential application of its work in a regional (i.e. sub-national) context.

In 2012, the ETF conducted an interim external evaluation of the first two years of its mid-term perspective. The main findings and recommendations of the final report are included in this work programme. In particular:

- the confirmation of the relevance of its objectives and intervention logic (see footnote 33);
- the inclusion of a logical framework for the whole mid-term perspective, which links objectives, results and projects/activities with respective indicators and sources of verification, at multi-annual, annual (work programme) and project (implementation plan) levels (see Annex 15); and,
- the explanation as to how stakeholders are consulted during the drafting of the Implementation Plans and, after their approval, the way they are communicated (see section 3 and Annex 12).

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 to work 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^{73 74}:

- 28.71% for the Enlargement region;
- 18.64% for the Neighbourhood south area;
- 19.73% for the Neighbourhood east area;
- 12.09% for Central Asia;
- 14.10% for thematic expertise development to respond to partner country needs; and
- 6.72% for methodological development to support evidence-based policy making and knowledge management

Within a given region, the ETF allocates resources for regional activities and country specific activities. It uses five main criteria for assessing the relative priority a given country has within a region.

These criteria are:

1. priority in EU external relations and the contractual relationship;
2. priority of human capital development in EU external relations and at regional level;
3. priority given to human capital development as indicated by documented national strategies and policies and resource commitments;
4. stakeholder commitment to human capital development as indicated by their contribution and participation in national reform strategies; and,
5. involvement of other donors in human capital and cooperation with them to avoid overlaps.

⁷³ This distribution refers only to the subsidy from the budget authority directly to the ETF. The ETF will receive additional funds from DG ELARG and DG DEVCO for the Enlargement and southern Mediterranean regions respectively

⁷⁴ The ABB tables in Annex 2, particularly table 2.6 and 2.8 add the distribution of title 1 and title 2. Therefore the distribution in the annex changes in respect to the current one. This is due to the fact that staff allocated to the different regions does not follow exactly the distribution of title 3.

For each country the ETF intervenes in one or more areas. The specific country plan details these areas, the expected results and project outputs. The plans also detail the human and financial resources allocated to each area. The main criteria used to identify these areas of interventions and related resource allocations are:

- priorities agreed with the Commission services for direct ETF support to the European Commission;
- areas jointly identified as priorities with national stakeholders within the Torino Process;
- stakeholder commitment to address reform in the jointly identified area;
- areas in line with the ETF core themes; and
- complementarity with EU and other donor interventions.

The following sections provide an overview of the planned ETF interventions in each region in 2013. They are the basis for achieving the 154 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 indicators⁷⁵.

Specific information on the projects undertaken during the year can be found in annexes 5 and 6.

Implementation plans detail these projects further. They are published on the ETF website at the beginning of each year. ETF country teams consult the country stakeholders and relevant EU officials while drafting the implementation plans. Once the Work Programme is approved, the implementation plans are finalised. Project teams then communicate them to relevant stakeholders in the country – including international actors – and seek to collaborate with them in the implementation of the activities⁷⁶.

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 to support partner countries in better documenting their policy analysis through the Torino Process. The initiative combines both analysis based on evidence and a holistic framework, as well as a structured process based on broad participation and national ownership. This was followed in 2011 by the launch of Torinet to design approaches which develop policy making capacity among networks in the partner countries. The evidence-informed approaches in the Torino Process and Torinet are complemented by the ETF's knowledge management strategy.

The Torino Process

Following the updating of the policy analyses in partner countries in 2012 and the preparation of regional analyses, in 2013 the Torino Process assesses the results both in terms of policy analysis and process across the ETF's four regions. The assessments will be shared at a high level conference for partner country, EU and international stakeholders which will be organised by the ETF in Turin in May 2013. Guided by the outcomes of the conference, the ETF will begin preparations for the next round of the Torino Process planned for 2014. This will include the continuation of actions launched in 2012 to enhance the provision and use of relevant evidence for policy analysis through strengthening

⁷⁵ See section 5.3. and annex 7.

⁷⁶ In line with the recommendations B and C made by the MTP external evaluation report. See also annex 13.

links between institutions responsible for providing evidence (in particular, statistical offices) with institutions responsible for policy analysis (in particular, ministries of education and employment). In 2010, this will focus on the Enlargement region.

Torinet

Torinet is a multi-annual initiative which develops methodologies in support of stakeholders representing the interests of the state, practitioners, social partners and civil society to work together as networks in the management of the policy cycle. The methodology builds on the participatory approach and networks created through the Torino Process in order to strengthen the capacity of the different stakeholder groups, according to their roles and responsibilities, and function as coherent inter-institutional networks and collectively manage the national VET policy cycle according to principles of efficiency and effectiveness. It provides policy learning tools and methodologies to apply evidence-informed policy analysis techniques throughout the phases of the policy cycle – formulation, implementation, monitoring and evaluation. In 2013, Torinet will continue to develop tools and methodologies both drawing on lessons from the Torino Process as well as from specific capacity building initiatives taking place within ETF support activities in 9 countries⁷⁷. The main lessons from Torinet will also be shared and discussed at the Torino Process conference in May 2013. Following the establishment of a forum for high level policy dialogue inspired by the Torino Process in 2011 and 2012, the ETF will provide further opportunities for policy dialogue in 2013. These will include a high level meeting for policy leaders from the Enlargement region in May at the Torino Process meeting in Turin and a meeting for policy leaders from the Southern Mediterranean in Marseilles in October.

Knowledge management

In 2013, knowledge management will consolidate ETF capacity to capture and retrieve knowledge generated through its activities, including the consolidation of social media based knowledge sharing platforms and the introduction of a content management system. The ETF will also further develop knowledge management methodologies for more effective policy learning in partner countries and tools to support them in sourcing, communicating and deploying knowledge in the policy cycle.

3.2 Enlargement

The Enlargement strategy and main challenges for 2010-11 shape cooperation with the countries in the region and call them to address socio-economic challenges at national and regional levels. Preparations for future EU membership mean that the internal policy goals and implementation methods of Europe 2020 are relevant for all countries in the region. The contribution of education and training to economic competitiveness and the enhancement of democracy is a main priority in the coming decade. The development of well-skilled competitive labour forces and flexible labour markets in neighbouring countries will help 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 partner countries to take advantage of their proximity to the EU's internal market.

The Enlargement countries are among those most affected by the economic crisis. While their average economic growth was 5.5% pre-crisis, their economies decreased by around 2% in 2009. Their recovery period is rather slow (especially relative to other developing regions), with average growth of only 1.3% in 2010 and 3.6% in 2011. In parallel, privatisation plans were put on hold due to limitations on the international capital markets and an abrupt end of capital inflow. Furthermore, foreign demand for the region's exports declined substantially. Turkey is an exception with the 17th largest Gross Domestic Product (GDP) in the world (World Bank, 2010).

⁷⁷ Belarus, Croatia, Kazakhstan, Kosovo, Kyrgyzstan, Republic of Moldova, Serbia, Tajikistan, Tunisia.

Poverty and unemployment are on the rise and populations are aging (except for Kosovo and Turkey). There are high unemployment rates particularly among new entrants to the labour market and among women. Social exclusion is linked to minorities, disadvantaged groups and under developed rural areas and regions. This is aggravated by skills mismatch with labour market needs. All countries face structural challenges in education and training that require sustained policy management.

Governments throughout the region have taken measures to tackle the crisis and are adapting their socio-economic policies to deal with the dynamic environment. Private sector development in general and SMEs in particular is a recurrent topic in all countries where the informal sector is large. They have to play a role not only for employment generation, but for innovation at large. Public-private partnership has been identified as a model for the next period and part of a new growth model to be developed for competitiveness in a global context.

The ETF's collaborative assessments, including the Torino and Bruges Process and the Human Resources Development (HRD) reviews have highlighted the following achievements and confirmed priority areas for support, as follows:

- governance of education and training is being reformed to promote links between education and the world of work;
- reforms are on-going in a lifelong learning context with national qualifications frameworks and quality assurance systems under development;
- inclusive education is on the reform agenda of governments; and,
- capacity development to gather and analyse data and translate them into policies is underway.

Priority areas for ETF support

- Increased cooperation between education and world of work for employability; and,
- Diversified education provision and open pathways for quality education and training.

The ETF will continue to provide policy advice, support capacity building and foster dissemination and exchange of information at national, regional and local levels. The ETF will promote synergy among regional and national activities for increased impact and efficiency and build on previous results. It will continue to provide input to the Western Balkans Platform on education and training and, in cooperation with DG Education and Culture and DG Enlargement, foster the sharing of experience and increase synergies in education reforms in a lifelong learning context and in line with EU standards and best practice. The ETF will encourage policy debates on how to move from pilot projects to system wide reforms.

The ETF will support DG Enlargement and other EC services in preparing the countries for IPA II (2014-20). This will include preparing EU interventions in the area of private sector development and social inclusion and advising on the implementation of related multi-beneficiary programmes. The ETF will continue its cooperation with regional initiatives such as the Regional Cooperation Council (RCC). Joint activities with the Human Resource Development Task Force, Education Reform Initiative South Eastern Europe (ERISEE), and the South Eastern European Investment Committee as well as the Regional Competitive Initiative will continue. The ETF will maintain its advisory role in the Steering Committees of the South East European Centre for Entrepreneurial Learning (SEECCEL) and provide guidance to entrepreneurial learning and skills development interventions under the Danube strategy. This helps to enhance and maximize support in the field of human capital development in the region in the context of the Europe 2020 strategy.

In 2013, DG Enlargement will delegate an additional budget of €1.4 million to allow the ETF to implement a large scale project "Supporting the development of comprehensive HRD strategies in the

Enlargement countries" to provide input to the country strategies in the area of human resources development. The input to the country strategies will be based on the outcomes of the three main components of the project which are i) developing coherent and future oriented HRD strategies to support broader socio-economic objectives through state of the art foresight methodologies, ii) assessing the extent to which institutional and functional set ups can sustain effective policy delivery; and (iii) monitoring progress in the effectiveness of these policies. This future oriented approach will place vision at the centre of policy making and represent a step forward in the ETF policy analyses carried out in recent years in the region.

F1: Support the European Commission

At regional level:

- EU multi-beneficiary programmes (private sector development and social inclusion) and the Western Balkans Platform on education and training.

At country level:

- IPA component IV: the human resources development operational programme in Albania, Croatia, Montenegro, Serbia, the former Yugoslav Republic of Macedonia and Turkey;
- Comprehensive HRD strategies 2014-20 in the Enlargement Region;
- Annual review for the yearly Enlargement Progress Report;
- IPA component I on HRD and related sector committees: Albania, Bosnia and Herzegovina, Kosovo and Turkey;

F2: Build capacities

At country level on:

- Education and business cooperation in Albania;
- VET strategy operationalisation in Albania and former Yugoslav Republic of Macedonia;
- Entrepreneurial learning in Bosnia and Herzegovina and women's entrepreneurial learning in the former Yugoslav Republic of Macedonia;
- National qualifications frameworks in Bosnia and Herzegovina, Croatia, Kosovo, Turkey and Serbia;
- Evidence-based policy making in Croatia;
- VET governance in Kosovo and Serbia;
- VET strategy operationalisation in former Yugoslav Republic of Macedonia;
- Comprehensive HRD strategies 2014-20 in Montenegro and Serbia;
- Teacher training in Montenegro.

F3: Policy analysis

At regional level on:

- Report on VET and inclusiveness with particular reference to schools.

At country level on:

- VET strategy in Serbia;
- Organisation and functioning of public employment services in Kosovo;
- Regional development in Turkey.

F4: Disseminate and exchange information

At regional level on:

- Sharing of experience and knowledge on VET and inclusiveness with particular reference to schools;
- Knowledge sharing on HR issues with RCC, ERISSE and HRDTF;
- Entrepreneurial learning and skills development under the Danube Strategy (Pillar 8 and 9);
- Torino Process Regional Report.

At country level on:

- Information sharing with donor community;
- Knowledge sharing ETF-Croatia-Cedefop;

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 Neighbourhood south (ENP South)⁷⁸ and the Neighbourhood east (ENP East)⁷⁹. 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

With increasing concerns about competitiveness, employment and social equity in the Mediterranean, the importance of a strategic development of the region's human capital has gained priority and recognition in the political agenda.

The Arab Spring has raised three key concerns in most of the countries in the region: unemployment and in particular youth unemployment, the need for improved, more inclusive and transparent governance systems and a more equitable and cohesive society, in particular in relation to territorial disparities.

With a third of the region's population under 15 years of age, the labour force participation rate in the region is the lowest in the world: almost two-thirds of the working age population are unemployed, underemployed or inactive. Only one in four women is in the labour market.

The economic growth of the past decade was "jobless" with most jobs created in the informal sector. The limited job opportunities in the private sector together with a shrinking public sector, has aggravated the unemployment rate of university graduates, the so-called "educated unemployed". In addition, it is estimated that more than 20 million young people (mostly unskilled and/or low skilled) work in informal, poor quality jobs at subsistence wages and without any prospects for improvement.

⁷⁸ In cooperation with the Union for the Mediterranean which promotes economic integration and democratic reform across 15 neighbours to the EU's south in North Africa and the Middle East. Formerly known as the Barcelona Process, cooperation agreements were re-launched in 2008 as the Union for the Mediterranean (UfM) [<http://bit.ly/jq9iPr>]

⁷⁹ Eastern Partnership (EaP) <http://bit.ly/hfXHna>

The idle youth who are neither in education nor in employment is another group vulnerable to social exclusion. The youth unemployment gap is a waste of human capital and education investment, a devaluation of national human resources and an increased risk of social instability⁸⁰.

Governments, in partnership with key economic and social partners, must find other ways to create the jobs required to absorb new entrants and to decrease unemployment. As small and medium-sized enterprises (SMEs) dominate the regional economy and provide the lion's share of employment, in the bid for more and sustained employment, particular attention needs to be paid to the provision of skills for SME creation and growth, including management and occupational skills.

Countries are transforming aspects of governance to increase inclusiveness and accountability and strengthening the role of social partner organisations and civil society organisations in policy shaping.

Multilevel governance, with a focus on territorial development (at local and regional levels) is moving up the agenda to meet the challenge of developing cohesive societies and sustainable economies.

Following the increased migratory flows from the south to the north in the aftermath of the Arab Spring and recognising the reality of increasing labour mobility, migration became a high priority in the dialogue between the European Union and countries in the region, in particular in North Africa and Jordan. The issue of skills and mobility became even more topical in 2012 with negotiations for Mobility Partnerships in Tunisia and Morocco and the High level Task Force meeting in Jordan in February. The skills dimension of migratory flows is an integral part of the mobility partnership negotiations and issues such as the need for efficient matching of supply and demand, enhanced access to information, and portability of professional qualifications are part of the agreements.

In the light of the above and in line with the renewed European Neighbourhood Policy (ENP) priorities, ETF activities in the southern neighbourhood will aim to improve:

- The quality and relevance of VET systems, with a focus on qualifications systems and promotion of entrepreneurship and skills for SMEs, thus contributing to improving the employment prospects of young people and indirectly supporting job creation via SME creation and growth;
- Multilevel governance to increase the awareness and capacities of social partners and to support evidence-based policy making, implementation and monitoring; and,
- skills and migration, in the context of mobility partnerships and circular migration, to provide insights on the links between skills and labour migration.

The ETF will support national country policy reforms, as well as foster regional cooperation (south-south and north-south) through multi-country studies and projects that support the development of common methodologies and peer learning. Given the increased attention from the international community and donors, additional efforts will be put into coordinating and exchanging information and experience with bilateral and international donors and organisations.

In addition, and as agreed in the joint DG EAC and DG DEVCO proposal to respond to the ENP joint communication on "A new response to a changing Neighbourhood", in September 2012 the ETF was granted an additional €2 million to enhance the impact of its activities in the Neighbourhood south region by implementing the project "Governance for Employability in the Mediterranean (GEMM)". It will have a multi-country character, covering all countries in the region. The proposal focuses on the governance of VET and, in particular, on financing and quality assurance. It addresses both the national and school levels involving a broad range of actors, equipping them with tools to improve the relevance and quality of VET. It will include both analytical work (e.g. cross-country analysis on

⁸⁰ ETF, UfM Regional employability review 2011

governance at central and school level) and institutional capacity building (summer school, peer learning actions, etc.).

The project will be self-standing and managed separately. Activities to support social partnership in VET which started in 2011 will be continued and further enhanced within the framework of the GEMM project. It will be possible to move from sharing EU experience with social partner organisations to in-depth capacity building actions. There is therefore no need for two parallel projects. The mapping methodology for social partners developed within the ETF project in 2012 will be applied in the GEMM project and the network of contacts including the Advisory Committee will be integrated into the future activity. In 2012, the annual conference of the social partnership project served as a platform for discussion and preparation of the GEMM project.

In Syria, should EU cooperation resume, the ETF will align with EU priorities provided that additional resources are made available. Should the European Commission request ETF support in Syria in 2013, appropriate financial and human resources will have to be added.

In 2013, the ETF will:

F1: Support the European Commission

At regional level by:

- Providing input to the European External Action Service (EEAS) and the European Commission for progress reports on the implementation of ENP action plans;
- Supporting DG EMPL for the multilateral Euromed dialogue on employment, with analytical inputs (specific focus and scope to be defined);
- Providing ad hoc support to DG EMPL in the framework of the Euromed Social Dialogue Forum;
- Supporting DG ENT with the completion of the second assessment of the Euromed Charter Assessment on human capital related dimensions;
- Supporting DG ENT with contributions to the Industrial Cooperation Working Group and ad hoc inputs for the preparation of the Euromed Ministerial conference on Industry;
- Giving ad hoc support to DG EAC for the regional policy dialogue platform on education and training launched in July 2012;
- Implementing EU support to improve VET governance for employability.

At country level by:

- Supporting the EU Delegation in the final stage of the EU Education Sector Policy Support Programme in Egypt;
- Finalising the financing agreement and the launch activities for the technical and vocational education and training (TVET) II Programme for the EU Delegation in Egypt;
- Providing ad hoc inputs to the TVET programmes and projects launched in 2011-12 for other EU Delegations (namely Algeria, Jordan, Lebanon, Libya, occupied Palestinian territory) (tbc);
- For Morocco and Tunisia (and eventually Egypt and Jordan), supporting the EEAS and DG HOME in the negotiation, monitoring and implementation of mobility partnerships (tbc).

F2: Build capacities

At regional level on:

- The regional dimension of sectoral qualifications for sectoral organisations, trade unions and VET related ministries and/or national VET agencies on transparency and portability of qualifications; and,
- Young Mediterranean Leaders for employability and governance.

At country level:

- In Libya and following identification work carried out in 2012, the ETF will identify a key priority area for support. Some support will involve increasing the exposure of Libyan counterparts to international and Mediterranean good practice on VET related issues;
- On national qualifications frameworks in Lebanon and Morocco;

On evidence-based policy making with a focus on gender issues in Jordan;

- On multilevel governance in Tunisia and Morocco;
- For teachers and school principals to introduce entrepreneurial learning in Lebanon as a core skill in TVET secondary schools⁸¹;
- Teacher training in the occupied Palestinian territory;
- On inclusive education in Israel (participating in a project with the Western Balkans and Turkey).

F3: Policy analysis

At regional level:

- Union for the Mediterranean employability analysis (focus and scope to be agreed with DG EMPL);
- Country assessments of the human capital dimensions of the Euromed Charter for Enterprise;
- Policy note on the up-scaling of the entrepreneurial learning pilot project in Lebanon to all TVET schools.

At country level:

- Torino Process report in Libya and Egypt;
- Synthesis report on a national qualifications framework in Morocco;
- Scenario for the regionalisation of the VET system in Tunisia;
- Assessment of the relevance of training for employment in Tunisia; and

TVET chapter in the Joint Pre-University Review, together with the OECD and the World Bank.

F4: Disseminate and exchange information

At regional level:

- Regional dimension of sectoral qualifications

⁸¹ Project co-funded by the Italian Trust Fund.

At country level:

- Migration study in Morocco
- Tools for analysing the matching of skills provision and labour market needs

The ETF will continue to cooperate closely and exchange information with other initiatives in the framework of the Union for the Mediterranean (UfM) and the UfM Secretariat, such as the Mediterranean Initiative for Jobs and the Mediterranean Business Development Initiative.

European Neighbourhood east

The ETF will provide continuous support in the Eastern Partnership countries in the field of human capital development, following the emphasis given to the Neighbourhood South region in previous years. Conditions in Eastern Europe are different from in the south, as is the approach the ETF will take in this area. In 2013, both in relative terms and in absolute figures the investment in Eastern Partnership countries will increase, with a particular focus on employment and lifelong learning. The Eastern European countries are experiencing unprecedented transition with important social, economic and political changes, leading to free market economies. Economic growth remains fragile and differs per country. Their labour markets are affected by low economic activity, high unemployment and underemployment and frequent changes in the employment status of individuals. Insufficient job creation, the informal economy and employment, low employability of the labour force and a lack of mechanisms for matching skills supply and demand are important factors affecting economic performance and competitiveness in the globalised context. High self-employment and significant subsistence agriculture indicate the lack of secure and decently paid jobs in the Eastern economies. An important challenge for all countries is to find ways to address the skills needs of their changing economies where most of the employment is generated in small and medium-sized enterprises or in micro-enterprises.

Being an ageing society, the role of continuing vocational training is high on the agenda. Migration flows remain high in the regions and cover both in and outflows. Skills for migration can be more effectively used and remittances more efficiently invested.

The 2010 Torino Process regional report identified five key challenges for the region. The first challenge is to reposition VET in relation to higher education and to enable horizontal and vertical mobility and in particular pathways from initial VET to post-secondary VET and universities. National qualifications frameworks can facilitate this process. Strengthening cooperation between education and business is a second key challenge, including promoting social partnership. The third is stimulating continuing vocational training (CVT) through incentives, legislation and public/private funding. The fourth priority is the shift towards multi-level governance, including the promotion of policy coordination and policy learning. The fifth challenge is about evidence collection on labour market needs.

All countries are making progress in the development of national qualifications frameworks. Social partners are increasingly engaged in this process. Sector committees have been set up in several countries and sectors as a focussed platform for social dialogue. School-business cooperation is still overly based on ad-hoc initiatives and there are few examples of coherent work-based learning systems.

Continuing vocational training lacks coherent legislative and policy frameworks, and access and financing remain a big challenge. Most countries have initiated processes of decentralisation, but vertical and horizontal communication between governance structures needs further attention. Furthermore, collecting and analysing labour market information lacks coherence and coordination.

The ETF will continue to support these areas through regional (CVT), thematic (multi-level governance and labour market information) and country projects (national qualifications frameworks and pathways).

