

# ETF KEY INDICATORS 2014

## OVERVIEW AND ANALYSIS



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## **2014**

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# INTRODUCTION

The European Training Foundation (ETF) supports the vision of making vocational education and training (VET) a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion. Developing appropriate policies and measuring their effect requires solid evidence regarding VET provision and its links with the labour market, economic development, social cohesion, entrepreneurship and innovation.

Evidence-based policymaking has attracted considerable interest in recent years. This has paved the way for a renewed emphasis on quantitative indicators that can assist policymakers in formulating, monitoring and evaluating policies and performance in their countries.

In 2010, the ETF launched a series of reviews of VET systems in its partner countries known as the Torino Process. These assessments were informed by quantitative data based on a collection of relevant VET policy and system indicators. This exercise was repeated in 2012 and 2014.

This report is the result of the 2014 Torino Process data collection. It is intended to be a ready source of information on the current status of VET policies and systems in ETF partner countries for both national policymakers and the international community.

A further important objective of this report is to raise awareness among policymakers in the partner countries of the importance of indicators in driving the policy cycle, and of the availability and sources of selected VET policy and system indicators in their countries and regions.

In this report, a number of relevant indicators are presented and analysed. EU average performance levels have been added to inspire policy learning and dialogue between the EU and ETF partner countries, and among the ETF partner countries themselves.

Benchmarking was introduced into the 2014 Torino Process to encourage partner countries' use of evidence for policymaking in the field of education and training. A section detailing the main findings in countries participating in this exercise is included in this review.

The report is divided into three main sections. The first describes the data collection process of the Torino Process 2014. In the second section, selected key indicators are presented and analysed for each region. The third section presents the results of the benchmarking exercise in selected countries.

The annexes to this document outline and define the ETF key indicators, in addition to giving details on data coverage and quality in the four regions and highlighting a number of EU benchmarks. As gaps in the available information were found in all countries, it is important to continue to improve existing data collection methods, so that policymaking can be based primarily on the use of evidence, both quantitative and qualitative.

The report can be read on its own or as a complement to the other ETF Torino reports, available from the website of the ETF<sup>1</sup>. All of these reports provide a more comprehensive evaluation of VET systems as well as trends in the labour market and in education.

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<sup>1</sup> See [www.etf.europa.eu/web.nsf/pages/Publications\\_catalogue](http://www.etf.europa.eu/web.nsf/pages/Publications_catalogue)



# 1. KEY INDICATORS – OVERVIEW AND DATA SOURCES

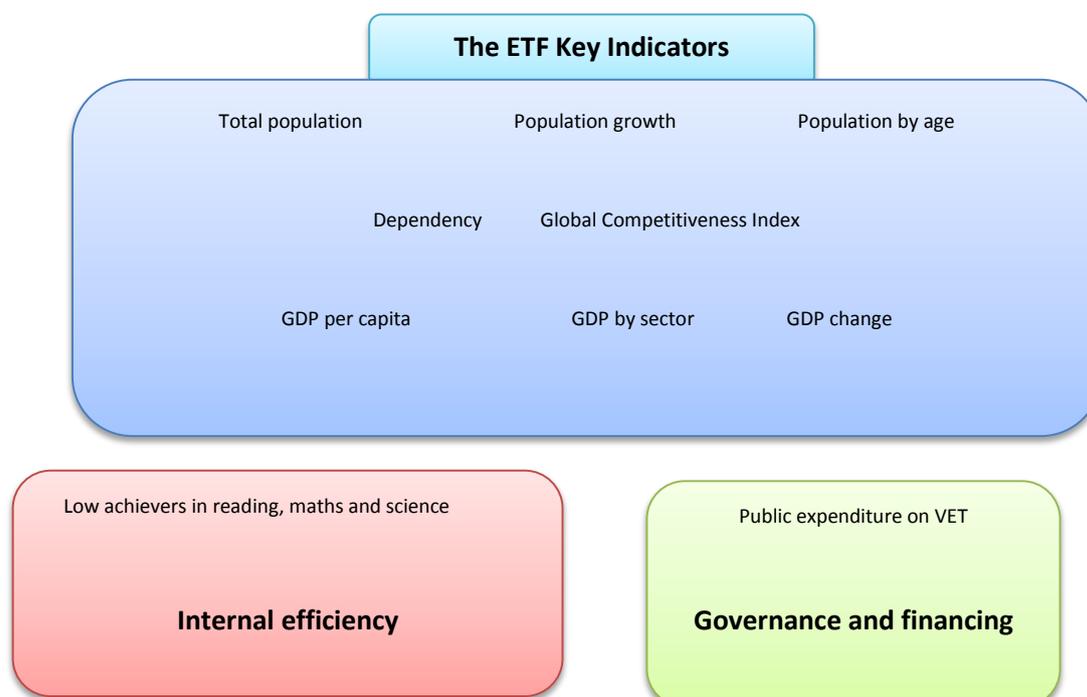
## 1.1 Overview

The importance of data collection and using statistical evidence in policy development and implementation has emerged as a key element in the dialogue with partner countries. Since the first round of the Torino Process was carried out in 2010, the analytical framework has improved and the indicators used to describe the VET systems of the ETF partner countries have been reviewed over time.

This report presents the recent developments in ETF partner countries following the latest round of the Torino Process. It highlights selected key indicators and describes the demographic, economic, labour market and educational contexts in the partner countries. Its scope encompasses the main questions of the Torino Process analytical framework – namely, external efficiency, internal efficiency, and governance and financing (see **FIGURE 1.1** below).

The ETF key indicators are a useful tool in the Torino Process analytical framework to describe issues that influence VET policies in the partner countries. However, they do not share a one-to-one correspondence with the different components of the analytical framework. Some indicators cover all three categories of this framework, others are too complex to be reduced to one or two indicators, while, for others, data are unavailable or of poor quality.

**FIGURE 1.1 THE ETF KEY INDICATORS**



## 1.2 Data sources

The ETF approached the 2014 round of the Torino Process in two main phases.

1. Initially, a search was conducted for publicly available data, using both international sources (e.g., World Bank, UNDP, UNESCO, OECD and ILO) and official national websites (ministries of education and labour as well as all national statistical offices) in order to obtain basic data and minimise the workload for the countries.
2. The team then requested additional indicators in order to gather more detailed information, mainly about education and VET.

Data collection for the 2014 round has involved publicly available data taken from both national (national statistical offices, employment agencies, governments and leading ministries) and international (e.g. Eurostat, OECD, World Bank, UNESCO, World Economic Forum) sources. Whenever necessary, countries have provided additional data, giving more detailed information, mainly regarding their education and VET systems. In these data national specificities are more evident and therefore difficult to capture by common indicators.

The use of reliable international sources allowed the collection of comparable data. Demographic and economic data were collected from the World Bank and data on competitiveness from the World Economic Forum. Data from the UNESCO Institute for Statistics (UIS) were used where available, including figures for expenditure on education and enrolment of students by education level.

Selected data on the labour market and education were sourced from the national statistical offices (or online databases) and annual education statistics. However, the official websites did not provide data for all of the Torino Process indicators. Data on VET and adult education in particular were not always readily available through public sources. Yet, for the purposes of VET analysis, some of these sources proved extremely important in providing, for example, labour market data detailed by education, participation levels in lifelong learning, and expenditure figures. For comparability reasons, labour market data (on activity, employment and unemployment) were collected for the same age groups, wherever possible.

Comparable and reliable statistical evidence was collected from international sources, mainly covering the socio-economic national context. Some data (e.g. on population or GDP) was gathered from the World Bank database, while figures on competitiveness were collected from the World Economic Forum Global Competitiveness Reports, and data on enrolment of students by educational levels and adult literacy rates were taken from the UNESCO Institute of Statistics. Wherever available, typically for the former Yugoslav Republic of Macedonia and Turkey, education and labour market data came from Eurostat.