The ETF will continue to provide support to the Eastern Partnership Platforms 2 and 4. Under Platform 2, in cooperation with DG Employment, Social Affairs and Inclusion, the ETF will organise policy debates on skills matching and self-employment and the results will be reported to the Employment Panel. Under Platform 4, the ETF will support the Moldovan Ministry of Education in the organisation of the Eastern Partnership conference on Entrepreneurial learning in Republic of Moldova in early 2013. The ETF will continue to support the EU Mobility Partnerships with Armenia, Georgia and the Republic of Moldova. The ETF will also support the Mobility Partnership with Azerbaijan, as soon as it has taken shape.

F1: Supporting the Commission

At regional level by:

- Providing inputs to the EEAS and the European Commission for progress reports on the implementation of ENP action plans;
- Providing inputs to the EEAS and the European Commission for on-going bilateral policy dialogue on VET and employment issues through support to Platforms 2 and 4 as indicated above;
- Providing inputs to EEAS and the European Commission for on-going bilateral policy dialogue on VET and employment issues and entrepreneurial learning through support to Platforms 2 and 4;
- Supporting the preparation and implementation of mobility partnerships for EEAS, DG DEVCO and DG HOME;
- Providing inputs to the Danube strategy related to the Republic of Moldova and Ukraine.

At country level by:

- Providing inputs to budget and project support to the European Commission in all countries in the region.

F2: Building capacities

At regional level:

- Continuing vocational training (CVT) with a focus on social partnership in sector committees and validation of non-formal and informal learning;
- Mobility partnerships – employment for returning migrants.

At country level:

- VET council review of VET reform in Armenia;
- Employment and career guidance in Armenia;
- Evaluation of the VET strategy in Azerbaijan;
- National qualifications frameworks in Azerbaijan, Republic of Moldova, Ukraine;
- Entrepreneurial learning in Belarus;
- Labour market based curricula reform in Georgia;

- Social partners / Sector Committees in the Republic of Moldova and Ukraine;
- Optimisation of schools in Ukraine;
- Regional skills mismatch in Ukraine;
- Training strategies for SME policies in the Republic of Moldova;
- Evidence-based policy making in Belarus, the Republic of Moldova.

F3: Policy analysis

At country level:

- National qualifications framework in the Republic of Moldova and Ukraine, national qualifications framework / curricula reform in Georgia;
- Review of VET strategy in Georgia;
- Validation of non-formal and informal learning (VNFIL) in the Republic of Moldova.

F4: Disseminate and exchange information

- Implementation of continuing vocational training policy and sector committee approaches in Eastern Europe.

At country level

- Skills analysis and school optimisation in Ukraine

Career guidance in Russia.

3.4 Central Asia

The Central Asian countries have relatively young populations, with a big potential for human capital development, but also challenges in terms of jobs, teachers and budgets. Uzbekistan and Kyrgyzstan have relatively high education budgets, Kazakhstan has recently increased its budget, but Tajikistan's education is still underfinanced. Overall awareness about the relevance of education and training for socio-economic development is increasing, but the quality remains a major challenge.

Growing economies in Kazakhstan and Uzbekistan have given rise to interest from employers to get engaged in the policy debates on VET. Both countries are making progress with education and business cooperation and with the development of national qualifications frameworks. In Kyrgyzstan and Tajikistan there are similar intentions, but it is more difficult to engage employers in the discussions. Initiatives to support school-enterprise partnerships are taken through the regional school development project. Also the communication between policy makers and schools are promoted in this project.

The Torino Process 2010 regional report has identified the following priorities:

- To improve multi-level governance through the engagement and communication of stakeholders (ministries, social partners, schools, parents) in the policy and implementation dialogue on VET;
- To increase cooperation between vocational schools and business;
- To increase the attractiveness and quality of VET.

The ETF will address these priorities through regional (governance) and national (social partners and quality) projects and through supporting EU projects. ETF will continue to cooperate with the EU's Central Asia Education Platform, where policy makers seek regional education debates and cooperation. EU investments in VET are concentrated in Kyrgyzstan, Kazakhstan and Turkmenistan.

The ETF will:

F1 Provide support to the Commission

At regional level by:

- Providing inputs to the EEAS and the European Commission for on-going bilateral policy dialogue on VET and employment issues and in particular to the Central Asia Education Platform

At country level by:

- Providing inputs to budget and project support to the European Commission in all countries in the region.

F2: Build capacities

At regional level:

- School development initiative phase 2: Quality assurance, learning, services.

At country level:

- Education and business in Kazakhstan;
- Governance in Kazakhstan;
- Transition from school to work in Kazakhstan;
- Continuing training in Kyrgyzstan;
- National qualifications frameworks in Uzbekistan;
- Teacher training and entrepreneurial learning in Turkmenistan.

F3: Policy analysis

At country level:

- Transition from school to work in Kyrgyzstan and Tajikistan.

F4: Disseminate and exchange information

- Teacher training and school networking in the school development project;
- Transition study in Tajikistan.

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 2013.

3.6 Thematic expertise development

Innovation and learning combined with knowledge management are important for 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 ILPs 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 2013, 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. VET system development and provision

- **Qualifications and quality:** the CoP focuses 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 updating of the inventory on progress made in the development and implementation of qualifications in the ETF partner countries. In 2013, the CoP will also undertake a study on quality assurance in VET in the context of the ETF partner countries 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 focuses on multilevel, inclusive and anticipatory 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 undertake follow up activities to the 2012 corporate conference on multilevel governance with particular emphasis on (i) the functional analysis of the VET systems and (ii) vision building and foresight for VET as instruments for anticipatory governance. The CoP will also support the implementation of ETF activities in Egypt, Kazakhstan, Kosovo, the Republic of Moldova, as well as the regional development projects in Serbia, Turkey, Tunisia, Morocco and Ukraine through capacity building, policy advice and policy analysis.

- 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 and 2012, the CoP will focus its work on (i) the implementation of indicators for VET and sustainable development in the Enlargement region in the frame of the relevant regional project, and (ii) the early identification of skill needs for green jobs. 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.

B. Labour market needs and employability

- Employment and employability: the CoP focuses on active labour market measures and the role of the public employment services in the activation of unemployed people. The CoP will further explore issues of unemployment and in particular on youth unemployment in the different regions and on the measures that need to be set in place in order to mitigate it in the frame of active labour market policies. The CoP will also provide support to all regions in the analyses of labour market trends and employment policies and to the implementation of ETF actions in different countries (Armenia, Kosovo, Montenegro, Turkmenistan).
- Social inclusion: the CoP will focus on the analysis of instruments to make VET an instrument for social inclusion and will draw lessons learnt through the implementation of the project on inclusive education in the Enlargement region.

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

Entrepreneurship learning and enterprise skills: the CoP focuses its work on entrepreneurial learning, women's entrepreneurship and skills for SME development. It will continue with the identification and dissemination of examples of good practice in Armenia, Lebanon and the Republic of Moldova on the basis of the methodology developed in 2012 and it will undertake follow up actions to the 2012 corporate conference on skills for SME development. It will also support ETF work in entrepreneurial learning in Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Lebanon, Serbia and Turkmenistan, as well as in the field of skills for SME development in the Neighbourhood south and east regions. The ETF will a) provide expertise inputs to DG EAC's Thematic Working Group, b) ensure the dissemination of DG EAC materials to ETF partner countries, c) contribute to DG EAC's wider strategic reflections on the entrepreneurial learning, and d) facilitate access to SEECCEL networks for peer learning purposes. It will also participate in the SME focus group meetings with the OECD and will disseminate 2012 SBA assessments, policy briefs and several related developments through its web-note alert service. In 2013, 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, the former Yugoslav Republic of Macedonia, Serbia, 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, the occupied Palestinian territory, Kazakhstan and Montenegro.
- Migration and skills: The ETF will 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 Morocco, Armenia, Georgia and the Republic of Moldova and support activities in the countries that have mobility partnerships.

3.6.2 Thematic conferences

In 2013, the ETF will hold one corporate conference on the findings of the 2012 Torino Process.

3.6.3 The Editorial Board

The ETF's Editorial Board draws on expertise from both inside the ETF and from the international VET community. It ensures the quality of ETF publications and is responsible for the ETF Yearbook.

4. CORPORATE COMMUNICATION

The ETF's communication work aims 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 a 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, online communication is an increasingly important component of the ETF's work and supports 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 2013 will reflect the ETF's operational work programme activities. The European Year of Citizens 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

- **Digital 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 strengthening its social media presence (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 2013, 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. Updating the ETF's intranet site will be a major project in 2013 and will help 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.
- **Publications and content production:** 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. A regular exchange of information, knowledge and experience ensures that ETF staff have the necessary background to carry out their work.
- **Events and visits management:** Dialogue-generating events and face-to-face communication are important ways of sharing knowledge with our stakeholders. 2013 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 Ireland and Lithuania.
- **Dissemination and promotion:** 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. 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.

5. RESOURCES, GOVERNANCE AND MANAGEMENT

The ETF continuously improves the management of its financial, human and technical resources. This involves the on-going 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 Parliament⁸². In addition, the EEAS 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 2013.

5.2. Stakeholder relations

Cooperation with stakeholders is a key part of the ETF's activities. By engaging with a range of stakeholders at the European and partner country level, the ETF aims to ensure that its work programme is fully relevant to its institutional environment. Stakeholder engagement informs not only planning but also monitoring and evaluation which are used to provide updates and feedback to the European and international institutions with which the ETF is engaged.

Cooperation with European Union institutions and bodies

The ETF closely cooperates with the European Union institutions and bodies, in accordance with its mandate. In 2013 the organisation of a workshop in the Employment and Social Affairs Committee of the European Parliament is planned, together with the other three agencies reporting to it⁸³, on the EU agencies' contribution to competitiveness.

The on-going close collaboration with Cedefop includes the annual joint work programme for 2013 which is presented in the Annex 11. In addition, the ETF will continue to develop its thematic cooperation with Eurofound based on the annual joint work programme (Annex 10). The ETF aims to be more efficient through joint actions especially in the areas of training, recruitment and procurement and sharing experience and good practice management promoted with the relevant other bodies or agencies (EPSO, OSHA, PMO, EASA, EACEA, OIB, EFSA and JRC Ispra⁸⁴).

⁸² Article 7 of Regulation (EC) № 1339/2008.

⁸³ Together with the ETF, the European Centre for the Development of Vocational Training (Cedefop), the European Foundation for the Improvement of Living and Working Conditions (EUROFOUND) and the European Agency for Safety and Health at Work (EU-OSHA).

⁸⁴ European Personnel Selection Office (EPSO), European Agency for Safety and Health at Work (EU-OSHA), European Commission Office for the Administration and Payment of Individual Entitlements (PMO), European Aviation Safety Agency (EASA), Education, Audiovisual and Culture Executive Agency (EACEA), Office for infrastructure and logistics (OIB), European Food Safety Authority (EFSA), Joint Research Centre (JRC)

Cooperation with EU Member States stakeholders

In 2013, the ETF will continue cooperation with stakeholders from the EU Member States. 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 to strengthen the synergies of approaches developed in the partner countries. The cooperation arrangement in force with the British Council and the Italian Ministry of Foreign Affairs ensure the framework for structured cooperation at partner country level. The ETF will take forward the initiative launched in 2012 with the German Agency for International Cooperation (GIZ)⁸⁵ to develop cooperation platforms with shared objectives and actions, as well as monitoring and evaluation in up to four partner countries. The ETF will also closely cooperate with the two Presidencies of the EU in 2013: Ireland and Lithuania.

Cooperation with international actors

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, such as the Union for Mediterranean Secretariat, European Group for Public Administration, ERI SEE, etc.

Considering the G20 focus on human resources, the ETF will continue to support the knowledge sharing activities of the Inter Agency Group (IAG) on TVET led by UNESCO together with the European Commission, the OECD, the ILO, the World Bank and the Asian Development Bank. The IAG manual on indicators, which was field tested in 2012 through the Torino Process, will now be the focus of capacity building measures for policy making in selected Torinet countries in 2013.

In 2013, the ETF will continue to develop its working relationships with international organisations such as the World Bank, OECD, ILO, UNDP, Council of Europe, 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.

5.3. Performance -based management

On 18 June 2012, the ETF Director adopted a Performance-based Management Framework (PMF), an integrated system to manage the performance of all ETF activities, processes and resources. This helps to ensure that the mandate and objectives are achieved and the needs and expectations of ETF stakeholders, management and staff are fulfilled.

The PMF represents the ETF institutional commitment to quality, transparency and accountability. More specifically it provides:

- A channel to achieve consistency of direction on what needs to be done to ensure continuous improvement of the organisation;
- Evidence for decision-making;
- Measurement of progress over time through periodic assessment and self-assessment;
- A clear link between ETF strategies and objectives, and implementing activities and processes;
- A means to focus improvement activity where it is most needed;

⁸⁵ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

- Opportunities to promote peer review and sharing of good practice within the organisation and with other organisations; and
- An approach to embed various quality initiatives into normal business.

The ETF mandate gives clear indications that the agency's annual activity report "shall ... indicate the results of operations by reference to the annual work programme and to the objectives set, the risks associated with those operations, the use made of the resources provided and the way the internal control system has functioned" (Regulation (EC) No 1339/2008, art. 13.2). Therefore, the management system should ensure that objectives are properly planned and monitored, business risks effectively mitigated and resources used in a sound and efficient way.

Performance measurement and management continue to be enigmatic concepts, but at the ETF a functional and pragmatic approach has been adopted.

Performance is a combination of relevance (objectives are identified according to the partner countries' needs and stakeholder expectations), efficiency (making the best use of inputs to produce results), effectiveness (producing results in such a way that the impact on users' needs is maximised and organisational objectives achieved), and sustainability (doing the above in such a way that the achievement of long-term objectives and expected impacts is compatible with the resources that will reasonably be available in the long term). Impact measures the effect the ETF work has had on progress in the partner countries in the field of human capital development in the mid or long-term.

There are four perspectives that contribute to the outcomes the organisation achieves:

- financial, how do we appear to our governing bodies?
- stakeholders, how do they see us?
- internal business operations (process), what must we excel at?, and
- innovation and learning (action research and methodological development, infrastructure improvement), can we continue to improve and create value?

Put simply, performance-based management is about managing for results.

In a public institution setting this implies that the expected results from various corporate, regional, country focused interventions and services should be clearly articulated, that meaningful measures of success are selected and that accomplishments are reported in a fair and credible manner. Good performance is thus more than cost-effectiveness.

The ETF's organisational performance is affected by three elements:

- organisational motivation (employees engagement, effective internal communication and alignment between the organisational culture and its strategy);
- external environment (EU context, partner countries, and global changes);
- organisational capacity, which refers to: (i) the capacity of each ETF function to deliver results against set objectives; (ii) the leadership capacity to drive strategic success and (iii) creating and improving infrastructure according to specific objectives of each department, promoting innovation and building inter-organisational relationship.

The reasons behind the introduction of the framework are the following:

- To enhance the ETF's credibility and accountability in its field of operation (the mandate);
- To ensure that the agency provides high quality service and meets stakeholder satisfaction;

- To enable the ETF to focus on the achievement of quality results, in relation to objectives, to satisfy the needs, expectations and requirements of interested parties in a cost efficient manner;
- To integrate the various components of the ETF's existing management system(s) into a single management system using common elements. This will facilitate planning, allocation of resources, definition of complementary objectives and evaluation of the overall effectiveness of the organisation, as well as enhancing the efficiency of the organisation and avoiding redundancy of activities resulting from the various components of the management system(s).

In 2013 an efficiency improvement plan aims to improved performance in the areas identified.

5.4. Resources

The main strategic objective for 2013 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 finance 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 the efficiency of administrative processes;
- shifting resources within the human resources unit from administrative tasks to staff welfare and development and internal communication activities.

Upon the expected entry into force of the new Staff Regulations in January 2013, the HR Unit will focus its efforts on revising and updating the related implementing rules, procedures and forms, and on informing ETF staff on the changes introduced and their implementation.

In the Information and Communication Technologies field, the objective is to increase the flexibility and remote access capacity of the ICT system by completing the IT virtualisation project and migrating ETF telephony to VOIP⁸⁶. This will enable access to the ETF's information systems with full functionality from any location and any networked device from 2012.

The budget allocation and staff distribution based on activities is provided in annex 2.

In terms of human resources, for 2013 the ETF will maintain its 2012 staffing levels. The ETF aims to deploy 135 temporary, contract and local agents and seconded national experts with an estimated full-time equivalent (FTE) of 129.5. Human resources are expected to be distributed as follows:

Contract type	Target occupancy	Planned FTE
Temporary agents	96	91
Contract agents	35	34.5

⁸⁶ Voice-over Internet Protocol

Detached national experts	2	2
Local agents	2	2
Total	135	129.5

The ETF has been asked to align itself with the Commission in reducing staffing by 5% from 2013 as outlined in the Commission Communication on the Multiannual Financial Framework (MFF). The ETF views this as an opportunity to make itself a more efficient organisation and intends to take a strategic approach in further reducing the number of administrative and support staff relative to core-business experts. It is a matter of vital importance for the agency to maintain, and if possible to increase, the number of core business experts it deploys. At the same time, it cannot afford to cut back on core management and professional staff essential to its functioning. These two categories comprise 78% of the ETF's establishment plan.

While the ETF can commit itself to reducing its overall staffing level by 5% over the 2013-17 period, its ability to reduce its establishment plan without compromising the efficiency and effectiveness of the organisation and without terminating contracts is dependent on the voluntary departure of non-core administrative and support staff occupying temporary agent posts. No temporary agents in this category will reach retirement age in the next five years, and turnover in this staff category is historically low.

The ETF therefore intends to reduce its overall staffing by 5% in the period to 2017 through the non-replacement of non-core administrative staff leaving the agency during this period, regardless of contract status. It will reduce its establishment plan according to the voluntary departure of staff in this category, but is not in a position to define a precise quota or calendar for this adaptation.

The posts are expected to be distributed as follows:

Function (posts)⁸⁷	Planned
Experts	47
Administrative support ⁸⁸	35
Professionals	37
Coordinators	3
Managers	13
Total	135

ETF staff are based in Turin with one liaison officer in Brussels. Allowing for part-time work, 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 2013 proposed establishment plan will naturally evolve over time to take account of occupations, reclassifications and planned departures and replacements.

⁸⁷ As defined in ETF Director's Decision 015/2007 the ETF Job Description framework gives a full explanation of 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.

⁸⁸ Administrative support applies to all staff working on administrative issues across the organisation. This includes staff working both within and outside the Administration Department.

In Title 2, the ETF aims at maintaining subsistence level (€1.49 million in 2012 and 2013). This should nevertheless allow the ETF to perform the upgrades that have been postponed over years (training and meeting rooms, computer equipment, building restructuring, office space, central IT infrastructure). The current working assumption is that the ETF will not have to change premises in 2013, but the situation is highly uncertain. In 2012, legal expenses gained as result of successful litigations led to an increase in the legal expenses budget of €17,252.78. As this amount is an internal assigned revenue, it cannot be used for any other purpose. It will not be included in the assessment of the 2012 budget execution, but will be reported in the Financial Statements and the Annual Activity Report. It will be used to cover ongoing legal cases in 2012, and any remainder not paid during 2012-13 will be reimbursed at the end of 2013. In addition, the ETF received €3,559.79 in 2012 which will be carried over to 2013 for any eventual new litigations.

As the nature of this expenditure (linked to ongoing and future litigations) is highly volatile, no additional contribution is requested from the subvention in 2013. Should unforeseen events occur, transfers could be envisaged during the year.

In title 3, the indicative amount of €5.06 million commitment appropriations (CA) maintains the same level as in 2012 (+0.6%) and is necessary to support the main inputs provided by the ETF experts through Title 1.

In addition to the implementation of activities related to Title 3, the ETF will also dedicate expert staff to the implementation of activities financed by the additional operational funding that the ETF will receive in support of the southern and eastern Mediterranean region and the Enlargement region. Two contract agents for each of the projects will also be hired for their duration. This funding will comprise € 2 million in 2013-15 for the southern and eastern Mediterranean regional project (GEMM) and € 1.4 million in 2013-14 for the Enlargement region project (FRAME) (see tables 2.8 to 2.11 in Annex 2).

In order to match the additional commitment appropriations of 2011 (€0.5 million) compared to the year's payment appropriations, the corresponding amount will be needed in payment appropriations in 2013, allowing the ETF to finish the 2010-13 mid-term perspective with a balanced budget and to pay for previous engagements. In addition, any earmarked expenditure will be added to the budget at a later stage to integrate other funds managed by the ETF (such as the Italian Trust Fund, and other projects that the ETF implements on behalf of the Commission or Member States).

The operational activities under Title 3, Chapter 31 will follow the trend initiated in the mid-term perspective, and notably in the 2011 and 2012 budgets: 30% for the Enlargement region, 18% for the Neighbourhood south region, 20% for the Neighbourhood east region, 12% for Central Asia, 14% for thematic expertise development and 6% for evidence-based policy making and knowledge management⁸⁹. The ETF will continue to develop comprehensive and structured risk and performance management processes to support management decision making, including proportional and cost effective choices, and provide relevant information for establishing appropriate and proportionate risk control measures. As in previous years the investment in performance and quality management, monitoring and evaluation and audit and risk management at corporate level will represent 10% of Chapter 31.

5.5. Planning

The rationale of the ETF's 2013 work programme in terms of planning is to:

⁸⁹ Assuming the availability by 2013 of the additional funds from DG DEVCO earmarked to the southern and eastern Mediterranean region and from DG ELARG for the Enlargement region.

- 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;
- 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 - geographic, thematic and functional. These dimensions were shaped by the recast Regulation.

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 project level, implementation plans detail activities, project outputs, results, indicators, resources and the timeframe.

The ETF is committed to zero-based budgeting, i.e. it builds its budget on the basis of itemised cost estimates of the different projects and activities foreseen in its work programme and not on the basis of historical trends.

In 2013, the ETF will draft the multi-annual work programme for the period 2014-17, as well as the 2014 work programme. The work programmes and country plans will identify specific areas of action – both thematically and procedurally – and clearly state how these actions contribute to wider strategic objectives of the ETF. This would help to more clearly identify ETF progress and clarify how ETF processes contribute to operational change, while still allowing for flexibility in approach.

5.6. Monitoring and evaluation

In 2011, the European Commission undertook an external evaluation of the ETF covering the period 2006-10⁹⁰. In 2012, the ETF prepared an Action Plan in response to the recommendations contained in the report, which will be completed in 2013.

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: on-going 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 annexes 7 and 8). 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 7. In 2013 the ETF will strengthen its focus on result orientation throughout the implementation and monitoring of the project cycle including ex-ante evaluations of projects.