During the process of data collection, some inconsistencies between the national and international data were found. These discrepancies were usually caused by the use of different definitions or classifications. When such differences were found, the ETF statistical team opted for national data, pointing out, however, the differences underlying the data (e.g. in age range references or the classifications used).

## 2. KEY INDICATORS – ANALYSIS BY REGION

The four regions covered in this report are South Eastern Europe and Turkey (SEET); the Southern and Eastern Mediterranean (SEMED); Eastern Europe (EE); and Central Asia (CA). This section briefly analyses the latest developments and trends in these regions in relation to the four main areas of demography, economy, labour market, and education and training, using selected key indicators (see Annex 1). This analysis complements the findings presented in the Torino Process regional reports<sup>2</sup>.

Because serious data gaps were found in all countries, it is crucial to continue improving the availability, coverage, quality and comparability of data. For this reason, Annex 3 includes an analysis of the coverage and quality of the key indicators that will furnish the reader and data users with the technical information required to make comparisons across countries.

### 2.1 South Eastern Europe and Turkey

#### Population and dependency

The South Eastern Europe (SEE) nations are a group of relatively small countries, with populations ranging from 0.6 million in Montenegro to 7.2 million in Serbia (2013 estimates)<sup>3</sup>. By contrast, Turkey had a population of almost 75 million in 2013. It also recorded the highest annual population growth in the region (1.3%), followed by Kosovo<sup>4</sup> (0.9%). Compared to previous data collection (2010/2011), four countries in the region are experiencing population decline (Albania, Montenegro, Serbia, and Bosnia and Herzegovina), whereas in Kosovo, the former Yugoslav Republic of Macedonia and Turkey the population has increased. However, the region has a relatively young population.

The total dependency rates range from 41% (the former Yugoslav Republic of Macedonia) to 51% (Kosovo). This means that, in these countries, roughly half of the population produces income, while the other half has to be supported. The ratio is similar in the EU, where the corresponding dependency rate is 51%. The rates have slightly decreased compared to previous periods in all countries, but the fall has been significant in Montenegro (almost 6 percentage points in 2013 compared to 2011).

#### GDP and competitiveness

Looking at the broader economic conditions in the region, GDP growth was positive year on year in all countries. Turkey had the highest annual GDP growth in 2013 (4%), although this was down compared to the previous data collection period (2011). However, this figure remains much higher than the EU average. In other countries, GDP grew at a slower pace. The global economic crisis appeared to seriously impact the labour markets of the SEE countries, and a contraction of economic activity accompanied by a growth in informal employment, as well as declines in productivity and competitiveness can be observed. In most countries in the number of jobless grew (see the next section on the labour market). Even Turkey, which has enjoyed relatively strong economic growth, has not been able to generate sufficient jobs in order to meet the demands of its rising population or achieve a better gender balance in employment.

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<sup>2</sup> See: [http://www.etf.europa.eu/web.nsf/pages/Publications\\_catalogue](http://www.etf.europa.eu/web.nsf/pages/Publications_catalogue)

<sup>3</sup> While in the tables we maintain the decimals, in the text, as a rule, we avoid using decimals to make the reading of the text easier. Exceptionally, we keep the decimals in those cases where we consider them important to see differences among the countries (for instance when the values of the indicators are very low and rounded values might hide important cross-country differences, as happens with GDP growth or with annual population growth).

<sup>4</sup> Kosovo (XK) refers to Kosovo (under UNSCR 1244).

A sector analysis shows that services contribute the largest share to GDP, ranging from 50% in Albania to 70% in Montenegro (the EU average in 2013 was 75%). Some shifts in the contribution of various sectors to GDP can be noticed compared to the previous data collection, with services' share of the total increasing slightly in all countries at the expense of agriculture and industry. However, agriculture remains important too, particularly in Albania (22% of GDP). The EU average for agriculture was 1.5% of GDP in 2013.