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. Since 2012, the dashboard covers all ETF departments and units, including administration, planning, monitoring and reporting and corporate communication.

⁹⁰ Following article 24 of its Regulation [EC 1339/2008] the ETF has been externally evaluated by the European Commission in 2011. In 2012, the ETF commissioned an Interim Evaluation of the two first years of the present Mid-Term Perspective (2010-2013) See the ETF Action Plans to respond to the recommendations of the two External Evaluations in Annex 15,

Monitoring is complemented by an annual evaluation programme. In 2012, the ETF conducted a mid-term evaluation of its 2010-13 strategy. This provides a basis for informing the preparation of the next mid-term perspective 2014-17 and the 2013 work programme.

In 2013, using its title 3 funds the ETF will evaluate two projects with the support of external consultants: one evaluation of social partner involvement in ETF activities and a country implementation plan, focusing on the activities implemented by the ETF between 2010 and 2013 compared to the needs identified through the country analyses undertaken in 2010 and 2012 in the Torino Process.

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.

The ETF defines risk as "Any event or issue that could occur and adversely impact the achievement of the organisation's political, strategic and operational objective. Lost opportunities are also considered as risks".

Risk management in the ETF is about taking the necessary time to identify and carefully assess potential problems that could affect the execution of the organisation's activities and the achievement of its objectives. The ETF follows the EC guidelines on risk management and focuses on those risks for which the likelihood (probability of happening) and/or the impact can be managed and mitigated by the organisation. Indeed other events, which are not identified in the ETF's Risk Register and that mainly derive from the external environment, could occur and impact on ETF activities, but those risks are beyond the control of the organisation and therefore are not considered in the annual planning risk management exercise.

In 2013, 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 2013 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; and
- ensure the monitoring of adequate, proportionate and timely follow-up measures of audits 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;
- the overall coordination and regular monitoring of the operational level risk registers (human resources, financial and procurement and project management areas).

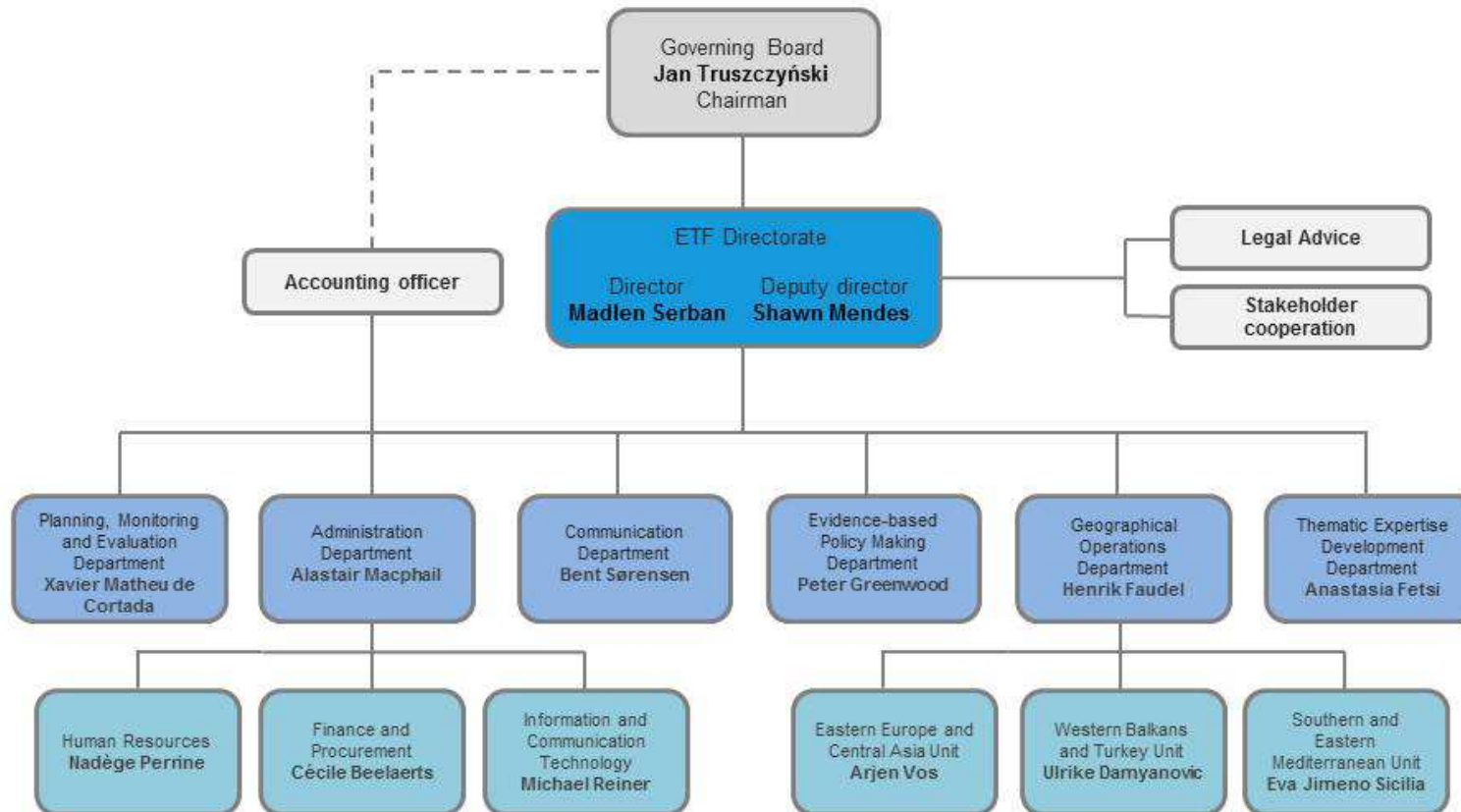
At corporate level:

- the management of potential risks identified as a result of the annual macro level self-risk assessments 2012-2013 (see annex 7);
- the annual programme of ex-post audits, including completion of action plans from previous audits⁹¹;
- 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.

⁹¹ 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. Activity Based Budget

Table 2.1 ABB by region and theme

Budget resources (€)	Enlargement	Neighbourhood South	Neighbourhood East	Central Asia	TED	EBPM	Total
Theme A: Vocational education and training system development and provision	€3.712m	€2.665m	€2.549m	€1.561m	€1.821m	€0.789m	€1.897m
Theme B: Labour market needs and employability	€1.244m	€0.893m	€0.854m	€0.523m	€0.610m	€0.264m	€388m
Theme C: Enterprises and human capital development: education and business partnerships	€0.754m	€0.541m	€0.517m	€0.317m	€0.370m	€0.160m	€859m
Total	€5.710m	€4.099m	€3.920m	€2.401m	€2.801m	€1.21m	€20.145m

Table 2.2: ABB by region and function

Budget resources (€)	Enlargement	Neighbourhood South	Neighbourhood East	Central Asia	TED	EBPM	Total
Function 1 – Input to Commission sector programming and project cycle[1]	€1.919m	€1.665m	€1.352m	€0.572m	€0.659m		€6.167m
Function 2 – Support to partner country capacity building	€2.527m	€1.587m	€2.163m	€1.486m		€0.347m	€8.110m
Function 3 - Policy analysis	€0.562m	€0.423m	€0.270m	€0.114m	€1.483m	€0.347m	€399m
Function 4 - dissemination, and networking	€0.702m	€0.423m	€0.135m	€0.229m	€0.659m	€0.520m	€868m
Total	€5.710m	€4.099m	€3.920m	€2.401m	€2.801m	€1.21m	€20.145m

Table 2.3 FTE allocation by theme and work programme activity

Posts	Enlargement	Neighbourhood South	Neighbourhood East	Central Asia	TED	EBPM	COMM	PME-DIR	AD	Total Posts	Total FTEs
Theme A: Vocational education and training system development and provision	14	10.1	9.6	5.9	6.9	3	12.0	18.0	29.0	87.8	84.2
Theme B: Labour market needs and employability	4.7	3.4	3.2	2	2.3	1				29.4	28.2
Theme C: Enterprises and human capital development: education and business partnerships	2.8	2	2	1.2	1.4	0.6				17.8	17.1
Total	21.5	15.5	14.8	9.1	10.6	4.6	12.0	18.0	29.0	135	129.5

Table 2.4 Organisational area and budget titles

Activity	Title			
	1	2	3	Total
Operations	7,658,200		3,663,000	11,321,200
<i>Enlargement</i>	2,163,600		1,003,700	3,167,300
<i>Neighbourhood-South</i>	1,559,800		696,700	2,256,500
<i>Neighbourhood-East</i>	1,489,400		737,500	2,226,900
<i>Development and Co-operation</i>	915,800		451,700	1,367,500
<i>TED</i>	1,066,700		527,000	1,593,700
<i>EBPM</i>	462,900		246,400	709,300
Corporate communication	1,207,600	150,000	1,040,000	2,397,600
Management, governance and resources	4,729,800	1,346,000	360,000	6,435,800
<i>Administrative</i>	2,918,400	1,231,000		4,149,400
<i>Planning, monitoring, and evaluation and Directorate</i>	1,811,400	115,000	360,000	2,286,400
Total	13,585,500	1,496,000	5,063,000	20,144,500

Table 2.5 Provisional distribution of resources by function

	Budget	Staff (posts)					Distribution	
	(million €)	Operations	COMM	PME-DIR	AD	Total Posts	Total FTE	%
Function 1 – Input to Commission sector programming and project cycle[1]	€6.167m	23.3	12.0	18.0	29.0	41.3	39.6	30.6%
Function 2 – Support to partner country capacity building	€8.110m	30.6				54.3	52.1	40.3%
Function 3 - Policy analysis	€3.199m	12.1				21.4	20.6	15.9%
Function 4 - dissemination, and networking	€2.668m	10.1				17.9	17.2	13.2%
Total	€20.145m	76.0	12.0	18.0	29.0	135	129.5	

Table 2.6 Provisional distribution of resources by region

	Budget	Staff (posts)					Distribution	
	(million €)	Operations	COMM	PME-DIR	AD	Total Posts	Total FTE	%
Instrument for Pre-accession Assistance	€5.710m	21.5	12.0	18.0	29.0	38.3	36.7	28.3%
European Neighbourhood and Partnership Instrument - South	€4.099m	15.5				27.5	26.3	20.3%
European Neighbourhood and Partnership Instrument - East	€3.920m	14.8				26.3	25.2	19.5%
Development Cooperation Instrument	€2.401m	9.1				16.1	15.4	11.9%
TED	€2.801m	10.6				18.8	18.0	13.9%
EBPM	€1.214m	4.6				8.1	7.8	6.0%
Total	€20.145m	76.0	12.0	18.0	29.0	135	129.5	

Table 2.7 Provisional Distribution of resources by theme

	Budget	Staff (posts)					Distribution	
	(million €)	Operations	COMM	PME-DIR	AD	Total Posts	Total FTE	%
Theme A: Vocational education and training system development and provision	€13.097m	49.4	12.0	18.0	29.0	87.8	84.2	65.0%
Theme B: Labour market needs and employability	€4.388m	16.6				29.4	28.2	21.8%
Theme C: Enterprises and human capital development: education and business partnerships	€2.659m	10.0				17.8	17.1	13.2%
Total	€20.145m	76.0	12.0	18.0	29.0	135	129.5	

Table 2.8: ABB by function with two European Commission projects

	ETF Subvention		GEMM 2013	FRAME 2013	Total	
	€	%			€	%
Function 1 – Input to Commission sector programming and project cycle	€6.167m	30.61%	€0.670m	€0.750m	€7.587m	35.18%
Function 2 – Support to partner country capacity building	€8.110m	40.26%			€8.110m	37.61%
Function 3 - Policy analysis	€3.199m	15.88%			€3.199m	14.84%
Function 4 - dissemination, and networking	€2.668m	13.25%			€2.668m	12.37%
Total	€20.145m	100.00%	€0.670m	€0.750m	€21.565m	100.00%

Table 2.9: ABB by region with two European Commission's projects

	ETF Subvention		GEMM 2013	FRAME 2013	Total	
Enlargement	€5.710m	28.34%		€0.750m	€6.460m	29.96%
Neighbourhood South	€4.099m	20.35%	€0.670m		€4.769m	22.11%
Neighbourhood East	€3.920m	19.46%			€3.920m	18.18%
Central Asia	€2.401m	11.92%			€2.401m	11.13%
Thematic Expertise Development	€2.801m	13.91%			€2.801m	12.99%
Evidence-based Policy Making	€1.214m	6.03%			€1.214m	5.63%
Total	€20.145m	100.00%	€0.670m	€0.750m	€21.565m	100.00%

Table 2.10: ABB by theme with two European Commission's projects

	ETF Subvention		GEMM 2013	FRAME 2013	Total	
Theme A: Vocational education and training system development and provision	€13.097m	65.01%	€0.670m		€13.767m	63.84%
Theme B: Labour market needs and employability	€4.388m	21.78%		€0.750m	€5.138m	23.83%
Theme C: Enterprises and human capital development: education and business partnerships	€2.659m	13.20%			€2.659m	12.33%
Total	€20.145m	100.00%	€0.670m	€0.750m	€21.565m	100.00%

Table 2.11: ABB by countries with two European Commission projects

Country	Subsidy	%	FRAME	GEMM	Total	
WBT	€6.871m	34.11%	€0.750m	-	€7.621m	35.34%
Albania	€0.875m	4.34%	€0.107m	-	€0.982m	4.55%
BiH	€0.774m	3.84%	€0.107m	-	€0.881m	4.09%
Croatia	€0.587m	2.91%	-	-	€0.587m	2.72%
Kosovo	€1.016m	5.05%	€0.107m	-	€1.124m	5.21%
Macedonia	€0.942m	4.68%	€0.107m	-	€1.049m	4.86%
Montenegro	€0.707m	3.51%	€0.107m	-	€0.814m	3.78%
Serbia	€1.016m	5.05%	€0.107m	-	€1.124m	5.21%
Turkey	€0.908m	4.51%	€0.107m	-	€1.015m	4.71%
Iceland	€0.045m	0.23%	-	-	€0.045m	0.21%
SEMED	€5.208m	25.85%	-	€0.670m	€5.878m	27.26%
Morocco	€1.166m	5.79%	-	€0.067m	€1.233m	5.72%
Egypt	€0.719m	3.57%	-	€0.067m	€0.786m	3.64%
Jordan	€0.529m	2.62%	-	€0.067m	€0.596m	2.76%
Syria	€0.133m	0.66%	-	€0.067m	€0.200m	0.93%
Tunisia	€1.174m	5.83%	-	€0.067m	€1.241m	5.75%
Occupied Palestinian territory	€0.502m	2.49%	-	€0.067m	€0.569m	2.64%
Lebanon	€0.361m	1.79%	-	€0.067m	€0.428m	1.98%
Algeria	€0.133m	0.66%	-	€0.067m	€0.200m	0.93%

Country	Subsidy	%	FRAME	GEMM	Total	
Israel	€0.294m	1.46%	-	€0.067m	€0.361m	1.67%
Libya	€0.200m	0.99%	-	€0.067m	€0.267m	1.24%
EE	€4.840m	24.03%	-	-	€4.840m	22.44%
Armenia	€0.856m	4.25%	-	-	€0.856m	3.97%
Azerbaijan	€0.526m	2.61%	-	-	€0.526m	2.44%
Belarus	€0.366m	1.81%	-	-	€0.366m	1.70%
Georgia	€0.856m	4.25%	-	-	€0.856m	3.97%
Moldova	€0.931m	4.62%	-	-	€0.931m	4.32%
Russia	€0.291m	1.44%	-	-	€0.291m	1.35%
Ukraine	€1.015m	5.04%	-	-	€1.015m	4.71%
CA	€3.092m	15.35%	-	-	€3.092m	14.34%
Kazakhstan	€0.896m	4.45%	-	-	€0.896m	4.16%
Kyrgyzstan	€0.695m	3.45%	-	-	€0.695m	3.22%
Tajikistan	€0.695m	3.45%	-	-	€0.695m	3.22%
Turkmenistan	€0.352m	1.75%	-	-	€0.352m	1.63%
Uzbekistan	€0.453m	2.25%	-	-	€0.453m	2.10%
Total	€20.145m	100.00%	€0.750m	€0.670m	€21.565m	100.00%

Annex 3. Procurement 2013

Projects will be implemented either through contracts in force (Table I) or through new contracts to be awarded following a public procurement procedure and that will enter into force in 2013 (Table II).

Table 1. Contracts in force

Activities procured under contracts in force	Estimated value in EUR ⁹²	Contract tool
Services to support ETF project activities in partner countries ⁹³	577,000	Framework contracts
Provision of expertise to support ETF initiatives for human capital development	1,000,000	Framework contract
Mapping of VET educational policies and practices for social inclusion and cohesion	49,325	Fixed contract
Supply of books, serials and e-resources	21,000	Framework contract
Provision of media and support to in-house events	100,000	Framework contract
Provision of layout, printing and binding services	84,000	Framework contract
Provision of technical editing services in the field of human capital development	22,000	Framework contract
Provision of content services	137,000	Framework contract
Provision of creative design services	88,000	Framework contract

⁹² Estimated commitments for 2013.

⁹³ In 2013, ETF will have contracts in force for services to support ETF project activities in Serbia, Kosovo, Bosnia and Herzegovina, Croatia, Albania, Macedonia, Montenegro, Uzbekistan, Georgia, Russia, Moldova, Armenia, Kyrgyzstan, Tajikistan, Kazakhstan, Jordan, Lebanon, Egypt, Tunisia and Morocco.

Activities procured under contracts in force	Estimated value in EUR ⁹²	Contract tool
Provision of digital communication services	130,000	Framework contract
Translations	245,000	Service level agreement
Provision of ex-post audit services	50,000	Framework contract
Provision of expertise for quality assurance, planning, monitoring and evaluation	200,000	Framework contract
Internal control and risk management	10,000	Inter-institutional framework contract

Table 2. New contracts

		OT	NP	Title	Comment	Estimated value	Work Programme
Q1	OPS		1	Implementation of demand assessment for CVT in the agro-food sector and dissemination of its results in the Republic of Moldova	Expertise/Event	€ 35,000.00	EE-LLL-WP13-31-09 EE-CP-MDA WP13-31-08
			1	Expertise: coaching for Medenine training centres and development of innovative activities	Expertise/Event	€ 40,000.00	SEMED-CP-TUN WP13-20-04
		1		Services to support ETF project activities in Serbia	Event	€ 400,000.00	WBT-CP-SRB WP13-10-01
			1	Studies on migrant support measures	Expertise	€ 50,000.00	TED-MIG WP13-40-33
		1		Services to support ETF project activities in Uzbekistan	Event	€ 150,000.00	CA-CP-UZB WP13-30-11
			1	Organisation of local events in Azerbaijan	Event	€ 60,000.00	WBT-CP-AZB WP13-10-01
		1		Services to support ETF project activities in the occupied Palestinian territories	Event	€ 100,000.00	SEMED-CP-OPT WP13-20-04
		1		Human capital for regional socio-economic development	Expertise	€ 52,000.00	SEMED-CP-MAR WP13-20-04
		1		Technical support and capacity building for pilot projects in governance and employability	Expertise	€ 680,000.00	SEMED-GEMM WP13-20-35
	COMM	1		Meeting facilitation support services		€ 250,000.00	COMM-EVENT- WP13-60-14 (BL3010)
	AD	1		Office supplies	<i>To relaunch following cancellation in 2012</i>	€ 200,000.00	
		1		Voice and data services		€ 250,000.00	
		1	ETF medical advisor		€ 60,000.00		

		OT	NP	Title	Comment	Estimated value	Work Programme
			1	Consultancy Sharepoint	Document Management System	€ 50,000.00	
			1	Provision of health and safety training		€ 30,000.00	
Total Q1		8	7			€ 2,407,000.00	
Q2	OPS	1		Provision of expertise to support ETF initiatives for human capital development	Expertise	€ 4,000,000.00	OPERATIONS (GEO-TED-EBP)
		1		Study on Education Business Cooperation	Expertise/Event	€ 80,000.00	CA-CP-KAZ WP13-30-11
	AD		1	Procurement of toner and maintenance kits		€ 30,000.00	
		1		Cleaning services		€ 300,000.00	
			1	Relaunch Vmware maintenance		€ 30,000.00	
		1		Global facility management service	Ordinary/extraordinary building maintenance incl .services for the maintenance of fire protection equipment, security systems and lifts	€ 500,000.00	
			1	Maintenance of ETF elevators	If not included in the above OT	€ 18,000.00	
TOTAL Q2		4	3			€ 4,958,000	
Q3	COMM	1		Provision of branded materials		€ 300,000.00	COMM-COMM-WP13-60-2300
	AD		1	Procurement of network printer	to be evaluated if needed or postponed to 2014	€ 20,000.00	
			1	Office for business continuity		€ 10,000.00	
		1		General Office furniture		€ 200,000.00	
			1	Relaunch trendmicro maintenance		€ 20,000.00	

		OT	NP	Title	Comment	Estimated value	Work Programme
TOTAL Q3		2	3			€ 550,000.00	
Q4	OPS	1		Services to support ETF project activities in Egypt	Event	€ 150,000.00	SEMED-CP-EGY WP13-20-04
		1		Services to support ETF project activities in Kosovo	Event	€ 200,000.00	WBT-CP-KOS WP13-10-01
	PMED	1		Provision of ex-post audit services	Previous ETF framework contract (CON/ETF/09/(19/20/21) expires 04.08.2013. -ETF is empowered as of 14.02.2012 to use the Commission's competing FWC for audits & controls (BUDG/11/PO/03)	€ 300,000.00	SP13-PME-AUD - Audit and Risk Management
	COMM		1	Airport panel	if budget available	€ 40,000.00	COMM-MEDIA WP13-60-26 (BL3010)
	AD		1	Procurement Server replacement	if budget available	€ 30,000.00	
			1	Procurement Extension for Storage Area Network	if budget available	€ 30,000.00	
TOTAL Q4		3	3			€ 750,000.00	

TOTAL CALLS FOR TENDER 2013	OT	NP	TOTAL	Estimated value
	17	16	33	€ 8,665,000.00

Annex 4: Projects in 2013

Table 4.1 Projects in the Enlargement region: Western Balkans and Turkey.

Number	Project	Objective	Countries	Project Funds 2013	Expected Duration
TBA	Country projects	To support the delivery of EU assistance to partner countries 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 countries	461,700	2013
TBA	Inclusive education	To provide policy advice and capacity building measures on the role VET can play for equity and social cohesion. To look at policy and school level. To feed results into the IPA-MB-Project on Inclusive Education (2012-2016) as example and experience from the region.	All countries + Israel	220,000	2011-2013
TBA	Support measures for regional initiatives and policy dialogue	To provide expertise input to the monitoring and preparation of the EU interventions in social inclusion and private sector development. To provide expertise to the Western Balkans Policy Platform on Education and Training.	All countries	0	2011-2013
TBA	Supporting the development of comprehensive HRD strategies in the Enlargement countries	To support the development of coherent and future oriented HRD strategies embracing broader socio-economic objectives through state of the art foresight methodologies. To assess the extent to which institutional and functional set ups can sustain effective policy delivery. To monitor progress in the effectiveness of these policies.	Albania, Bosnia and Herzegovina, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey	162,942 ⁹⁴	2013-14
Total Enlargement				844,642	

⁹⁴ An additional allocation of €1.4 million is foreseen to be delegated to the ETF in 2013 by the European Commission services to implement this project. It will not consume any title III project funds.

Table 4.2 Projects in the Neighbourhood south region: southern and eastern Mediterranean.

Number	Project	Objective	Countries	Project Funds 2012	Expected Duration
TBA	Country projects	To support the delivery of European Union 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	373,340 ⁹⁵	2013
TBA	Regional dimension of sectoral qualifications	To build capacity and provide policy support to the countries of the Southern Neighbourhood on transnational issues of qualifications through regional co-operation and mutual learning with EU Member States.	Jordan, Egypt, Morocco, Tunisia, Lebanon	120,000	2010-13
TBA	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 learning and SME development	All countries	15,000	2012-2013
TBA	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 SME development and employability	All countries	40,000	2013
TBA	Governance for Employability in the Mediterranean region	To enhance youth and female employability by improving the quality and relevance of VET systems in the region through building capacity of different stakeholders in the governance of VET both at system and school level.	All countries	0 ⁹⁶	2012-16
Neighbourhood south total				548,340	

⁹⁵ Country project in Lebanon co-funded by Italian cooperation

⁹⁶ An additional allocation of €2 million was granted by the European Commission to implement this project. It will not consume any title III project funds

Table 4.3 Projects in the Neighborhood east region: Eastern Europe.

Number	Project	Objective	Countries	Project Funds 2013	Expected Duration
TBA	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	352,900	2013
TBA	Continuing Vocational Training	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	200,000	2011-2013
TBA	Mobility Partnerships	To provide support for the development of mobility partnerships through systems for the recognition of skills and employment	Armenia, Georgia and the Republic of Moldova	27,600	2011-2013
Neighbourhood east Total				580,500	

Table 4.4 Projects in Central Asia

Number	Project	Objective	Countries	Project Funds 2013	Expected duration
TBA	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	185,000	2013
TBA	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	170,560	2012-14
Central Asia Total				355,560	

Table 4.5 Evidence-based policy making projects

Number	Project	Objective	Countries	Project Funds 2013	Expected duration
TBA	Torino Process	To capture the main trends in VET reform and lessons learned from the country-led, participatory process across the 4 regions in which ETF operates and to share the resulting assessments at a high level conference for partner country, EU and international stakeholders (Torino in May 2013). Guided by the outcomes of the Conference, the ETF will then process to prepare for the next Torino Process planned for 2014.	All countries	67,780	2011-13
TBA	Torinet	To design capacity building tools and methodologies in support of evidence informed policy making among inter-institutional networks in partner countries.	Belarus, Croatia, Kazakhstan, Kosovo, Kyrgyzstan, Republic of Moldova, Serbia, Tajikistan, Tunisia.	100,000	2011-13
TBA	Knowledge Management	To consolidate ETF capacity to capture and retrieve knowledge generated through its activities and to further develop knowledge management methodologies for more effective policy learning in partner countries and tools to support them in sourcing, communicating and deploying knowledge in the policy cycle	All countries	30,000	2011-13
EBPM ⁹⁷ Total				197,780	

⁹⁷ Evidence-based policy making

Table 4.6 Thematic expertise development projects

Number	Project	Objective	Countries	Project Funds 2013	Expected duration
TBA	Matching and anticipation of skills	To develop 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	Croatia, former Yugoslav Republic of Macedonia, Serbia, Tunisia and Ukraine and in Central Asia	100,000	2011-13
TBA	Learning in different contexts	To develop work-based learning and practical training in schools as well as the development of vocational teachers and trainers.	Albania, Kazakhstan and Montenegro.	100,000	2011-13
TBA	Migration and skills	To study the skills dimension of migration, the validation of the skills of returnees and other support measures that facilitate legal circular migration; to disseminate the results of the 2011-12 migration surveys in Armenia, Georgia and the Republic of Moldova and support activities in the countries that have mobility partnerships.	Armenia, Georgia and the Republic of Moldova	60,000	2011-13
TBA	Communities of Practice ⁹⁸ .	To 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	All countries	154,820	2011-13
TED ⁹⁹ Total				414,820	

⁹⁸ Qualifications and quality; Regional qualifications and governance; Sustainable development; Employment and employability; Social inclusion and Entrepreneurship learning and enterprise skills

⁹⁹ Thematic expertise development

Table 4.7 Corporate communication

Number	Project	Objectives	Budget
TBA	Digital media	To provide direct access to the ETF's knowledge for all target groups through the website, social media and audio visual products. For the ETF's internal stakeholders updating the ETF's intranet site will be a major project in 2013.	130,000
TBA	Events and visits management including the corporate event on the Torino Process	To promote the sharing of the ETF's expertise through dialogue-generating events and face-to-face communication. In 2013 the main corporate event will be on the 2012 round of the Torino Process.	400,000
TBA	Publications and content production	To produce and disseminate printed and online high-quality information on key thematic issues and expertise to a wide audience.	175,000
TBA	Dissemination and promotion	To strengthen the ETF's media contacts to multiply the effect of key messages and increase the visibility of the ETF as a key provider of information on human capital development	40,000
TBA	Translations	To ensure multilingual information and communication of ETF plans, activities and achievements	245,000
Total COMM			990,000

Table 4.8 Resources, governance and management

Project	Objective	Budget
Performance-based management initiatives	To develop tools for performance management and implement improvement plan actions	40,000
Monitoring and evaluation	To maintain and implement an annual programme of project evaluations in line with the ETF Mid Term Perspective	170,000
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
Total		310,000

Table 4.9: Budget distribution by project type (Title 3).

Region	Country	Country projects budget	Country projects % of total operational departments funds (Title 3)	Regional projects	Regional projects budget	Regional projects as % of total operational funds (Title 3)	Total budget
Enlargement	Country projects	461,700	15.70	Inclusive education Support measures for regional initiatives and policy dialogue Supporting the development of comprehensive HRD strategies in the Enlargement countries (FRAME)	382,942	13.02	844,642
Neighbourhood South	Country projects	373,340	12.69	Regional dimension of sectoral qualifications Entrepreneurial learning and skills for SMEs: support to EuroMed charter Support to the Union for the Mediterranean policy dialogue on employment and employability Governance for Employability in the Mediterranean region	175,000	5.95	548,340
Neighbourhood East	Country projects	352,900	12.00	Continuing Vocational Training Mobility partnerships	227,600	7.74	580,500
Central Asia	Country projects	185,000	6.29	School development project	170,560	5.80	355,560
Total	1,372,940		46.67		743,160	32.50	2,329,042

			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	414,820	14.10	414,820
Methodological development in support of evidence based policy making and knowledge management			Torino Process Torinet Knowledge management	197,780	6.72	197,780
Total Operations						2,941,642
Other Title 3 funds	Operational Missions			821,358		876,000
	Corporate Communication			990,000		990,000
	Resources, governance and management			310,000		310,000
	Total other Title 3 funds					2,121,358
Total Title 3						5 063 000

Annex 5: Regional projects

Enlargement

Inclusive education (2012-2013)

This two-year project continues in its second year. The project looks into the role of VET in the promotion of equity and social cohesion. It includes the Western Balkans, Turkey and Israel. The regional study commissioned in 2012 will be finalised providing a review of the current situation in the countries concerned as well as recommendations for follow-up at policy and school level. The analysis will involve experts and schools in the region to study developments and progress on the ground. The findings will be shared at a regional conference and will feed into the IPA–Multi-beneficiary Project on Inclusive Education (2012-16). ETF will at all times seek close cooperation with the European Union Delegations (EUDel) and the European Commission (EC).

Support measures for regional initiatives and policy dialogue

The ETF will continue to provide expertise input to the monitoring and preparation of EU interventions in private sector development and social inclusion. In the area of private sector development this will include monitoring of Regional Competitive Initiative (RCI) and input to the South East Europe (SEE) Investment Committee as well as preparing for IPA 2014+. In the area of inclusive education the ETF will be a member of the Steering Committee of the IPA Multi Beneficiary - Project on Inclusive Education and support with advice during the monitoring and preparing future interventions. In both areas ETF will foster synergy between national and regional initiatives.

The ETF will provide expertise input into the Western Balkans Policy Platform on Education and Training.

Supporting the development of comprehensive HRD strategies in the Enlargement countries (FRAME)

The ETF will implement the project "Supporting the development of comprehensive HRD strategies in the Enlargement countries" – the FRAME project - on behalf of the European Commission. An additional budget allocation of €1.4 million will be delegated to the ETF by DG ELARG in 2013 with a project duration of two years.

The project covers seven countries in the region. The ETF will support the countries' efforts towards the strategic development of their human resources for promoting sustainable economic development and social cohesion in a medium to long term perspective and with particular reference to Europe 2020. The main components will be i) developing coherent and future oriented HRD strategies in support to broader socio-economic objectives through state of the art foresight methodologies, ii) assessing the extent to which institutional and functional set ups can sustain effective policy delivery; and (iii) monitoring progress in the effectiveness of these policies. For more information please consult annex 14.

The ETF's role will be twofold: ETF specialists will lead on all content related aspects of the project and will manage the implementation of all project activities. In 2012, the ETF developed a foresight methodology which will be applied in all countries. Approaches to institutional and functional assessments will be further elaborated. The ETF will implement the field work in close collaboration with the national stakeholders, local process facilitators and punctual international expertise.

Neighbourhood south

Regional dimension of sectoral qualifications

This four-year project will enter its final year. The project looks into the transnational dimension of qualifications and focuses on two sectors: Hotel and catering and the construction sector. It involves 8 countries (Jordan, Egypt, Morocco, Tunisia, and Lebanon (joined in 2012) and Italy, France and Spain).

In 2013 the project main objective will be to consolidate the partnership and appropriation of the technical tools at country level to generalise the methodology for the legibility of qualifications to other sectors. At a policy level, the biggest challenge will be the institutionalisation of the Euro-Med Sectoral Executive Committee and confirmation of its future role in defining strategies and the validation of the technical component.

A final conference will disseminate the tools developed and define follow up actions at country level (in close link with other initiatives on skills and mobility) and/or multi country level either by enlarging to other sectors or providing a testing phase for the Euromed Sectoral Executive Committee.

Entrepreneurial learning and skills for SMEs: support to Euromed Charter

The ETF will continue its 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 Euromed industrial cooperation agenda). This support will be done in the framework of the Euromed Charter implementation and will involve all countries in the region.

Under the leadership of DG Enterprise, the ETF will (1) carry out the second assessment of the two human capital dimensions of the Charter and (2) assist the Euromed Industrial cooperation group by sharing the outcomes of the charter assessment and innovative approaches in entrepreneurial learning and SMEs skills.

Considering the priority given to SMEs in the region, the ETF will continue to share with other organisations and in particular with the UfM Secretariat, experiences on skills development for SME building as well on the work carried out by the CoP on Entrepreneurship Learning and SMEs in 2012 on good practices.

Support to Union for the Mediterranean policy dialogue on employment and employability

A structured Euro-Mediterranean policy dialogue on employment already started in the first Euro-Mediterranean Conference of Ministers of Labour and Employment held in Marrakech in 2008, followed by the second Union for the Mediterranean (UfM) Labour and Employment Ministerial Conference held in Brussels in 2010. A third Ministerial conference is expected to take place in 2012. ETF has been providing regular inputs to the European Commission (DG Employment) through three employability reports presented in the Euromed Employment and Labour High Level Working Group preparing the Ministerial Conferences in 2007, 2009 and 2011. ETF will continue to provide its regular input in 2013 into the structured Euro-Mediterranean policy dialogue on employment, mainly through multi country analysis covering the Southern and Eastern Mediterranean and Western Balkan countries that participate in the Union for the Mediterranean.

The specific format and content of the input (a general overview, thematic focus overview, briefing note, country specific inputs, etc.) will be defined following discussions and agreement with DG EMPL.

Considering the high priority given in the region to employment issues, the ETF will be expected to provide inputs and support to ad hoc requests coming from the EU institutions, the Union for the

Mediterranean Secretariat in the framework of the Mediterranean Initiative for Jobs and other international organisations.

Governance for employability in the Mediterranean region

The ETF will implement the project "Governance for employability in the Mediterranean region" on behalf of the European Commission. An additional budget allocation of 2 million € was granted to the ETF by DG DEVCO in September 2012 as a consequence of the joint DG EAC and DG DEVCO proposal from October 2011. The project duration is estimated on approximately three years (tbc depending on date of signature of the contract).

The project covers all the countries in the region¹⁰⁰ and focuses on governance of vocational education and training with specific focus on the aspects of financing and quality assurance, respectively. It will address both the central level (institutional capacity building of Ministries and social partners) and the local and school levels. For more information please consult annex 13.

The ETF's role will be twofold: ETF specialists will lead on all content related aspects of the project and will manage the implementation of all project activities. The ETF methodology for functional mapping of governance at system level and for the stocktaking of school governance will be further developed. The ETF will be in charge of the elaboration of cross country analyses and will coordinate, oversee and actively participate in all capacity building actions (summer academy, study visits, training for schools, etc.) as well as the national and regional dissemination events. The field work will be carried out with the support of international and local experts.

Neighbourhood East

Continuing Vocational Training in Eastern Europe

In 2011, the ETF launched the three-year regional project promoting mutual learning on continuing vocational training (CVT), within broader lifelong learning policies. Having completed seven peer visits, project participants have moved to actions with a view to improve the CVT in the respective countries. Considering that the peer learning process has brought to light that the enterprises have most of the ownership of CVT, the project activities are involving social partners as main actors. Five countries intend to focus CVT policy implementation on the establishment of sector councils (Azerbaijan, Belarus, the Republic of Moldova, Ukraine and Russia), whereas Armenia and Georgia will develop policies for Validation of Non-Formal and Informal Learning (VNFIL). Regional, cross-country activities cater for knowledge sharing and capacity building for social partners, notably on: organisational structures, negotiation and communication strategies, evidence to support the formulation of proposals.

Mobility Partnership

The third ETF Mobility Partnership conference will take place in Tbilisi in 2013. The conference will review the progress of the Mobility Partnership in the Republic of Moldova, Georgia and Armenia in relation to skills, employment and migration and discuss a policy position paper on migration produced by the ETF. In addition a mapping and light assessment of migrant support measures will be carried out in Armenia and Georgia, and lessons learned with supporting the MP will be discussed for dissemination to other countries.

¹⁰⁰ The project will involve all countries in the ENP South region (Morocco, Tunisia, Algeria, Libya, Egypt, OPT, Jordan, Lebanon, Israel). EU Cooperation with Syria is currently suspended. Should cooperation resume, Syria should also participate in the GEMM project

Central Asia

School development in Central Asia

The ETF will continue to implement the regional school development initiative for Central Asia. The project will continue to focus on Kazakhstan, Kyrgyzstan, and Tajikistan. Turkmenistan and Uzbekistan will take part in regional dissemination activities. The project will conduct activities in its three main strands – policy dialogue, capacity building, and dissemination and networking.

Regional dialogue amongst policy makers will be organised to identify options for strengthening school development through external evaluations of improvements. During 2013, the specific themes to be addressed in the dialogue will cover the contribution of monitoring to good practice and the role of teaching and learning in school development. Learning for sustainable development will be considered an additional issue to be introduced to principals and teachers under the above themes.

During 2013 Teaching and learning and quality management will be addressed in the capacity building component. A selected group of trainers will peer up with the ETF trainers and relevant teaching training institutes to implement the capacity building modules. Also, during 2013, the project will produce a newsletter and distribute materials electronically to participants.

Annex 6: Country projects

Enlargement

Albania

The ETF will continue its support to the Ministry of Education for the operationalisation of a VET strategy. This will include guidance and inputs on the inclusive education strategy, building on lessons learnt from pilot projects in Albania. It will benefit of findings of the Torino Process 2012 and the revised HRD operational programme and will closely involve business for interventions tailored to the labour market. ETF will at all times ensure close cooperation with the EU Delegation (EUDel) and European Commission (EC), including expertise input to the regular progress reports, IPA I and IPA IV as well as preparing for IPA 2014+.

Bosnia and Herzegovina

The ETF will work with the Ministry of Civil Affairs and key stakeholders from education and the world of work on the follow-up of the Torino Process 2012 and identify priority areas for future interventions. The ETF will continue its support to key stakeholders from education and the world of work on entrepreneurial learning and for the Inter-sectorial-committee on the Baseline Qualification Framework. The ETF will at all times seek close cooperation with the EUDel and EC, including expertise input to the regular progress reports, IPA I as well as preparing for IPA 2014+.

Croatia

The ETF will build on the work carried out in the previous years to facilitate a smooth accession to the EU, including handover to Cedefop. It will build on findings of the Bruges Process 2012 as well as the revised HRD operational programme. In the first half of 2013, the ETF will continue its support to the Ministry of Science, Education and Sports and the Ministry of Labour and Pension System, as well as be part of the Torinet multi-annual initiative, for building capacity on evidence based policy making with a focus on matching skills and labour market needs. The ETF will at all times seek close cooperation with the EUDel and EC.

Kosovo

The ETF will continue to support the Government and the European Commission in the framework of the sector wide approach for education, training and labour market, benefitting of the findings of the Torino Process 2012. ETF will contribute to the implementation of the Kosovo Education Strategic Plan (2011-2016) and the Employment Strategy. This will include policy advice and capacity building for the VET Agency, the National Qualification Authority, the VET Council and Employment Offices. The ETF will support the Ministry of Labour and Social Welfare in the consultative process of preparing the law on the organisation and functioning of the PES (Public Employment Service). The ETF will at all times seek close cooperation with the EUDel and EC, including expertise input to the regular progress reports, IPA I as well as preparing for IPA 2014+.

The former Yugoslav Republic of Macedonia

The ETF will continue to support the Ministry of Education in its operationalization of the VET strategy, with a particular focus on involvement of municipalities. It will build in particular on the findings of the Human Resources Development (HRD) review and the Bruges Process. As a follow-up to the Small Business Act assessment in 2012 the ETF will assist in the promotion of female entrepreneurs. The

ETF will at all times seek close cooperation with the EUDel and EC, including expertise input to the regular progress reports, IPA I and IPA IV as well as preparing for IPA 2014+.

Montenegro

The ETF will continue to support Montenegrin Authorities in VET and employment reforms responding to the demands of the EU accession process. It will build on findings of the Torino and Bruges Process 2012 as well as the revised HRD operational programme. The focus will continue to be on in-service VET teacher training and on the preparation of comprehensive HRD strategies 2014-20. ETF will at all times seek close cooperation with the EUDel and the EC, including expertise input to the regular progress reports, IPA I and IPA IV as well as preparing for IPA 2014+.

Serbia

The ETF will continue to support Serbia with the operationalisation of the new Education Strategy 2012-2020, being part of the Torinet multi-annual initiative, for building capacity on evidence based policy making. It will take on board findings of the Torino and Bruges Process 2012 as well as the revised HRD operational programme and will look at the role of the regions. The ETF will support Serbia to prepare for comprehensive HRD strategies (2014-20). It will include policy advice and capacity building for the respective line ministries and the VET and Adult Education Councils as well as the VET centre. The ETF will continue to deliver guidance and advice on the National Qualification Framework. ETF will at all times seek close cooperation with the EUDel and EC, including expertise input to the regular progress reports, IPA I and IPA IV as well as preparing for IPA 2014+.

Turkey

ETF activities in Turkey will build on the work carried out in the previous years to ensure smooth implementation of IPA support. Expertise input and advice will take on board findings of the Bruges Process 2012 and the HRD review. Particular focus will be on the National Qualification Framework and institutional capacity building and policy advice for the Vocational Qualification Authority and the Authorised Certification Bodies / VocTest Centres. This will include guidance and advice on how to assess competencies acquired outside the formal education system. It will also include a regional pilot project on Authorised Certification Bodies / VocTest Centres and cooperation with the labour market. ETF will at all times seek close cooperation with the EUDel and EC, including expertise input to the regular progress reports, IPA I and IPA IV as well as preparing for IPA 2014+.

Neighbourhood south

Algeria

The ETF will provide ad hoc support to the EU Delegation in the framework of the EU Youth and Employment project.

Egypt

The ETF will continue during 2013 its strategic line of support and synergy with the new EU interventions in the country which started in 2011 right after the Revolution of 25th January. The support to the EU will include (1) support to the EU Delegation during the negotiation and finalisation of the Financing Agreement of the TVET II Programme as well as support for launching of activities and (2) support to the identification, feasibility and formulation of a new intervention of the EU in education in Egypt which was postponed from 2011 to 2013 following developments in the country.

The work undertaken by the ETF in 2011 (pre-identification) and in 2012 (assessment of the current education sector policy support programme) will be the basis for the design of the intervention.

If a decision is made to go ahead with a Mobility Partnership between the EU and Egypt, support from the ETF may be requested in the field of migration and skills.

Israel

The ETF will continue to support the exchange of good practice in the field of VET. This will include the participation of Israeli counterparts in technical regional and international events in those areas jointly highlighted as priorities during the Torino Process in 2012. At regional level, Israel will continue to take active part in the regional project Inclusive Education together with the Western Balkan countries and Turkey looking at the role of VET and schools in fostering inclusiveness.

Jordan

Based on requests from the social partners and the CAQA¹⁰¹, the ETF will extend the national activities of the Regional Qualifications project with a focus on the central coordination of the development of an NQF. The ETF will continue to provide ad hoc inputs to the EU Delegation in the framework of the on-going Sector Policy Support Programme for Employment and TVET reform. In addition and as a possible follow up of 2012 talks on skills and migration in the framework of the High level Task Force, the ETF could be expected to play a role on skill-related activities. This will be done in synergy with the above mentioned national and regional projects on qualifications.

Lebanon

The ETF will complete the project co-funded by the Italian Ministry of Foreign Affairs on entrepreneurial learning that will end in 2013. Regarding the project on national qualifications framework that ended in 2012 also with support of Italian funds, the ETF will seek to create a good coordination mechanism with the upcoming World Bank supported project that should, among other components, ensure the full-fledged implementation of the NQF in Lebanon building on previous ETF work. Additionally and upon request, the ETF will continue to provide support to the EU Delegation and the European Commission.