National wealth expressed as GDP per capita in the region is well below the EU average of 34 300 PPP\$ (in 2013) but is increasing slowly in all countries compared to previous data collection. The lowest value is displayed by Kosovo (at around 9 000 PPP\$), whereas Turkey has the highest GDP per capita (approximately 19 000 PPP\$) and has seen the most significant increase in 2013. The competitiveness of the region is also rather weak compared to the EU. Most countries rank far down the Global Competitiveness Index (World Economic Forum), with Turkey in the highest position – 45th out of 148 countries.

## Labour market

In all countries except Albania, more than half of the working population (aged 15+) is employed in the service sector (three-quarters in Montenegro and two-thirds in Kosovo). The former Yugoslav Republic of Macedonia and Bosnia and Herzegovina are the only countries where nearly one-third of the working-age population (aged 15+) is employed in industry. Albania is the only country where nearly half of the population of this age group work in agriculture. However, the share of employment in agriculture, although decreasing compared to the previous period (2010/11), is much higher than its contribution to GDP, suggesting high labour intensity but low productivity. Some shifts in employment patterns can be observed over recent years, with people employed in services increasing slightly at the expense of those employed in agriculture and/or industry.

The levels of both activity and employment rates are relatively low. Activity rates (15+) range from 40% in Kosovo to 60% in the former Yugoslav Republic of Macedonia, while employment rates (15+) range from 29% in Kosovo to 48% in Turkey. Except the former Yugoslav Republic of Macedonia, these are generally well below the EU averages (58% and 51%, respectively). Compared to 2011, activity rates decreased in Albania, Bosnia and Herzegovina, Kosovo and the former Yugoslav Republic of Macedonia; the decrease was significant in Bosnia and Herzegovina (9 percentage points), Kosovo (8 percentage points) and Albania (7 percentage points). In Kosovo, this indicator now shows the lowest level in the region, at 40%.

The situation has also worsened with respect to the participation of women in the labour market, with Kosovo and Turkey having the lowest female activity rates of all the countries in this region. The employment rates for women are also particularly low in these two countries (13% and 28%, respectively). However, it should be remembered that these figures do not take into consideration informal employment, which is prevalent in this region.

Unemployment rates are also much higher than the EU average (11% in 2013), especially in Kosovo where the unemployment rate was 30% in 2013. Unemployment data show a similar picture in other countries, with levels close to 30% in the former Yugoslav Republic of Macedonia and Bosnia and Herzegovina, 22% in Serbia, nearly 20% in Montenegro and around 16% in Albania. Only Turkey shows a rate that can be viewed favourably against the EU average (9%). Compared to 2011, the rate has increased sharply in Albania and decreased moderately in other countries.

Youth unemployment remains a serious problem in this region, with rates among 15–24-year-olds approaching or exceeding 50% in Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia and Serbia. Even in Montenegro, the figure is 42% while in Albania it is 31%. Only Turkey boasts a significantly lower youth unemployment rate (17%). The EU average was 23% in 2013. Moreover, the trend is increasing in almost all the countries in the region.

Recent labour market developments in the SEET countries have often been accompanied by a loss of skilled people through migration. Despite a drop in migration in recent years, the phenomenon still contributes to skills gaps. Unemployment is high in all countries, with the exception of Turkey, and disproportionately affects young people. However, despite relatively high levels of unemployment, employers in the region report difficulties in recruiting personnel with adequate skills. This could be due to a mismatch between education and training outputs and industry skills needs (for more details, see Torino Process regional reports).