Libya

Based on the 2012 work carried out by the ETF in support to the EU in the formulation of a project on TVET and in complementarity with the defined EU intervention, ETF will identify a key area of support for 2013. An important component of the support will be to ensure possibilities for networking and exposure of Libyan stakeholders to good practices in the region and beyond.

Morocco

In continuity with 2012, the ETF will complete its support to the NQF by supporting decision-making on governance of NQF and technical tools production.

Based on the identification work carried out in 2012, the ETF will launch a project at regional level to improve multi stakeholder and multilevel governance of VET, to enhance its quality and relevance for local development. The project will feed into the policy debate on regionalisation. The project will be part of the Torinet multi-annual initiative will aim at building capacity for evidence based policy making,

¹⁰¹ Centre for Accreditation and Quality Assurance

consolidate the network at regional level of institutions engaged in the process and will develop tools and methodologies.

Finally the ETF will assist the EU and EC in the framework of the mobility partnership. As a follow up to negotiations in 2012, the ETF could be expected to play a role on skills-related activities foreseen in the mobility partnership, and/or in the monitoring of the mobility partnership itself. This will be done in synergy with the on-going involvement of Morocco in the regional project on sectoral qualifications and in close link with the developments under the NQF. The ETF remains available to provide support in the field of VET and employability at large if a new EU intervention in these fields is agreed with Moroccan counterparts.

Occupied Palestinian territory

In 2013 the ETF will continue to support policymakers, stakeholders and practitioners in the establishment of a school based in service teacher training system for the TVET sector. The main objective for 2013 will be to support the Ministry of Education and Higher Education and the National Institute for Educational Development (NIET), in launching the school based teacher training model and supporting a first assessment of the implementation model. This will be done in close synergy with the ILP Learn project.

The ETF will provide support to the EU in fine-tuning proposals made by Gaza VET institutions in the framework of the EU support programme.

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 implementing its project for regional development of human capital in the south-east governorate of Medenine. It will contribute to promoting multi-level governance of VET policies and the institutionalization of the multi-stakeholder platform on VET and employment. The project which is part of the Torinet multi-annual initiative will aim at building capacity for evidence based policy making, consolidate the network at regional level of institutions engaged in the process and will develop tools and methodologies.

In addition and as a follow-up to the contribution provided in 2012 through the Torino Process to the national reflection on assessing the VET system and identifying possible scenarios related to VET reforms, the ETF may intervene on the further design of such reforms. This technical expertise would help design the mid-term sector-wide strategy that Tunisia is expected to set up for VET, in relation to evidence based policy making processes and to the governance issue.

Finally the ETF will continue to provide support to the EU and EC in particular in the framework of the mobility partnership. As a follow up of negotiations in 2012 the ETF could be expected to play a role on skill-related activities foreseen in the mobility partnership, and/or in the monitoring of the mobility partnership itself. This will be done in synergy with the on-going involvement of Tunisia in the regional project on sectoral qualifications and in close link with the developments under the NQF.

Neighbourhood east

Armenia

In Armenia the ETF will continue to provide support to the Ministry of Labour and Social Issues and to the State Employment Service Agency in implementing the Work-Plan of the National Employment Strategy 2013 - 2017. Specific attention will be paid to strengthening the capacities of the Training Fund as a tripartite institution promoting and implementing CVT. In addition, the Torino report 2012 recommendations will be used to continue the policy dialogue with the Ministry of National Education and Science in relation to the VET Strategy 2013 - 2017.

Azerbaijan

Support to Azerbaijan in 2013 will focus on capacity building for operationalising a new VET Strategy 2013-20, which aims at strengthening the role of education and training to economic diversification. Key areas are: significantly reducing the number of people that leave the education system without any specialisation; quality enhancement of the VET system and new ways of working with companies and local authorities.

Continued support will be given for a multi-stakeholder approach toward NQF. Focus in 2013 will be on the Ministry of Labour and Social Protection, who has an important role supporting the development of national occupational standards, career guidance and CVT.

In addition there is a possibility of a request by the EU Delegation and the Ministry of Education to support the Ministry with the preparations for EU direct budget support to implement the Azerbaijan 2020 E&T strategy.

Belarus

In Belarus the focus will be on Entrepreneurial learning and the dissemination of the 2012 Torino Process report. As a spin off effect of the Small Business Act assessment, in 2013 an introduction to the current policy drivers for Entrepreneurial Learning will be provided with a focus on key competence for entrepreneurship. Cooperation on the development of a set of indicators will be done as part of the Torinet multi-annual initiative and will aim at building capacity for evidence based policy making. Expertise support will be provided for the dialogues on National Qualifications Frameworks and Sustainable development.

Georgia

As the authorities in Georgia recognised the value for the whole VET system of the started ETF support to reform the curriculum and occupational standards, country activities in 2013 will consolidate methodology aspects, and provide additional support to capacity building. ETF will also explore other directions, such as the link between recognition of non-formal and informal learning and the revised learning outcomes based VET curriculum and qualifications. The authorities have initiated an information campaign on recognition of non-formal learning, but lack the overview of good practice and approaches developed in the EU and other countries.

The Torino process and the report of implementation of the VET Strategy 2009-2012, to which the Ministry of Education and Science invited ETF to contribute, will be explored for their contribution to improved policy monitoring and planning."

Republic of Moldova

In the Republic of Moldova, ETF work on transparency of skills and qualifications will continue. Following the occupational standards' national format (approved in 2011) and the strong progress on the validation of non-formal and informal learning, ETF activities support the establishment of outcome-based qualifications in the framework of a Moldovan NQF. Policy workshops will relate to policy advice in parallel to the European Commission VET project (expected start in the first quarter of 2013). Social partners' contribution and role are central, hence capacity building and support to sector committees continues. The participation of the Republic of Moldova in the CVT regional projects provides further strength to the social partners' capacity. ETF will disseminate the Torino Process report 2012 and uses it for further policy dialogue. It will support the conference on Entrepreneurial learning in the Republic of Moldova, which is organised under the Platform 4 of the Eastern Partnership. The Republic of Moldova has traditionally a well-developed expertise in statistical evidence, and its participation in Torinet will be continued.

Russia

In Russia the findings of both the national and the Moscow City regional Torino Process report 2012 will be disseminated. A policy workshop on one of the identified priorities will be initiated. ETF informs Russians on latest policy and practice developments in VET, including Torino Process 2010 priorities, Quality in VET and Career guidance. The Modernisation Partnership between Russia and the EU has identified the skills gap as a priority. The October 2012 conference on progress identified vocational education and training as another. This may lead to follow-up action in 2013 on skills development in Russia at regional level.

Ukraine

Developing an NQF is the top priority of the Ukrainian government. The ETF will continue supporting the implementation of NQF in 2013 particularly in the areas of linking occupational standards to national qualifications and educational standards and in building a system for the recognition of prior learning. In addition, the ETF will continue supporting the Ukrainian government in analysing the demand and supply of skills both at national and regional level, with a view to building national capacities and mechanisms to bring the supply closer to the demand. The pilot project will continue in the Dnipropetrovsk region with the focus on strengthening governance of skills development strategy at the regional level with an active participation and dialogue of public authorities and social partners. The results of the pilot project will feed into the development of national policies and they will be disseminated to the other regions of Ukraine. Moreover, the ETF will support the European Commission and the Ukrainian government in identifying and formulating strategic options for national skills development (SD), including skills for SMEs development, with a view to promoting the as a priority area for EU-Ukraine cooperation in the future.

Central Asia

Kazakhstan

In 2013 ETF intervention in Kazakhstan will continue to strengthen participatory approaches from education and business for improving the attractiveness of VET, the quality of VET professionals at all levels as well as the quality of teaching, training and learning relevant to labour market needs. Actions will be integrated in further evolving governance and VET management approaches based on regionalisation, sectoralisation, institutionalisation and shared responsibility. They go in line with the recommendations agreed with the Kazakh Government in the framework of the Torino Process

country reviews 2010 and 2012. The amendments of the Kazakhstan VET law of 2011 on cooperative VET and social partnership will provide the legal framework for these activities.

While in 2011 and 2012 ETF intervention in the 3 pilot regions Atyrau, Pavlodar and Ust-Kamenogorsk supported the creation of collaboration modalities for regional policy makers and policy implementers (education and business), in 2013 increasing diversity of VET forms in relation to local labour market conditions will be supported. Therefore specific parameters will be identified which require particular differentiation according to local needs. The awareness on evidence-based policy making will be enhanced, in particular in relation to the transition from school to work, in the framework of Torinet.

Kyrgyzstan

ETF actions in Kyrgyzstan will support national VET stakeholders in reaching the objectives of the mid-term programmes for Initial and Secondary VET 2012-2014 with a focus on adapting the VET offer to labour market and social needs. In the framework of Torinet the ETF will focus on capacity building in the area of evidence-informed policy adaptation and monitoring based on evidence identified during the Torino Process 2012 and resulting from the ETF Transition study 2011/2012. ETF will provide input and co-operate with EU supported actions for the education sector and the donor community in the country in order to support a successful implementation of a Sector Wide Approach for the education sector.

Tajikistan

In Tajikistan will continue to build capacity for evidence-based policy making in the framework of Torinet. In 2013 the results and policy recommendations of the study on Transition from school to work, carried out in 2012, will be disseminated and discussed with a broad group of stakeholders. ETF will consolidate the network of VET institutions engaged in the policy analysis of the Torino Process in 2012 and will provide policy learning tools and methodologies to enable the network to use the various phases of the policy cycle (formulation, implementation, monitoring and evaluation).

Turkmenistan

In Turkmenistan the ETF will continue to organise awareness raising seminars focusing on entrepreneurship education and employment policies in synergy with the EU VET funded project. In consultation with EC and Turkmen authorities a mid-term review of EU VET funded project will be carried out.

Uzbekistan

In Uzbekistan the ETF will continue to work with national stakeholders on the development of a National Qualification Framework. The framework will have a principal emphasis on vocational qualifications. The work will cover three main activities – drafting of a framework design, the identification of suitable development structures and processes, and a review of progress in these areas by national stakeholders.

Annex 7: Corporate performance indicators and risk assessment

7.1. Corporate performance indicators 2013

<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>Mid Term Perspective 2010-13 OBJECTIVES</p> <ol style="list-style-type: none"> 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); 2. support relations, where relevant, between EU internal and external relations policies; 		
<p>2013 OBJECTIVES</p> <p>1.1 reinforce the holistic, evidence-based development of VET reform in partner countries through the Torino Process;</p> <p>1.2. strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making</p> <p>For the second main objective, the ETF's specific objectives for 2013 are to:</p> <p>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;</p> <p>2.2 support the EU external policy instrument programming cycle and, when relevant, the external dimension of internal policies;</p> <p>2.3. disseminate relevant information and encourage exchange of experience and good practice with and among the partner countries in human capital development.</p>		
<p>ETF CORE BUSINESS DIMENSION</p>		
Indicator	Planned	Target
1. Measurements of ETF's support to the delivery of European Union assistance (Function 1)	N° of outputs	Target
<p>1.1 Country reviews and needs analysis</p> <p>1.2 Support for EC instruments programming and EU policy development</p> <p>1.3 SWAP (Sector wide approach) support and preparation (identification, feasibility, financing)</p> <p>1.4 Project design (identification, feasibility, financing)</p> <p>1.5 SPSP¹⁰²/Project implementation support and follow-up</p> <p>1.6 Support to regional policy dialogue</p>	42	100%
2. Measurement of ETF contribution to partner countries capacity building (Function 2)	N° of outputs	Target

¹⁰² Sector policy support programme

2.1 Capacity for policy evidence creation	64	100%
2.2 Capacity for policy formulation		
2.3 Capacity for policy implementation		
2.4 Capacity for policy review		
3. Measurement of ETF's provision of policy advice to the partner countries (Function 3)	N° of outputs	Target
3.1 Comparative analysis	23	100%
3.2 Country studies		
3.3 Thematic studies		
3.4 Analytical tools		
4. Measurement of ETF facilitation of dissemination and networking (Function 4)	N° of outputs	Target
4.1 Specialised publications	22	100%
4.2 Promoting collaborations and facilitation of dissemination activities/events		
4.3 ICT-based dissemination		

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 1 and 2	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

7.2. ETF Risk register 2012-2013

ETF Risk Register no.	Risk Area	Potential identified Risk	Assessed inherent Risk level	Action no	Additional Mitigation Action	State of play	Assessed Residual Risk Level
ETF-RR-10-01	Macro environmental risk	Significant delays and/or interruption (> = 3 months) of ETF activities / projects / interventions caused by socio-political instability and /or armed conflicts in some partner countries	Medium	ETF-RR-10-01-A1.1	- Definition of a clear ETF policy and procedure to address these events when occurring (ref.A2.1)	Implemented - ETF planning policy	Low
				ETF-RR-10-01-A1.2	- Close monitoring of situation: monitor and report risks in Q reporting notably Q2 and Q3; - Activation of budget transfer procedure.	ETF risk management policy 2011-2013 - Dashboard in place since beginning 2011 to monitor and report on quarterly basis at project/country level.	
				ETF-RR-10-01-A1.3	-Recording of reported risk and mitigation actions in ETF risk register for further reporting; - Information to GB on changes impacting WP after adoption (mid year or in AAR);	The risk has again been identified in the 2011 exercise linked to the draft WP2012.	
ETF-RR-10-02	Risks related to planning, internal processes & systems	Management of priorities: New priorities/requests coming from the European Commission after approval of WP will have an impact on the completion of already planned WP activities. (Considering that ETF plans and is requested to plan for 100% of its resources).	Medium	ETF-RR-10-02-A2.1	-Definition of a more robust and structured framework for management of priorities (covering ex ante assessment and the process of management of priorities during WP implementation process) by prioritising interventions according to the multidimensional planning approach and by establishing criteria for budget allocation for all ETF activities (in line with ETF planning policy); -Open communication with ETF partner countries in case of changes in ETF planned interventions/actions	In progress 75% - ETF planning policy 2011-2013 - Deployment of Dashboard in 2011 still pending weighting system to support management of priorities at different levels. The risk has been again identified in the 2011 exercise linked to the draft WP2012.	Low

ETF-RR-10-03	Risks related to internal processes	Complex ETF internal procedures causing inefficient implementation of projects/activities	Medium	ETF-RR-10-03-A3.1	- Administration Department efficiency improvement action plan ref. 2010-3119 of 19 May 2010	In progress 75% Full completion of actions will be followed under the action plan for the ETF functional and institutional analysis	Low
ETF-RR-10-03-A3.2		-An ETF functional and institutional review is going to address this issue. In particular the new function of "Process Development" has been created as a result of the AD Functional Analysis starting on 15/07/2010. Its scope will aim at streamlining and enhancing efficiency of ETF internal process and procedures. A detailed action plan will follow the establishment of the function. (Ref A3.1).					
ETF-RR-10-04		Information system not full integrated into most aspects of ETF operations impacting on operational performance	Medium	ETF-RR-10-04-A4.1	(Also ref A 3.2) Further streamlining and integration of internal processes is on-going, in particular in relation to: Planning, monitoring & reporting with the reinforcement of an ETF performance based framework policy and the implementation of the "dashboard" project and its deployment for WP2011. Expertise development and knowledge management functions.	In progress 75% - ETF planning policy , Monitoring & evaluation and risk management policies 2011-2013 - Dashboard in place since beginning 2011 to monitor and report on quarterly basis at 3 levels. Further development are planned in 2011-2012 to include qualitative aspects of corporate indicators (CO) and rolling out of the system to the whole ETF. Further development are planned in 2011-2012 to include qualitative aspects of corporate indicators (CO) and rolling out of the system to the whole ETF.	Low

ETF-RR-10-05	Risks related to internal processes	The risk of loss of information/knowledge is caused by difficulties/weaknesses in retrieving and tracking systems particularly related to the core business documentation/data.	Medium	ETF-RR-10-05-A5.1	- Document Management process, to provide common guidance within the organisation and allow an adequate set-up of Knowledge Management tools and systems (including retrieving and tracking systems)	In progress -75% - improved correspondence registration tool, which enables an accurate and efficient tracking system and follow-up related to incoming correspondence; an update of specific rules on the handling of confidential documents, complementing the existing rules on correspondence registration, filing and archiving - handover procedure is planned for review in 2012	Low
				ETF-RR-10-05-A5.2	- Strengthen Handover process in particular of country and thematic core business dossiers		
ETF-RR-10-06	Risks related to internal communication	Operational performance affected by insufficient communication across Departments and Units	Medium	ETF-RR-10-06-A6.1	Review of ETF Rules of procedure and ETF decision making process; ETF functional and institutional analysis and related action plans Knowledge management function (see also A5.1)	In progress 75% Full completion of actions will be followed under the action plan for the ETF functional and institutional analysis	Low
ETF-RR-10-07	Risks related to internal processes	The risk of loss of funds, loss of budgetary flexibility and or Consumption of excessive N+1 budget for activities completed in year N due to carry forward of activities and related funds	Medium	ETF-RR-10-07-A7.1	ETF clear policy on carry forward to be part of a comprehensive Budget Management Policy Risk of carry forward including assessment of related risks embedded in dashboard reporting	Implemented Dashboard deployed and since 2011-2012 covers also carry forward activities and budget Budget Implementation Policy approved in December 2011 covering carry-forward.	Low

Assessment of progress is expressed according to the following criteria:

0%: no initiative taken

25%: single/scattered action taken

50%: planned action taken but significant improvement needed (to be measurable as indicators of effectiveness)

75%: planned process in place, slight improvements needed (measurable actions taken giving evidence of effectiveness)

100%: full process/improvement actions deployed

Annex 8: Outputs 2013

Outputs for 2013 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 2013 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 outputs¹⁰³ for 2013 according to the financial perspective 2008-13

ETF functions\Geographic-Thematic area	Enlargement	ENP South	ENP East	Central Asia	Cross-country		Total
					Thematic expertise development	Evidence-based policy making	
Input to Commission programming	11	12	10	5	4	-	42
Capacity building	18	15	17	12	-	2	64
Policy analysis	4	6	2	1	9	2	24
Dissemination/ Networking	5	4	3	2	5	3	22
Total outputs	38	37	32	20	18	7	154

¹⁰³ In line with the targets established for the ETF in 2013 in the financial perspective in the European Commission's proposal for the recasting of the ETF regulation in 2006. . However, there are some changes, due to the fact that the initial distribution was an estimation made in 2006 to support the financial assumptions of the multiannual financial perspective, while the present distribution is based on present needs identified in the consultation with stakeholders) : the total number is 154 instead of 144 (there is one additional output for the support to each of the two earmarked projects), the number of capacity building and dissemination and networking outputs has reduced its weight at the expense of increases in Support to the Commission and Policy analysis. There are two reasons for that: one the one side, the requests from the Commission have increased compared to the expectation in 2006 as well as the expertise profile and the policy-driven work of the ETF; on the other side, the categorisation of outputs follow the main function of the result, while in reality most of the outputs have several functions at the same time. Capacity building activities are components of other more important ones, categorised as Support to the Commission or Policy analysis (i.e. the two mentioned projects or the Torino Process).

List of corporate outputs for 2013

ETF expected outputs by region in 2013

Western Balkans and Turkey

Code ¹⁰⁴	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
F1. Support to the Commission					
1.A.001 (1)	IPA I monitoring and implementation support to DG Enlargement and EU Delegation in Albania	1.B.009 (9)	IPA IV follow up support to DG Employment, Social Affairs and Equal Opportunities and EU Delegation in the former Yugoslav Republic of Macedonia, Albania, Montenegro, Serbia and Turkey	1.C.011 (11)	IPA Multi-beneficiary preparatory and monitoring support to DG Enlargement for Private Sector Development, including SEE Investment Committee, RCI and SEECEL
1.A.002 (2)	IPA I monitoring and implementation support to DG Enlargement and EU Delegation in Bosnia and Herzegovina	1.B.010 (10) ¹⁰⁵	Support to DG Enlargement in the preparation of country strategies 2014-20 through the implementation of the regional project 'Supporting the development of comprehensive HRD strategies in the Enlargement countries' – in Albania, Bosnia and Herzegovina, fYRoM, Kosovo, Montenegro, Serbia and Turkey		
1.A.003 (3)	IPA I monitoring and implementation support to DG Enlargement and EU Delegation in Kosovo				
1.A.004 (4)	IPA I monitoring and implementation support to DG Enlargement and EU Delegation in Turkey				

¹⁰⁴ The code allocates a unique number and indicates the region, function and theme.

¹⁰⁵ As is customary, any output from the HRD strategies project is estimated in the distribution of outputs. Its nature and cost however is different to other identified corporate outputs as the project results are defined in the project logframe.

Code ¹⁰⁴	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
1.A. 005 (5)	Preparatory and monitoring support to IPA Multi-beneficiary projects to DG Enlargement in the area of social inclusion				
1.A.006 (6)	Annual 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.007 (7)	Support to DG Education and Culture policy platform for Western Balkans and Turkey through expertise and analysis				
1.A.008.(8)	Support to Commission services in sector committee meetings for Human Capital Development in the Western Balkan and Turkey				
F2. Capacity building					
2.A.012 (1)	Ministry of Education, the VET Centre and the VET Council in Albania to promote VET strategy operationalization	2.B.024 (13)	Ministry of Labour and related bodies in Kosovo to increase capacities for drafting a law on the organisation and functioning of PES	2.C.027 (16)	Ministry of Education, the VET Centre and world of work in Albania to foster education and business cooperation
2.A.013 (2)	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 on pathways between VET and Higher Education	2.B.025 (14)	National IPA Co-ordinator and country Authorities from education and labour market in Montenegro to prepare for the pilot implementation for the development of a comprehensive HRD strategy	2.C.028 (17)	Strategic Working Group and Core Expert Team in Bosnia and Herzegovina to continue regular dialogue for mainstreaming entrepreneurial learning in VET with emphasis on teacher training

Code ¹⁰⁴	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
2.A. 014 (3)	Ministry of Science, Education and Sports and other stakeholders in Croatia to support better matching of skills and labour market needs through evidence based policy making.	2.B.026 (15)	National IPA Co-ordinator and country Authorities from education and labour market in Serbia to prepare for the pilot implementation for the development of a comprehensive HRD strategy	2.C.029 (18)	Ministry of Education, the VET Centre and the VET Council in Former Yugoslav Republic of Macedonia to foster women's entrepreneurial learning
2.A. 015 (4)	Relevant stakeholders from education and the world of work in Croatia to support hand-over to Cedefop				
2.A.016 (5)	Vocational Qualifications Authority in Kosovo to facilitate implementation of the qualifications system involving the MoE, MoL and social partners fostering links with EQF				
2.A. 017 (6)	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				
2.A.018 (7)	Ministry of Education, the VET Centre and the VET Council in Former Yugoslav Republic of Macedonia to promote VET strategy operationalization				
2.A.019 (8)	Ministry of Education in Montenegro to improve quality of teacher training through continuous support to scaling up of a school based teacher training model in secondary schools ensuring synergy between VET and general secondary education				
2.A.020 (9)	Ministry of Education in Serbia for improved governance of education and training to look into education indicators, monitoring and evaluation, involving, VET Agency, statistical office and world of work				

Code ¹⁰⁴	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
2.A.021 (10)	Ministry of Education in Serbia support the implementation of a national qualification framework to improve the transparency of qualifications and ensuring links between VET and HE				
2.A.022 (11)	Ministry of Education in Turkey to improve the implementation of the qualification framework with particular reference to links between level 5 and 6 of EQF involving Ministry of Labour, the Vocational Qualification Authority, HE Council and social partners				
2.A.023 (12)	Ministries of education in the Enlargement region through regional cooperation to look into practices for social inclusion and cohesion in school and their relevance for mainstream reforms				
F3. Policy analysis					
3.A.030 (1)	A VET strategy and development plan in Serbia with particular reference to mainstreaming of pilot projects	3.B.033 (4)	A report on the organisation and functioning of PES and the legal aspects hereof in Kosovo		
3.A.031 (2)	A report on Voc-Test-Centres and their and responsibilities as well as challenges in a pilot region in Turkey				
3.A.032 (3)	A regional review on VET policies and practices for social inclusion and cohesion, highlighting issues, challenges and innovative practices				
F4. Dissemination and networking					
4.A.034 (1)	Networking opportunities created for regional policy makers, practitioners and researchers from the Western Balkans and Turkey on VET policies and practices for social inclusion and cohesion including through e-platform and regional conference			4.C.038 (5)	Regular meetings and sharing with representatives of DANUBE Strategy Pillar 8 on competitiveness and Pillar 9 on skills development to maximise input in HR in the region

Code ¹⁰⁴	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
4.A.035 (2)	Dissemination of ETF 2012 Torino Process regional report in the countries in the region and at any relevant fora				
4.A.036 (3)	Project preparation and monitoring meetings as well as experience sharing meetings with Member States in the Western Balkans and Turkey involving national authorities and Commission services and donors				
4.A.037 (4)	Regular meetings and sharing with regional initiatives and bodies in the region, like ERISSE, RCC, 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
F1. Support to the Commission					
1.A.039 (1)	Input to the monitoring of the ENP action plans – all countries with ENP action plans	1.B.045 (7)	Input to the Euromed dialogue on employment	1.C.048 (10)	Inputs to Industrial Cooperation Working Group and Euromed Ministerial conference on Industry
1.A.040 (2)	Support the final stage of the SPSP by completing the 2012 assessment	1.B.046 (8)	Input to the Euromed Social Dialogue Forum (tbc)	1.C.049 (11)	Euromed Charter Assessment reports in eight countries on progress of implementation of entrepreneurship learning and enterprise skills dimensions
1.A.041 (3)	Support to the launch of the EU intervention in TVET in Egypt	1.B.047 (9)	Inputs to the EU mobility partnerships with Egypt , Jordan, Morocco and Tunisia (tbc).	1.C.050 (13)	Regional Euromed Charter Assessment report on entrepreneurship learning and enterprise skills dimensions
1.A.042 (4)	Follow up support to the on-going EU interventions in TVET and employability in Algeria, Jordan, Lebanon, Libya and occupied Palestinian territory (tbc)				

Code	A. VET system development in a lifelong learning perspective	Code	B. Employability and the labour market Systems	Code	C. Business and education
1.A.043 (5)	Input to the regional policy dialogue platform on education and training				
1.A.044 ¹⁰⁶ (6)	Enhance EU support to VET in the European Neighbourhood South through the implementation of the regional project 'Governance for Employability in the Mediterranean' – All countries				
F.2 Capacity building					
2.A.051 (1)	Ministry of VET And employment, Ministry of education, Ministry of higher education and CGE in Morocco on qualifications frameworks	2.B.063 (13)	Young Mediterranean Leaders for issues of employability and governance.	2.C.064 (14)	MoE, Centre for Pedagogical Research and Development (CRDP) and pilot school staff in Lebanon to introduce entrepreneurship as a key competence in secondary education
2.A.052 (2)	Relevant stakeholders in Morocco in the region of Tanger and Ministry officials on multilevel governance			2.C.065 (15)	Palestinian Ministry of Education and teachers training institutions, and teachers on innovative practices in teacher training
2.A.053 (3)	Coordination Committee (Ministry of Education and social partners) in Lebanon on the governance of qualification framework and its implementation 107				
2.A.054 (4)	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 in Tunisia				

¹⁰⁶ As is customary, any output from the GEMM project is estimated in the distribution of outputs. Its nature and cost however is different to other identified corporate outputs as the project results are defined in the project logframe.

¹⁰⁷ (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.055 (5)	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 in Morocco				
2.A.056 (6)	Ministries of VET and social partners at national level on issues linked to NQF governance and institutional settings, and quality assurance in Jordan				
2.A.057 (7)	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 in Egypt				
2.A.058 (8)	Officials in the Ministries of Education and Labour and relevant key stakeholders in VET in Israel on inclusive education				
2.A.059 (9)	Social partners and other government bodies in Jordan on evidence-based policy making with a focus on gender issues.				
2.A.060 (10)	Libyan stakeholders on participatory evidence based policy analysis				
2.A.061 (11)	Regional stakeholders in Medenine and Ministry officials on Multilevel governance				
2.A.062 (12)	Ministries of VET, labour and education in the region on public policy making in VET				
3. Policy analysis					
3.A.066 (1)	A synthesis report on how to roll out the developed NQF in Morocco	3.B.071 (6)	A diagnostic assessment of the adequacy of training for employment at regional level in Tunisia		
3.A.067 (2)	In Libya through the implementation of the 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
3.A.068 (3)	Scenarios developed and documented for the regionalisation of the VET system in Tunisia				
3.A.069 (4)	In Egypt through the implementation of the Torino Process				
3.A.070 (5)	TVET chapter in the pre-university review in Egypt, together with the OECD and the World Bank				
4. Dissemination and networking					
4.A.072 (1)	In Egypt, Jordan, Morocco and Tunisia, national awareness raising for decision makers from the demand and supply sides of regional qualifications project results and analysis of applicability to the national context in the development of NQFs	4.B.074 (3)	In Morocco, dissemination and discussion of the policy implications of the results of the skills and migration survey		
4.A.073 (2)	For Ministries 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 conference Tunisia, Morocco, Jordan and Egypt	4.B.075 (4)	Tools for analysing the matching of skills needs and provision are disseminated both at national and at regional (Medenine) level		

European Neighbourhood East

Code	A.VET system development in a Lifelong Learning Perspective	Code	B. Employability and the Labour Market Systems	Code	C. Business and Education
F1. Support to the Commission					
1.A.076 (1)	Implementation support and follow-up to the EC SPSP in Armenia through capacity building and advice	1.B.082 (7)	Technical inputs to EC activities under the EU Mobility Partnerships with Moldova, Georgia, Armenia and Azerbaijan	1.C.084 (9)	Technical inputs to DG Enterprise on HCD issues under the SME Forum of Platform 2 of the EaP
1.A.077 (2)	Implementation support to EU projects in Azerbaijan	1.B.083(8)	Technical inputs to DG EMPL on HCD issues under the Employment Forum of Platform 2 of the EaP	1.C.085 (10)	Technical inputs to a Ministry of Education of Moldova-ETF conference on Entrepreneurial Learning under Platform 4 of EaP
1.A.078 (3)	Implementation support and follow-up to the EC SPSP in Georgia through capacity building and advice				
1.A.079 (4)	Preparatory work and input into design of EU project and to the EC SPSP in the Republic of Moldova				
1.A.080 (5)	Preparatory work and input into design of EU projects in Ukraine				
1.A.081 (6)	Technical inputs to EaP Platform IV and to progress reports in Neighbourhood East countries				
F2. Capacity building					
2.A.086 (1)	VET Council on VET reform progress in Armenia	2.B.097 (12)	Ministry of Labour to implement an Action Plan of Employment Strategy, including active labour market measures in Armenia	2.C.101 (16)	Policy makers, social partners and practitioners on VET and Entrepreneurial learning in Belarus
2.A.087 (2)	Ministry of Education to evaluate VET strategy in Azerbaijan	2.B.098 (13)	Ministry of Labour on NQF methodologies in Azerbaijan	2.C.102 (17)	Policy makers and social partners on training strategies for SME policies in the Republic of Moldova
2.A.088 (3)	Policy makers, social partners and practitioners on labour market-based curriculum reforms in Georgia	2.B.099 (14)	Ministries and social partners on skill anticipation methodologies in Ukraine		

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.089 (4)	Of Ministry of Education and of Labour, and social partners on designing a policy on competency-based qualifications in the Republic of Moldova	2.B.100 (15)	Ministry of Labour to review options for career development in Armenia		
2.A.090 (5)	Ministry of Education and VET Centre staff on EU concepts and indicators in the Republic of Moldova				
2.A.091 (6)	Ministry of Education and specialists to analyse skills gap in Russia				
2.A.092 (7)	Ministries and social partners to implement NQF in Ukraine				
2.A.093 (8)	Policy makers, social partners and practitioners on school optimisation at regional level in Ukraine				
2.A.094 (9)	Policy makers and education and statistical experts on generating evidence for policies in Belarus, as a pilot follow-up of the <i>Torino Process</i>				
2.A.095 (10)	Ministries of Education and Labour, and social partners to develop sector committees in Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia and Ukraine				
2.A.096 (11)	Ministry of Education to formulate approaches to validation of non-formal and informal learning in Armenia, Georgia, Republic of Moldova and Ukraine				
F3. Policy Analysis					
3.A.103 (1)	On VET strategy monitoring in Georgia				
3.A.104 (2)	On NQF implementation in Republic of Moldova, Georgia and Ukraine				

F4. Dissemination and networking					
4.A.105 (1)	Regional conference on sector committee approaches in EE, presentation of mutual learning project	4.B.106 (2)	Dissemination conference on skills analysis and school optimisation in Ukraine		
		4.B.107 (3)	Article on career guidance in Russia		

Central Asia

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
F1. Input to Commission programming					
1.A.108 (1)	EU project implementation support and follow-up in Kazakhstan				
1.A.109 (2)	Technical assistance to Budget Support in Kyrgyzstan				
1.A.110 (3)	EU education and VET projects implementation support and mid-term review in Turkmenistan				
1.A.111 (4)	Inputs to EU Programming 2014-20				
1.A.112 (5)	EU project implementation support and follow-up to the Central Asian Education Initiative platform				
F2. Capacity building					
2.A.113 (1)	School managers and policy makers on the management of services and of teaching and on learning processes in schools in Kazakhstan	2.B.121 (9)	Labour market and VET policy makers on transition study questionnaire and recommendations in Kazakhstan	2.C.124 (12)	School managers, social partners and policy makers to create and monitor practical placements in companies in KAZ
2.A.114 (2)	School managers and policy makers on the management of services and of teaching and on learning processes in schools in Kyrgyzstan	2.B.122 (10)	Policy makers in Kyrgyzstan on the use of evidence related to education and training outcomes		
2.A.115 (3)	VET Council to implement VET strategy in Kyrgyzstan	2.B.123 (11)	Labour market and VET policy makers on implementation of transition study recommendations in Tajikistan		

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
2.A.116 (4)	School managers and policy makers on the management of services and of teaching and learning processes in schools in Tajikistan				
2.A.117 (5)	Policy makers to monitor VET policy and the use of indicators in Tajikistan				
2.A.118 (6)	Policy makers and practitioners on teacher training in Turkmenistan				
2.A.119 (7)	Policy makers, social partners (incl. Chamber of Commerce) and practitioners to develop methodologies for NQF in Uzbekistan				
2.A.120 (8)	Policy makers and school directors to implement VET policy and school autonomy in all CA countries				
F3. Policy analysis					
		3.B.125 (1)	Implementation of recommendations of Transition study in Tajikistan		
F4. Dissemination and networking					
4.A.126 (1)	School networking through social media on teacher training in all CA countries	4.B.127 (2)	Dissemination of the transition study in Tajikistan and Kyrgyzstan		

Thematic Expertise Development

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
F1. Input to Commission programming					
1.A.128 (1)	Contribution to EU developments in Qualifications through EU expert groups	1.B.129 (2)	Foresight methodology for skills needs and labour market situation in Western Balkans and Turkey	1.C.131 (4)	Contribution to DG EAC EAG Working Group on Entrepreneurial learning outcomes (EU/EEA) assessment
		1.B.130 (3)	Methodology for assessment of institutional capacity for sector-wide support in Western Balkans and Turkey		
F3. Policy analysis					
3.A.132 (1)	Updated NQF inventory for partner countries and cross country overview	3.B.136 (5)	Study on employability related measures for potential migrants and returnees		

	A. VET reform and lifelong learning		B. Employability and labour markets		C. Entrepreneurship – business and education
3.A.133 (2)	Toolbox for work-based learning	3.B.137 (6)	Position paper on skills and migration		
3.A.134 (3)	Pilot competence measurement of VET students (tbc)	3.B.138 (7)	Policy briefing on skills and informal employment		
3.A.135 (4)	Literature review on VET quality management	3.B.139 (8)	Survey of good practices of active labour market measures in ETF partner countries		
		3.B.140 (9)	4 methodological guides on skills matching and anticipation		
F4. Dissemination and networking					
4.A.141 (1)	Knowledge sharing event on sustainable development and VET			4.C.144 (4)	Extension of good practitioner network for reworking and validation of good practice method & tools
4.A.142 (2)	Improved and up-dated Qualification Platforms facilitating the international debate and expertise sharing in 2013			4.C.145 (5)	Dissemination of good practice peer review process and tools
4.A.143 (3)	Recognition of the ETF as a centre of expertise through the presentation of papers, communications or participation as a panellist or peer-reviewer in international conferences and events				

Evidence-based policy making

Torino Process

Code	A. VET reform and lifelong learning	Code	B. Employability and labour markets	Code	C. Entrepreneurship – business and education
F3. Policy analysis					
3.A.146 (1)	Launch of Torino Process 2014-15				
3.A.147 (2)	Torino Process Report 2012-13				
F4. Dissemination and networking					
4.A.148 (1)	Corporate conference on Torino Process				

Torinet

Code	A. VET reform and lifelong learning	Code	B. Employability and labour markets	Code	C. Entrepreneurship – business and education
F2. Capacity building					
2.A.149 (1)	Capacity Building toolkit finished				
2.A.150 (2)	Piloting methodology for capacity building				

Knowledge Management

Code	A. VET reform and lifelong learning	Code	B. Employability and labour markets	Code	C. Entrepreneurship – business and education
F4. Dissemination and networking					
4.A.151 (1)	Social media based knowledge sharing platforms consolidated				
4.A.152 (2)	Content management system implementation				

Annex 9: European policy context by geographical and thematic coverage

No.	Paper	Content	ETF 2013 Work Programme	Geographical coverage				Thematic coverage		
				Enlargement	Neighbourhood south	Neighbourhood east	Central Asia	A	B	C
	EU policies for education, training and employment									
1	<p>EU 2020 Strategy European Council Conclusions (17/06/2010) and European Commission Communication (03/03/2010)</p>	<p>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. 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 strategy includes an external dimension to ensure that EU instruments and policies are deployed to promote the EU globally.</p> <p>The Europe 2020 strategy identifies two key flagship areas for human capital development within the EU. These are: 'Youth on the move'¹⁰⁸ and 'An agenda for new skills and jobs' .</p> <p>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</p>	<p>The 2013 work programme targets all three priority areas.</p> <p>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. <i>(i.e. Section 3.6 Thematic Expertise Development and in particular its Innovation and Learning projects –Matching, Learning in different contexts and Migration and skills). Furthermore, most of the objectives and activities at country and regional level are inspired by smart growth principles.)</i></p> <p>Sustainable growth: The ETF supports policy dialogue on vocational education and training for sustainable development and</p>	√	√	√	√	√	√	√

¹⁰⁸ <http://bit.ly/bOvTFz>

		<p>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.</p>	<p>the consequences of greener economies on vocational education and training including the development of regional qualifications for environmentally sustainable economies (i.e. the Community of Practice (CoP) on Sustainable development, section 3.6).</p> <p>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 (i.e. the support to EU multi-beneficiary programme on social inclusion in the Enlargement region and the Inclusive Education project in the same region. There is a CoP on Social Inclusion – section 3.6.1)</p>							
2	<p>Youth on the Move- An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union</p> <p>Communication from the Commission to the</p>	<p>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.</p>	<p>The project "Learning in different contexts" gives 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. The regional activities for DG EMPL in the Neighbourhood South region (section 3.3) have amongst others a particular focus on Youth Unemployment and employability.</p>	√				√	√	

	European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, COM(2010) 477 final, 15.09.2010									
3	An Agenda for new skills and jobs: A European contribution towards full employment- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions COM(2010) 682/3	'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	Most of the activities in Core Theme B are closely related with the Agenda. In particular the Employment and employability CoP and the Matching Innovation and Learning project are highly influence by "New skills and jobs". Other activities in the Country and Regional sections are also inspired by the Agenda, i.e. the Continuing Vocational Training project in the Neighbourhood East the transition from school to work in the Kazakhstan plan, Continuing training in Kyrgyzstan, or the labour market reforms in Kosovo or the HRD reviews in the enlargement regions.	√	√	√	√		√	
4	A strategic framework for European Cooperation in education and training (ET 2020) Council Conclusions of 12	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,	The Torino process related activities, both the overall principles of the Process as such but also the specific analytical framework are highly inspired by the E&T 2020 framework and in particular the Copenhagen process. Furthermore the E&T2020 highly inspires the approaches of the Qualifications and quality CoP,	√	√	√	√	√	√	√

	May 2009	enhance creativity and innovation, including entrepreneurship, at all levels of education and training.	theTheme A activities in the different WP projects (country, regional or thematic) which corresponds to more than half of the total activities. Attractiveness and quality are also a regional priority in Central Asia and in Neighbourhood south regions.							
5	The priorities for enhanced European cooperation in vocational education and training, for the period 2011-2020, Council Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, 19 November 2010	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 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.	On the regional projects in the different regions a mutual learning approach is applied, highly related with the open method of coordination embedded in the enhanced European cooperation in VET priorities, i.e. the Continuing Vocational Training project in the Neighbourhood East, the regional dimension of sectoral qualifications in the Neighbourhood south, and the Inclusive education and the the work with ERISSE knowledge clusters in the enlargement region.	√	√	√	√	√	√	
6	The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020	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	The Torino process related activities, both the overall principles of the Process as such but also the specific analytical framework are highly inspired by the E&T 2020 framework and in particular the Copenhagen process. In the case of the Candidate countries, they fully participate in the Bruges reports with the support of the	√	√	√	√	√	√	

	<p>Declaration of the EU ministers, the European Social Partners and the European Commission</p>	<p>Bruges Communiqué.</p> <p>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.</p> <p>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.</p>	ETF teams.							
7	<p>A new impetus for European cooperation in vocational education and training to support the Europe 2020 strategy</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, com(2010) 296 final</p>	<p>The European Commission's Communication 'A new impetus for vocational education and training' 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:</p> <p>Ensuring access to training and qualifications is flexible and open at all stages of life;</p> <p>Promoting mobility to make it easier to gain experience abroad or in a different sector of the economy;</p> <p>Ensuring the highest possible quality of education and training;</p> <p>Providing more opportunities for disadvantaged groups such as school dropouts, low-skilled and unemployed people, people with migrant backgrounds and disabled people; and</p> <p>Nurturing creative, innovative and entrepreneurial thinking in students.</p> <p>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</p>	<p>The ETF has been a pioneer in the partner countries and regions on the field of qualifications and quality, and to a less extend in the other reference tools and instruments. The CoP provides expertise to the partner countries and runs the Qualifications platform, in particular updating the inventory on progress made in the development and implementation of qualifications in the partner countries</p> <p>Quality assurance is also a reference in several country plans and in particular in the school development in Central Asia project and in the qualification frameworks project in Neighbourhood south.</p>	√	√	√	√	√	√	

		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.								
8	Youth Opportunities Initiative Communication from the Commission to the European Parliament, the Council, the European Economic and Social committee and the committee of the Regions 20.12.2011, COM(2011) 933 final	In December 2011, the Commission proposed the Youth Opportunities Initiative ¹⁰⁹ targeting in particular young people who are not in employment, education or training. Europe needs to invest in its young people and immediate and effective actions are needed to prevent and tackle the high rates of youth unemployment. Growth enhancing measures are necessary to create new jobs, but could not in themselves be sufficient to tackle the problem of youth unemployment. The initiative builds on a strong partnership between Member States and the Commission and encourages concerted action between Member States' authorities, businesses, social partners and the EU.	Youth unemployment is a priority area in the Neighbourhood south region and particularly in Tunisia.	√				√	√	
	Proposal for a Council Recommendation on the Validation of (Non)Formal and Informal Learning, (COM(2012)485 5.09.2012 That reached the political agreement on the Council meeting of 26-27 November 2012	Part of the Youth on the Move initiative. It addresses how NQFs should facilitate the promotion and validation of NF and IF and provides permeability between VET and HE, as well as how to promote professionalism and recognition of those delivering such learning experiences, in particular in the youth field.	27 partner countries are committed to develop a NQF and the ETF is supporting them at country level and cross-regionally through the Qualifications Platform. VNFIL is particularly relevant in the different regions either because of informality in the labour market, high level of drop-outs or the importance of lifelong learning in increasingly ageing societies. It can also be a reference tool when there are important migration flows		√	√				

¹⁰⁹ <http://bit.ly/uwh8cU>

	<p>Rethinking Education: Investing in skills for better socio-economic outcomes, Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee, COM(2012) 669 final, 20.11.2012</p>	<p>The Communication, implementing several EU 2020 flagships, provides policy recommendations for MS to achieve the EU benchmark on reducing the number of low performers in teaching maths and science. It promotes employability, competitiveness and intercultural dialogue in fostering transversal key competences in LLL policies (entrepreneurship education, with a policy handbook, ICT and digital/media literacy, linguistic skills, with an EU language benchmark). As announced in the Agenda for New Skills and Jobs, it also presents forthcoming instruments to increase transparency on skills supply and demand in the EU (EU skills panorama, European Skills Passport (based on an evaluation of Europass) and ESCO. The Commission Communication is accompanied by several Staff Working Documents: Education and Training Monitor, Country analysis, Key Competences, Partnerships and flexible pathways for LL skills development, Supporting the teaching professions, Language competences for employability, mobility and growth, Vocational Education and Training for better skills, growth and jobs.</p> <p>The Communication covers four areas which are essential to addressing this issue:</p> <ul style="list-style-type: none"> ▪ Developing world-class vocational education and training to raise the quality of vocational skills; ▪ Promoting work based learning including quality traineeships, apprenticeships and dual learning models to help the transition from learning to work; ▪ Promoting partnerships between public and private institutions (to ensure appropriate curricula and skills provision); ▪ Promoting mobility through the proposed Erasmus for All programme; 	<p>The four areas covered by the communications are very relevant for the ETF partner countries and the Communication is a very useful tool for both the country work and the projects and communities of practice in Ted, in particular, the Learning project, the Quality CoP and the Entrepreneurship and Enterprise Skills CoP</p>		√	√	√				
	<p>Communication on Moving Youth into Employment. Communication from the Commission to the</p>	<p>This Communication and its accompanying Staff Working Document present the action taken at EU and at national level to implement the YOII. The Communication then outlines further concrete initiatives proposed by the Commission and to be taken forward by the Member States and social partners, in order to address the different short-term and structural problems behind the</p>	<p>Youth employability is a top priority in the SEMED and WBT regions and the concrete initiatives included in the Communications will be clear references in the corresponding country plans and in the</p>		√						

	European Parliament, the Council, the Economic and Social Committee and the Committee, COM(2012) 727 final, 5.12.2012	youth employment crisis.	CoP employment.							
9	The implementation of the "Strategic framework for European cooperation in the field of education and training ("ET 2020") Joint report, 10 February 2012	<p>The 2012 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (ET2020)¹¹⁰ in a smart, sustainable and inclusive Europe and the Council Conclusion confirm that the four ET 2020 strategic objectives set in 2009 remain valid. The priorities for European policy cooperation during the next cycle (2012-14), are aimed to a large extent at mobilising education and training in support of the Europe 2020 strategy.</p> <p>The joint report presents some positive indications but still much needed to be done to improve Europe's skills base, further reduce rates of early school leaving and improve the employability of those leaving the education and training system. The report stresses the importance of investing effectively in education and training reforms to support sustainable growth and generate jobs and underlines the need for a real follow-through by Member States on EU level policy guidance.</p>	<p>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.</p>	√				√	√	√
EU migration and mobility external policy										
10	Communication on migration Communication from the Commission to the European Parliament, the Council, the	On 4 May 2011, the European Commission issued a Communication on migration ¹¹¹ . 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	There is a specific project on Migration and skills focussing on the skills dimension of migration, the validation of skills of returnees and other measures facilitating the circular migration. The ETF also supports the different countries with a Mobility Partnership agreement, or in a		√					

¹¹⁰ <http://bit.ly/8ZfV4u>

¹¹¹ <http://bit.ly/kUJrqe>

	<p>Economic and Social Committee and the Committee of the Regions COM (2011) 248 final, 4.05.2011</p>	<p>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.</p> <p>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.</p>	<p>process of having one.</p>							
11	<p>A dialogue for migration, mobility and security with the southern Mediterranean countries Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Brussels, 24.5.2011, COM(2011) 292 final</p>	<p>On 25 May 2011, the European Commission issued a Communication entitled: A dialogue for migration, mobility and security with the southern Mediterranean countries¹¹². 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.</p> <p>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</p> <p>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</p>	<p>There is a specific project on Migration and skills focussing on the skills dimension of migration, the validation of skills of returnees and other measures facilitating the circular migration. The ETF also supports the different countries with a Mobility Partnership agreement, or in a process of having one.</p>		√					

¹¹² <http://bit.ly/wdJ8rX>

		States on matters related to skills and how to better match labour supply and demand, building on work already done by the ETF.								
12	<p>The Global Approach to Migration and Mobility</p> <p>Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions</p> <p>and</p> <p>The 3rd Annual Report on Immigration and Asylum (2011) adopted on 30 May 2012</p> <p>Communication from the Commission to the European Parliament, the Council</p>	<p>on 18 November 2011, the Commission issued the Communication on the "The Global Approach to Migration and Mobility"¹¹³.</p> <p>The Global Approach is defined as the overarching framework of EU external migration policy, complementary to other, broader, objectives that are served by EU foreign policy and development cooperation. Migration and mobility in the context of the Europe 2020 Strategy aim to contribute to the vitality and competitiveness of the EU. Securing an adaptable workforce with the necessary skills which can cope successfully with the evolving demographic and economic changes is a strategic priority for Europe. Education and training play a crucial role in successfully integrating migrants into society and the labour market.</p> <p>The EU's external migration policy also builds on EU legislation and legal instruments, political instruments, operational support and capacity-building (including via the ETF) and the wide range of programme and project support that is made available to numerous stakeholders, including civil society, migrant associations and international organisations.</p> <p>The 3rd Annual Report presents a forward-looking analysis of EU policy on immigration and international protection based on developments in 2011 and points out the positive contribution of migration to the EU's growth agenda.</p>	<p>There is a specific project on Migration and skills focussing on the skills dimension of migration, the validation of skills of returnees and other measures facilitating the circular migration. The ETF also supports the different countries with a Mobility Partnership agreement, or in a process of having one.</p>		√	√				
	Development policy									

¹¹³ <http://bit.ly/unxZ7z>

13	Increasing the impact of the EU Development Policy: an agenda for change Communication from the Commission to the European parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, (Brussels, 13.10.2011- COM (2011)637 final	<p>The Communication “Increasing the impact of the EU Development Policy: an agenda for change”¹¹⁴, adopted in October 2011 proposes to continue the support for social inclusion and human development through at least 20% of EU aid. A greater focus will be on investing in drivers for inclusive and sustainable economic growth, providing the backbone of efforts to reduce poverty and helping reduce developing countries' exposure to global shocks by concentrating investment in sustainable agriculture and energy. The EU considers that it should take a more comprehensive approach to human development by supporting a healthy and educated population, giving the workforce skills that respond to labour market needs, developing social protection, and reducing inequality of opportunity. The EU will enhance its support for quality education to give young people the knowledge and skills to be active members of an evolving society. Through capacity-building and exchange of knowledge, the EU will support vocational training for employability and capacity to carry out and use the results of research.</p> <p>The promotion of decent work covering job creation, guarantee of rights at work, social protection and social dialogue is also among the key priorities.</p>	<p>The EU Development Agenda inspires the whole activities of the ETF, in particular the Neighbourhood and Central Asia regions. Social Inclusion has a particular emphasis in the enlargement region. Sustainable economic growth is supported by the ETF in the contribution the VET systems and the entrepreneurial learning activities can make to it.</p>		√	√	√				
Enterprise and entrepreneurial learning											
14	Small Business, Big World — a new partners hip to help SMEs seize global opportunities Communication from the Commission to the European Parliament, the Council, the	<p>The Communication from the Commission ‘Small Business, Big World — a new partners hip to help SMEs seize global opportunities’¹¹⁵, adopted on 9 November 2011 set the objectives to i) provide SMEs with easily accessible and adequate information on how to expand their business outside the EU; ii) improve the coherence of support activities; iii) improve the cost-effectiveness of support activities; iv) fill existing gaps in support services and v) establish a level playing field and provide equal access for SMEs from all EU Member States.</p>	<p>The Entrepreneurship learning and enterprise skills CoP focuses its work on entrepreneurial learning, women's entrepreneurship and skills for SME development. It will continue with the identification and dissemination of examples of good practice on the basis of the methodology developed in 2012 and it will undertake follow up actions to the 2012 corporate conference on skills for SME development. It will also support ETF work in entrepreneurial learning in Bosnia and</p>	√	√	√	√				√

¹¹⁴ <http://bit.ly/peXzD0>

¹¹⁵ <http://bit.ly/zPdelm>

	European Economic and Social Committee and the Committee of the Regions 9 November 2011		Herzegovina, the former Yugoslav Republic of Macedonia, Lebanon, Serbia, Turkmenistan, Egypt (tbc) and Lebanon, as well as in the field of skills for SME development in the Neighbourhood south and east regions.							
15	Small Business Act for Europe Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions 26 June 2008	The European Union's Small Business Act ¹¹⁶ 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.	√	√	√				√
16	Euro Med Charter for Enterprise Charter signed by the ministries of industry in 2004		The ETF supports these objectives through regular indicator-driven assessments.		√					√
	Communication from the EC to the EP, the Council, the EESC and the CoR on "A Stronger	Proposes a renewed and stronger industrial strategy aiming at reversing the declining role of industry in Europe. A proactive approach proposed based on 4 elements: 1) stimulate the investments speeding up the adoption of new technologies and boosting resource efficiency; 2) improve the functioning of the Internal Market and open international markets; 3) ensure an	The fourth element is particularly relevant for the work in the four regions and a main message coming from the Torino Process analyses.							

¹¹⁶ <http://bit.ly/7alt3C>

	<p>European Industry for Growth and Economic Recovery – Industrial Policy Communication Update”</p> <p>Communication reviewing the 2010 Communication “An Integrated Industrial Policy for the Globalisation Era. Putting Competitiveness and Sustainability at Centre Stage”. 10.10.2012 (COM(2012) 582final</p>	<p>adequate access to finance and 4) stimulate investments in human capital and skills.</p>									
	<p>Entrepreneurship 2020 Action Plan Communication from the Commission to the European Parliament, the Council; the European Economic and Social Committee and the Committee of the Region, COM(2012) 795 final, 9.1.2013</p>	<p>As a follow up to the Small Business Act review of April 2011 and of the Industrial policy communication adopted in October 2012 , the proposed Action Plan sets out a renewed vision and a number of actions to be taken at both EU and Member States' level to support entrepreneurship in Europe. It is based on three pillars : developing entrepreneurial education and training; creating the right business environment; role models and reaching out to specific groups.</p>	<p>The ETF (together with OECD, EIB and DG ENTR) contributes to the SBA assessments in the different regions. The Action Plan has been examined and its implications considered for ETF's work since it was consulted in 2012. The CoP on Entrepreneurship and Enterprise skills will use as reference tool.</p>	√		√					

	Regional policy										
17	<p>The European Union Strategy for Danube region</p> <p>Communication from the Commission to the European Parliament, the Council; the European Economic and Social Committee and the Committee of the Regions COM (2010)715/08/12/2 010</p>	<p>The EU strategy for the Danube region¹¹⁷, as presented by the European Commission in December 2010, was endorsed by the European Council on 23 June 2011¹¹⁸. 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).</p>	<p>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).</p>	√					√	√	√

	External relations policies and instruments										
	Western Balkans										
18	<p>Instrument for Pre-accession Assistance (IPA II), Brussels, 7.12.2011 COM(2011) 838 final Proposal for a Regulation of the</p>	<p>The Joint Communication to the European Parliament and the Council Global Europe: A New Approach to financing EU external action¹¹⁹, Brussels adopted on 7 December 2011 indicates that the Instrument for Pre-accession Assistance (IPA) will remain the financial pillar of the Enlargement Strategy, encompassing all aspects of internal policies and</p>	<p>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 2013 to illustrate progress in the</p>	√							

¹¹⁷ <http://bit.ly/xcRe3P>

¹¹⁸ <http://bit.ly/hFy4pQ>

¹¹⁹ <http://bit.ly/xl9Ndc>

	European Parliament and of the Council	thematic issues. The aim will be to ensure that candidate countries and potential candidates are fully prepared for possible accession by encouraging them to adapt emerging EU strategies and policies into their national priorities. Emphasis will be placed on support for political reforms, notably strengthening the democratic institutions and the rule of law and promotion of human rights and fundamental freedoms, socio-economic development, regional cooperation, adopting and implementing the acquis, EU 2020 objectives, and preparing to manage internal policies upon eventual accession. The coherence between the financial support and the overall progress made in the implementation of the pre-accession strategy will be strengthened.	countries.							
	Communication on the Enlargement Strategy and main challenges 2012/2013 – Accompanying EC SWDs (progress report) 10 October 2012 (COM(2012)600)	The EC has been invited by the Council to regularly report on the candidate and potential candidate countries. The EC Strategy Paper allows the EU Council to define main strategic orientations on enlargement at the end of each year. The enlargement package also includes monitoring of Croatia in advance of its accession.	The ETF is a regular reporter on HCD to the Enlargement Progress Reports. The communication also frames the contribution of the ETF to programming of IPA in the WBT							
	European Neighbourhood									
	2012 ENP Package: Communications 1) Delivering on a new Neighbourhood Policy and 2) Eastern Partnership Roadmap Adopted 15 May 2012 (COM(2012)13 and 14 SWD (2012)108-124	The 2 Communications 1) look at the implementation of EU's new approach towards the neighbourhood as launched on 25 May 2011 and 2) set out a roadmap for the implementation in the East till the new Eastern Partnership Summit in autumn 2013. Several SWDs and 12 country progress reports are part of the package.	The ETF is a regular reporter on HCD to the Neighbourhood Progress Reports. The communication also frames the contribution of the ETF to programming of ENPI in the SEMED and EE regions		√	√				

19	<p>A response to a changing neighbourhood The Joint Communication to the European Council, the European Parliament, the Council, the European Economic and Social Committee and the Committee of regions, Brussels, 25/05/2011</p> <p>COM(2011) 303</p>	<p>On 25 May 2011, a joint communication – A new response to a changing Neighbourhood 120 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 EU 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.</p>	<p>The response to the requests coming from countries involved in the Arab Spring will continue to give a priority to the political commitments highlighted in the Communication. They also inspire the priorities of the whole Neighbourhood south region.</p>		√	√				
20	<p>A European Neighbourhood Instrument, Brussels, Proposal for a Regulation of the European Parliament and of the Council, 7.12.2011 COM(2011) 839 final and</p> <p>Joint Communication "Delivering on a new European Neighbourhood Policy" (JOIN(2012)14, 15 May 2012</p>	<p>The Joint Communication to the European Parliament and the Council Global Europe: A New Approach to financing EU external action¹²¹, adopted on 7 December 2011 announces that the new European Neighbourhood Instrument (ENI) will benefit the EU's neighbouring countries supporting deeper political cooperation, closer economic integration with the EU and an effective and sustainable transition to democracy. Cooperation with the EU's neighbours will be based on the 'more for more' principle, as proposed in the Joint Communication of the High Representative of the EU for Foreign Affairs and Security Policy and the European Commission 'A new response to a changing Neighbourhood'.</p> <p>Progress achieved in 2011 under the new European Neighbourhood Policy was assessed, as well as in the related regional and country progress reports covering the year 2011. Specific activities concerning VET were also included and highlighted in the Roadmaps towards 2013 for</p>	<p>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.</p> <p>The ETF supports the human capital development priorities of the action plans and helps the countries involved to develop education, training and employment</p>		√					

¹²⁰ <http://bit.ly/m2xeZq>

¹²¹ <http://bit.ly/xl9Ndc>

		the Eastern Partnership and the Partnership for Democracy and Shared Prosperity, which were issued in conjunction with the progress reports.	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.							
	Southern Mediterranean									
21	A Partnership for Democracy and Shared Prosperity with the Southern Mediterranean The Joint Communication to the European Council, the European Parliament, the Council, the European Economic and Social Committee and the Committee of regions COM(2011) 200 final	'A partnership of democracy and shared prosperity with the southern Mediterranean' ¹²² was issued on 8 March 2011 by the EU High Representative for Foreign Affairs and Security Policy and the European Commission. The EU indicated its readiness to support all its southern neighbours able and willing to embark on reforms through a partnership for democracy and shared prosperity. 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	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.		√					

¹²² <http://bit.ly/pbxTcu>

		to play in addressing disparities.								
	Central Asia									
22	A financing instrument for development cooperation Proposal for a Regulation of the European Parliament and of the Council Establishing, Brussels, 7.12.2011 COM(2011) 840 final					√				

Annex 10: Draft annex to the Collaboration Agreement between Eurofound and ETF (Action Plan)



European Foundation for the Improvement of Living and Working Conditions



DRAFT ANNEX TO THE COLLABORATION AGREEMENT

BETWEEN THE EUROPEAN FOUNDATION FOR THE IMPROVEMENT OF LIVING AND WORKING CONDITIONS ("EUROFOUND") AND THE EUROPEAN TRAINING FOUNDATION ("ETF")

1 – ACTION PLAN FROM JANUARY TO DECEMBER 2013

In accordance with Article 6 of the Collaboration Agreement, Eurofound and the ETF have agreed the following action plan to cover the time period from January to December 2013:

Actions	Activities
Involvement in activities carried out by the respective agency	<ol style="list-style-type: none"> 1. Explore possibilities for using the European Working Conditions Survey in the ETF countries. The ETF-in cooperation with Eurofound experts to analyse the design of the survey and the information it provides on skills and training in enterprises. 2. Continuous exchange of experience in the field of governance of VET systems, and in particular on financing of VET systems and social partnership, in the framework of the new project "Governance for Employability in the Mediterranean".
Information sharing	<p>Exchange of findings of work:</p> <p>Eurofound will share with the ETF the findings of the following research projects:</p> <ul style="list-style-type: none"> ▪ the effects of restructuring at regional level ▪ youth entrepreneurship ▪ migration <p>The ETF will share with Eurofound findings from the following:</p> <ul style="list-style-type: none"> ▪ Work-based learning ▪ Migration and skills ▪ Entrepreneurship and enterprise skills <p>And also:</p> <ul style="list-style-type: none"> ▪ country specific information from the IPA geographical group which can be useful for EF's survey work <p>The two agencies will exchange experience on projects they run on SMEs such as skills, restructuring and social dialogue</p>
Organisation of one annual joint meeting with the possibility of organising also tele-conferences	Exchange of draft work programmes prior approval by the respective Administrative Boards
Participation in Board meetings	ETF: June and November 2013

2 – COORDINATION TEAM

The team for the coordination of all matters related to the implementation of the action plan are:

For Eurofound: Ms Stavroula Demetriades, Head of Unit Industrial Relations and Working Conditions

For the ETF: Ms. Anastasia Fetsi, head of the Thematic Expertise department

Agreed by both Agencies on _____

For the European Foundation for the
Improvement of Living and Working Conditions

Juan Menéndez-Valdés, Director

For the European Training Foundation

Madlen Serban, Director

Annex 11: Draft Cedefop-ETF Joint Work Programme 2013

Core Themes	Specific Themes for 2013	Exchange of information and good practice	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	Follow up of the 2012 stocktaking exercise on the Copenhagen process (progress in the implementation of the Bruges communiqué-short term deliverables).	<p>Torino KSS* seminar (ETF) (Autumn 2013)</p> <p>Thessaloniki KSS seminar (Cedefop)(Spring 2013)</p> <p>Agenda of the Cedefop seminar - Croatia handover</p> <p>Agenda of the ETF seminar to be commonly agreed.</p>
	Work based learning,			
	Validation of non formal and informal learning,			
	Migration skills dimension			
	Qualifications development (in particular: governance of NQFs; unitisation/modularisation)		Co-operation on the external dimension of the EQF	
	Skills matching and anticipation		Co-operation in the development of the Qualifications Platform	
	Croatia becoming a full EU Member State		Co-operation in the development of methodologies and the identification of good practice. Cooperation on ECVET and EQUAVET.	
Cooperation for the handover of the country 'envelope'				
Administrative Issues	HR, Procurement, Finance, Budget, ABAC implementation	Exchange of good practices	Iterative process	
Strategic issues	Participation in the Governing Board meetings	<p>Cedefop GB: /06/2013</p> <p>ETF GB: /06/2013;</p> <p>November 2013</p>		

*Note: the proposed topics for exchange: Governance, financing, migration, EQUAVET, ECVET

Annex 12: Work Programme 2013 – Principles and timing

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. The ETF’s country teams consult the country stakeholders and related EU officials during the drafting of the Implementation Plans. After the approval of the Work Programme, the Implementation Plans are finalised and approved. Once approved, the project teams communicate them to the relevant stakeholders in the country, including, where relevant, international actors active on the field, and seek to collaborate with them in the implementation of the activities, possible distribution of roles and mutual accountability arrangements for the results achieved.

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 countries and 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 regulation¹²³, 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

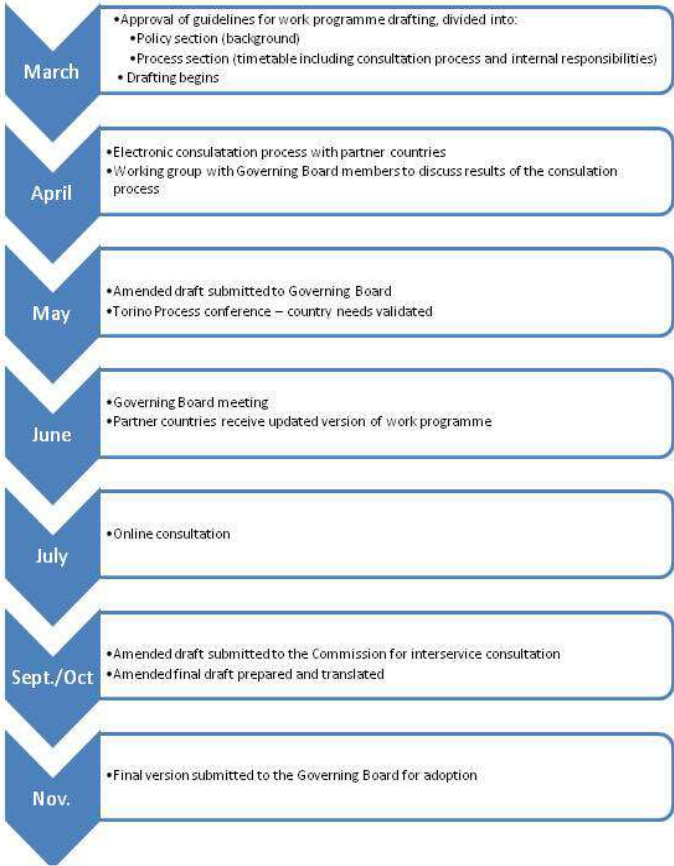
¹²³ COM(2007) 443 final

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 quantitative indicators;
- to identify the main risks associated with the activities and objectives and take appropriate action to address them; and
- to set the basis for reporting on results in the Annual Activity Report.

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 13: Governance for employability in the Mediterranean (GEMM)

The DG EAC and DG DEVCO proposal to respond to the ENP joint communication on "A new response to a changing Neighbourhood" signed on 4 October 2011, included a request for an additional budget allocation of €2 million to increase the impact of ETF activities in the area of vocational education and training (VET) in the southern Mediterranean (ENP South) region. Following this request, the ETF designed a regional project with a three and a half year duration (October 2012 - March 2016) with a focus on the governance of VET systems.

In most countries of the region, the VET systems are centralised and the state plays a predominant role in the provision of education and training. There is a lack of cooperation with the business world and employers, i.e. a lack of a direct link to the actual labour market. The reluctance of public authorities to involve social partners in the governance of VET systems is aggravated by the lack of capacity among the latter to deal with VET matters in a reform context. Timid attempts to experiment with the autonomy of public VET schools have been undermined by the shortcomings of limited multi-level governance models, e.g. over-centralisation, no culture or mechanisms for accountability, low capacity of local actors, no clear roles and responsibilities assigned to the actors etc.

A key issue in the modernisation of VET in the region is therefore to shift from a supply-driven to a demand-driven provision of VET which requires engaging business sectors and civil society stakeholders in planning, delivery, monitoring and evaluation mechanisms. This makes the **governance of education and training** a key challenge, in terms of the need for increased participation and public accountability and in terms of increasing the capacities of the different levels to contextualise, adapt and implement policies. This will increase in the quality and relevance of VET and contribute to the better employability of VET graduates.

The project contributes to the overall objective of enhancing **youth and female employability** by improving the quality and relevance of the VET systems in the region **by building the capacities of different stakeholders in VET governance both at national (system) and local level**. The project will engage the two target groups separately and together:

- At policy making level (national): VET policy makers, authorities in charge of VET, social partners (employers and employee representatives) and civil society organisations;
- At VET institution/school (local/regional) level: VET school managers (public, private), school boards (including teacher and trainer representatives) and depending on the pilot projects stakeholders such as local employers, parent and student associations, local authorities involved in VET etc.

All activities will focus on practical case studies and the process itself, working at two different levels on common issues, separately and together, will increase the capacities of stakeholders to solve problems in a multi-governance approach, the lack of which is a real problem in the region in the provision high quality and relevant VET.

The issue of governance will be addressed in relation to financing of VET and quality assurance. As a point of departure for mutual learning and discussion at regional level, the activities in each country commence by mapping the governance of VET at system level, taking stock of school governance and mapping social partnerships in VET. It will be complemented by the organisation of a summer academy on governance for national and local partners, study visits to other countries or the EU to share experience and good practice in VET governance and capacity building for schools in governance and school development. Innovative practices in school governance development will be piloted in selected schools and experience shared across the region.

In summary, the project will motivate and enhance the capacity of governments and social partners to play an active role in shaping VET systems in partnership. On a pilot basis, it will build capacities among VET providers/schools, and test approaches to partnerships with local communities including employers to improve the quality and relevance of VET for youth and female employability. It will also enhance the cooperation between central and local levels through mutual learning and sharing experience the countries at national and regional levels. This sharing and dissemination will take place through meetings, virtual media (including social media) and other tools, such as school awards, films, etc. To enhance replicability and scalability the pilots centred on local schools will be disseminated at country and regional levels.

Annex 14: Supporting the development of comprehensive HRD strategies in the Enlargement countries (FRAME project)

Enlargement countries preparing for future membership adhere to the Europe 2020 internal policy goals and implementation methods. The countries have to reinforce reform efforts underpinning a smart, sustainable and inclusive growth agenda and align progressively with the Copenhagen criteria. Human resources development makes an important contribution to employment and inclusive, sustainable growth addressing skills depletion due to high unemployment levels in the region (in particular among young people) and responding to emerging skill shortages or gaps in dynamic sectors, regions and enterprises. A better skilled population with skills that are relevant to present and future needs for employability will enable countries to cope with the pressure of competition and internal market forces; while stronger institutions in these spheres help them to comply with objectives of the EU.

DG Enlargement is in the process of preparing country strategies for the period 2014-20 with a broad sector approach. One broad sector is human resources development. Recent ETF studies have identified the following key challenges to be addressed when developing comprehensive HRD strategies:

- to shift towards demand driven education and training systems
- to ensure policy coherence
- to develop inter-institutional co-operation
- to design and implement policies based on evidence.

The ETF has agreed with DG Enlargement to support the development of comprehensive HRD strategies in close collaboration with the stakeholders in seven countries. This will be a major ETF initiative over a two year period. DG Enlargement has delegated an additional budget of €1.4 million to allow for an exercise to:

1. Develop a comprehensive package of methodological instruments (capitalising on existing practices) that assist countries to (i) develop or review their HRD strategies and policies in response to broader socio-economic objectives; (ii) assess the extent to which institutional and functional set ups can sustain effective policy delivery; and (iii) monitor progress in the effectiveness of these policies. This will include:
 - a foresight methodology for developing a medium to long term commonly shared vision among key stakeholders in relation to the skills that countries need to support (i) sustainable economic development and job creation overall and in strategic sectors; (ii) social and territorial cohesion
 - a methodology for assessing the present institutional arrangements of the countries to develop, implement and monitor policy in the field of human resources development
 - a set of indicators for monitoring policy effectiveness.
2. Build capacity of national actors to use and embed those instruments into their policy making practices
3. Provide input to DG Enlargement for the country strategy papers for the period 2014-20.

Points 2 and 3 will be documented through a set of country reports formalising stakeholders' (i) strategic objectives for HRD policy and assessment of existing HRD strategies and recommendations

for further action; (ii) assessment of institutional arrangements to develop, implement and monitor integrated policies in the field of human resource development; (iii) recommendations for future actions in relation to the adaptation of the present HRD functional and institutional set up.

Annex 15: ETF action plans in response to external evaluations:

The fourth European Commission external evaluation of the ETF 2006-10¹²⁴

External evaluators recommend:	Proposed actions	Time frame:
<p>The ETF should be more proactive in clarifying its role to its stakeholders, and the ways in which the ETF can provide support. In addition, the ETF should actively promote its work and share examples of success with EC/EEAS and partner country stakeholders. This evaluation shows that the ETF has performed very well in developing HCD policy at all levels, but beneficiaries are not always aware of this impact. While much of this information is shared passively (via website), the ETF can take a more proactive stance in making EU and partner country-level stakeholders aware of their success and impact in several ways:</p> <p>A clear description of possible ETF actions, including clarification of its strategic (rather than operational) role in partner countries and the EU;</p> <p>The goals of the ETF at EU and partner country levels, and how ETF actions can contribute to improving partner country HCD policy;</p> <p>A description of areas in which the ETF can provide support, and the form this support can take;</p> <p>Explanation of how areas of ETF action are chosen and prioritised;</p> <p>Examples of effective and successful ETF actions.</p> <p>Much of this information can be adapted from existing data and sources. However, this evaluation shows that beneficiaries do not always seek this information, so the ETF should be proactive in illustrating its effect and impact.</p>	<p>The ETF will develop targeted and proactive communications to manage expectations in the relevant partner country languages.</p> <p>Customised regional leaflets will be developed and outline the goals of the ETF at the EU and partner country levels and be distributed to all stakeholders including social partners and NGOs.</p> <p>A more generalised presentation/leaflet describing the areas in which the ETF can provide support – ‘What the ETF can do for you’.</p> <p>Active information sharing campaign with the aim to further clarify the ETF’s strategic role in the partner countries to all stakeholders during the Torino Process meetings. Guidelines for a presentation customised for each country and use of the Torino Process documentary video.</p> <p>Document examples of best practice/effective and successful actions developed in the different function areas identified including short videos/YouTube clips made that can be used at workshops, meetings etc.</p> <p>Documentation developed outlining the consultation process with stakeholders which would include an annual dialogue in each partner country including the EU delegation.</p>	<p>Dec 2012</p> <p>Dec 2012</p> <p>April, 2012 & ongoing during Torino Process</p> <p>End 2012</p> <p>Q4</p>

¹²⁴ PPMI: (2012): External Evaluation of the European Training Foundation, a European Union Agency: 2006-2010, Service contract No. EAC-2011-0140 awarded to PPMI by the DG EAC of the European Commission on 30th of March, 2011. Final Report, February 2012 (<http://bit.ly/zZo5cL>).

<p>While the ETF role is clearly defined at the policy level (where it primarily operates) and with state-level actors (with whom they have long-standing contact), the ETF role vis-a-vis social partners and NGOs is less clear. The ETF should clarify its objectives for including different groups of stakeholders, and how it intends to engage these groups. This will aid the ETF in engaging with these groups, and help to manage expectations of stakeholders regarding ETF actions.</p>	<p>2.1 Action 1.1 and Action 6.1</p> <p>2.2 Evaluation of Social Partners involvement in ETF activities to identify lessons learned and incorporate good practice into future projects¹²⁵.</p> <p>2.3 ETF Policy brief on social partners in VET.</p>	<p>Ongoing end 2013 Dec 2012</p>
<p>Annual work programmes and country plans should identify specific areas of action – both thematically and procedurally – and clearly state how these actions contribute to wider strategic objectives of the ETF. This would help to more clearly identify ETF progress and clarify how ETF processes contribute to operational change, while still allowing for flexibility in approach.</p>	<p>The Annual work programme from 2013 onwards will reinforce the link between the strategic objectives and the project plans.</p> <p>Department/Unit objectives developed to clarify the link between regional activities and country plans (regional objectives) and the overall wider strategic objectives of the ETF.</p> <p>Multiannual work programme for the next Financial Perspective 2014–2020 integrates the recommendation¹²⁶.</p>	<p>Sept 2012 June 2012 end 2013</p>
<p>Particularly with stakeholder groups more recently engaged by the ETF (ie. social partners and NGOs), a more proactive approach to information dissemination should be undertaken in order to inform these groups about the nature and extent of ETF action. Care must be taken to properly target and refine this information in a way that avoids information overload for stakeholders. Social networking platforms and/or methods of sharing information should be further examined as a potential way to develop closer connections not only between the ETF and beneficiaries, but also between beneficiaries themselves.</p>	<p>4.1 Action 1.1 and Action 6.1</p>	<p>Ongoing</p>

¹²⁵ See section 5.6. Monitoring and Evaluation (p. 58) of this Work Programme.

¹²⁶ See section 5.5. Planning (p. 58) of this Work Programme.

<p>The ETF should continue to work closely and continuously with partner country stakeholders to develop a strategy for how ETF actions and knowledge development can be utilised to improve capacity and increase partner country ownership over the policy process.</p>	<p>5.1 Action 1.3 and Action 1.5</p> <p>5.2 Elaborate an ETF position paper on capacity building which defines approaches, tools for effective policy learning and, as well as methodologies to monitor and evaluate the development of capacity in partner countries.</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>The ETF has performed strongly in developing networks of stakeholders. New approaches recently developed by the ETF – such as thematic networks – should be expanded to other areas as resources permit. This will help to grow networks and, in time, increase the function of these networks to help coordinate networks and improve communication between stakeholders. In addition, these networks should include short-term feedback mechanisms to improve day-to-day contact between the ETF and partner country stakeholders.</p>	<p>6.1 Drawing on 5.2, and the Toino/Torinet initiatives, elaborate a specific ETF policy on networking as a dynamic means for building capacity in partner countries and the EU. The policy will address measures to enhance interactive communication, knowledge mobilisation and dissemination of good practice on national, regional and thematic dimensions. Using experiences such as Qualification Platform, it will consider the potential for social media tools as tool for effective and efficient interaction among professional networks.</p> <p>6.2 Monitor the evolution of networks and reinforce the efficient and effective information management of ETF stakeholder contacts through upgrading and monitoring the ETF contact database.</p>	<p>Dec 2012</p> <p>Dec 2012</p>
<p>Regional programmes and initiatives should continue to be developed to the greatest extent possible, to support networking and policy learning between stakeholders.</p>	<p>7.1 The ETF will promote new regional initiatives and will increase the link between regional and thematic projects and country plans with multi-annual plans for the period 2014-20.</p>	<p>Sept 2012</p>

<p>Long-term engagement at partner country level is essential to ensure impact and added value. Broadly, this means that the ETF should maintain a presence in all partner countries – and be given adequate resources to do so – even if immediate results are not evident. Internally, the ETF should, to as great an extent as possible, maintain consistency at the partner country level by matching staff skills with particular thematic and geographic areas. Country managers should be rotated infrequently in order to allow them to build up sufficient knowledge and connections at the partner country level, and non-political stakeholders should be engaged to help to mitigate disruptions created by political change.</p>	<p>Promote Multi-annual planning especially for regional and thematic projects.</p> <p>Torino Process reports record the progress of partner countries over the long term.</p> <p>The concept of added value and impact of ETF activities is clearly defined and a method for monitoring and measuring them is designed.</p> <p>8.4 Action 6.2</p>	<p>Drafting multiannual work programme 2014-20.</p> <p>end 2012, 14, 16</p> <p>end 2012</p> <p>Ongoing</p>
<p>ETF performance indicators should be carefully extended to incorporate results level indicators, e.g. partner country beneficiary satisfaction with services provided by ETF, the actual use of ETF expertise by the beneficiaries in their work, etc. Collection of performance monitoring information should be extended accordingly.</p>	<p>9.1 The ETF will strengthen its focus on result orientation throughout the implementation and monitoring of the project cycle including ex-ante evaluations of projects¹²⁷.</p> <p>9.2 Utilise surveys and monitoring site visits to discern the level of satisfaction of stakeholders with services provided by the ETF and the level of use of ETF expertise.</p>	<p>Jan 2013</p> <p>Dec 2012</p>
<p>The EU should take advantage of any opening windows of opportunity presented in partner countries or regions and make full use of the ETF and its stakeholder network to deliver policy support and institutional capacity building in areas particularly open to support and reform. The EU should consider increasing ETF budget allocation to support EU priority partner countries when specific opportunities for increased impact are presented. Countries where these windows of opportunity are opened through transition or policy reform can make use of temporary increases in ETF support, perhaps through the deployment of additional staff and resources in order to take advantage of these openings for significant and faster ETF (and EU) impact.</p>	<p>The ETF will more actively engage with international actors involved in country development in support to the EU delegation according to the principles of Harmonisation and Alignment.</p>	<p>Dec 2012</p>

¹²⁷ See section 5.6. Monitoring and evaluation (p. 58) of this work programme.

Interim external evaluation of the ETF's Mid-term perspective 2010-2013.

In response to the first recommendation of the MTP evaluation ("The MTP should have its own logframe and the links with the Implementation Plans should be made more explicit. Indicators should be provided for all objectives within the MTP and reflected within the individual projects and/or activities. There is a need to define intermediate objectives able to promote and harmonize the coherence at the geographic level or functions. This could be done by using the indications coming from the regional meetings of the Torino Process as intermediate steps in each geographical area, as reference to improve the inter-regional, regional and local projects' objectives and strategy") this work programme include nested logframe for the whole period showing the relationship between the different levels of planning and proposing the indicators and sources of verification on the basis of which the achievement of results for the whole period will be reported in 2014. Other recommendations are included in the main text, with a footnote establishing the reference to the MTP evaluation recommendation.

ETF nested logframe MTP 2010-13

Policy MTP Strategic	Work Programme Regional/Departmental	Project Country/Thematic
Overall Objective 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.		
Purpose 1. to build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence-based policies in VET reform (both in initial and continuing training); and 2. to support relations, where relevant, between EU internal and external	Overall Objective 1.1 reinforce the holistic, evidence-based development of VET reform in partner countries through the Torino Process; and 1.2. strengthen the capacity of partner countries to develop and apply tools for evidence-based policy making.	

<p>relations policies.</p>	<p>2.1. improve labour market analysis and forecasting in the partner countries and support them in reviewing VET systems to make them more relevant and raise quality;</p> <p>2.2 support the EU external policy instrument programming cycle and, when relevant, the external dimension of internal policies;</p> <p>2.3. disseminate relevant information and encourage exchange of experience and good practice with and among the partner countries in human capital development.</p>	
<p>Results</p> <p>Support the EU external policy instrument programming cycle for informed decision making</p> <p>Disseminate information between EU and PC countries</p> <p>Improve LM analysis and forecasting about partner countries and support them in reviewing VET systems</p> <p>Support stakeholders in PCs to increase their involvement in VET reforms and build partner country capacity to analyse trends and policies in HCD.</p>	<p>Purpose /</p> <p>Support human capital development in the enlargement and neighbourhood regions and Central Asia through the development of stakeholders' capacities to participate in home-grown VET reform policy cycle.</p> <p>Contribute to the external dimension of EU policies through the EU policies and instruments in support of the partner country human capital development.</p>	<p>Overall Objective</p>
	<p>Results</p> <p>EU assistance in HCD informed by ETF contribution</p>	<p>Purpose</p> <p>Enlargement region: Western Balkans and Turkey (WBT)</p> <p>WBT1. To support the delivery of EU assistance to WBT</p>

	<p>Stakeholders engaged in HCD processes</p> <p>Improved relevance of qualifications/skills to labour market needs</p> <p>Partner countries plan, design, implement and review own policies</p> <p>Learning networks and platforms play an active role in VET reform processes</p> <p>Approaches to VET, employment and social inclusion developed</p> <p>Introduction of new governance and policy approaches and processes at PC level</p> <p>Introduction of new HCD policy ideas at PC level</p> <p>Increased dialogues and sharing between stakeholders</p> <p>The ETF's role is reinforced, as a well-established, internationally recognised centre of expertise in human capital development in support of PCs development.</p>	<p>partner countries in the field of human capital development.</p> <p>WBT2. To support the WBT partner countries in the design, implementation and assessment of human capital development policies and strategies.</p> <p>WBT3. To develop co-operation and exchange with relevant WBT regional initiatives.</p> <p>WBT4. To provide policy advice and capacity building measures on the role VET can play for equity and social cohesion. To look at policy and school level.</p> <p>WBT5.To feed results into the IPA-MB-Project on Inclusive Education (2012-2016) as example and experience from the region.</p> <p>WBT6.To provide expertise input to the monitoring and preparation of the EU interventions in social inclusion and private sector development in the WBT.</p> <p>WBT7.To provide expertise to the Western Balkans Policy Platform on Education and Training.</p> <p>WBT8. To foster increased awareness for sustainable development and related skills and competences in the WBT.</p> <p>Neighbourhood south: Southern eastern Mediterranean (SEMED).</p> <p>SEMED1. To support the delivery of European Union support in the field of human capital development in SEMED</p> <p>SEMED 2. To support the SEMED partner countries in the</p>
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		<p>design, implementation and assessment of human capital development policies and strategies</p> <p>SEMED3. To build capacity and provide policy support to the countries of the Southern Neighbourhood on transnational issues of qualifications through regional co-operation and mutual learning with EU Member States.</p> <p>SEMED 4. To support the EU in its regional policy dialogue with the SEMED countries in the region on issues linked to entrepreneurial learning and SME development</p> <p>SEMED 5. To support the EU in its SEMED regional policy dialogue with the countries in the region on issues linked to SME development and employability</p> <p>Neighbourhood east: Eastern Europe (EE).</p> <p>EE1. To support the delivery of EU assistance to EE partner countries in the field of human capital development</p> <p>EE2. To provide relevant advice and develop national capacities in EE for the design and implementation of reform in accordance with findings from the Torino Process</p> <p>EE3. 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</p> <p>EE4. To provide support for the development of mobility partnerships in EE through systems for the recognition of skills and employment</p>
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		<p>Central Asia (CA)</p> <p>CA1. To support the delivery of EU assistance to CA partner countries in the field of human capital development</p> <p>CA2. To provide relevant advice and develop national capacities for the design and implementation of CA reforms in accordance with findings resulting from the Torino Process</p> <p>CA3. To support CA regional cooperation on human capital development reform topics</p> <p>CA4. To increase the quality of vocational education and training in CA at the regional and national level by developing schools as centres for lifelong learning with a strengthened role in local society.</p> <p>Evidence-based Policy Making (EBPM)</p> <p>EBPM1. To capture the main trends in VET reform and lessons learned from the country-led, participatory process across the 4 regions in which ETF operates and to share the resulting assessments at a high level conference for partner country, EU and international stakeholders (Torino in May 2013). Guided by the outcomes of the Conference, the ETF will then process to prepare for the next Torino Process planned for 2014.</p> <p>EBMP2. To design capacity building tools and methodologies in support of evidence informed policy making among inter-institutional networks in partner countries.</p> <p>EBPM3. To consolidate ETF capacity to capture and</p>
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		<p>retrieve knowledge generated through its activities and to further develop knowledge management methodologies for more effective policy learning in partner countries and tools to support them in sourcing, communicating and deploying knowledge in the policy cycle</p> <p>Thematic Expertise Development (TED)</p> <p>TED1. To develop 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</p> <p>TED2. To develop work-based learning and practical training in schools as well as the development of vocational teachers and trainers.</p> <p>TED3. To study the skills dimension of migration, the validation of the skills of returnees and other support measures that facilitate legal circular migration; to disseminate the results of the 2011-12 migration surveys in Armenia, Georgia and the Republic of Moldova and support activities in the countries that have mobility partnerships.</p> <p>TED4. To 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</p>
		<p>Results</p> <p>Project results as defined in implementation plans</p>

Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
<p>Overall Objective</p> <p>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.</p>			
<p>Purpose</p> <p>1. to build partner country capacities in planning, designing, implementing, evaluating and reviewing evidence-based policies in VET reform (both in initial and continuing training); and</p> <p>2. to support relations, where relevant, between EU internal and external relations policies</p>	<p>TRP statistical indicators</p> <p>Progress in human capital development in partner countries</p> <p>OECD DAC indicators on effectiveness</p> <p>HCD-related programmes in the reporting period</p>	<p>2010 and 2012 Torino Process analyses</p> <p>EU progress reports</p> <p>International development actors' reports</p>	<p>The financial crisis does not constrain the funding of the implementation of reforms in the partner countries at national and international levels or the contributions of stakeholders to the countries' VET reform policy cycle.</p>

<p>Results</p> <p>Support the EU external policy instrument programming cycle for informed decision making</p> <p>Disseminate information between EU and partner countries</p> <p>Improve labour market analysis and forecasting about partner countries and support them in reviewing VET systems</p> <p>Support stakeholders in the partner countries to increase their involvement in VET reforms and build partner country capacity to analyse trends and policies in HCD.</p>	<p>Achievement rate of corporate outputs according to plan in the reporting period.</p> <p>Reported annual achievements at corporate level.</p> <p>Qualitative assessment (DAC criteria) of performance</p>	<p>Annual Activity Reports 2010 to 2013</p> <p>External evaluations</p> <p>Annual monitoring of projects</p> <p>Stakeholder satisfaction surveys</p>	
<p>Activities</p> <p>Projects in each of the annual work programme in the period 2010-13</p>	<p>Rate of project outputs achieved</p> <p>Achievement of planned project results</p> <p>Results of annual project monitoring</p>	<p>Dashboard</p>	

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