## Education and training

Educational attainment data show that the share of population with upper secondary or tertiary education is generally lower than the EU average (71%) in all countries, ranging from 47% in Kosovo to an estimated 65% in Serbia. In Turkey the figure is lower, with graduates of upper secondary or tertiary education accounting for less than one-third of the working-age population. This is low compared to the EU, where, on average, about three-quarters of the population has completed at least the upper secondary level of education. However, in all countries the situation is improving and the numbers have increased compared to previous data collection (Torino Process 2012). This is a positive development since educational attainment is frequently used to gauge human capital and as a way of assessing an individual's skills level. As such, it is often regarded as a measure of the skills available in the population and, particularly, in the labour force. Evidence shows that those with high educational attainment generally experience, among other benefits, higher employment rates and higher relative earnings.

Recent data from the OECD Survey of Adult Skills (Programme for International Assessment of Adult Competencies, OECD 2013) shows that higher proficiency in skills such as literacy and numeracy is also strongly associated with higher levels of education. This similarly holds true for the SEET countries, where the differences in educational attainment levels are mirrored by data which also suggest serious shortfalls in adult literacy. In addition, PISA results show that reading proficiency is well below the EU average in all the participating countries, with particularly poor literacy rates in Albania and Montenegro.

In terms of VET, a large proportion of students (three-quarters) are enrolled in secondary VET institutions in Bosnia and Herzegovina and Serbia, with 67% in Montenegro, 60% in Macedonia, 57% in Kosovo and 48% in Turkey. Only in Albania is the figure below 15%, but the numbers are gradually rising. Indeed, enrolments in VET are increasing in all the countries.

The region has a low rate of participation in lifelong learning<sup>5</sup> compared to the EU: from 1.5% in Albania to 4% in Turkey (the EU average was 10.5% in 2013).

Investing in education and training plays a key role in the countries' present economic and demographic contexts. The young population cohorts put further pressure on the educational systems, which require adequate funding. The available data are insufficiently comparable for a regional analysis, but, in all the countries for which data is available, education expenditure (as a percentage of GDP) is lower than the EU average of 5.3% (2012). In 2013, the figure was 3.3% in Albania, 4.6% in the former Yugoslav Republic of Macedonia and an estimated 3.1% in Turkey. Public spending in education shows an increasing trend in the former Yugoslav Republic of Macedonia and Serbia while it is decreasing in Turkey. Underinvestment in human capital could be detrimental in the long term as it can undermine a country's prospects for sustainable and inclusive growth.

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<sup>5</sup> Defined using the 25–64 age group (see the definitions in Annex 2).

## 2.2 Southern and Eastern Mediterranean

### Population and dependency

Countries in the Southern and Eastern Mediterranean (SEMED) region are demographically diverse, with populations ranging from just 4.3 million in Palestine<sup>6</sup> to 83.6 million in Egypt. Except for Israel, all countries have relatively young populations, with an average of almost two-thirds below the age of 30. Furthermore, the population is growing fast, and 2013 saw annual increases of 3% in Palestine and 2.2% in Jordan.

Following the demographic developments, total dependency rates are somewhat diverse: they are higher in Palestine (77%) and Israel (63%) and lower in Algeria (47%) and Tunisia (44%) (the EU average is 51%). One important issue is that the region's very young population places a great deal of pressure on countries' education systems and labour markets.

### GDP and competitiveness

Looking at the broader economic conditions in the region, GDP growth has been positive year on year, with annual growth rates close to or above 3% in most countries over 2011-2012. GDP growth in the region has been stronger than in Europe. However, it was heavily affected by the uprisings in the region and the financial crisis in Europe, which caused a fall in tourism revenues, a slow-down in foreign investment and exports, and a decrease in remittances. With a regional average growth of 3% in 2013-14, the trend towards moderate growth is very recent and the foundations are still shaky given the persistent instability in the region. In 2013, Morocco had the highest annual growth in GDP (4%), followed by Tunisia (3.6%), then Algeria and Israel (both about 3.3%).

Divided by sector, the economic data show notable differences among the countries of the region. In most countries, the service sector is the strongest contributor to GDP and its contribution is increasing nearly everywhere compared to the previous period analysed (2011/12). In the case of Lebanon, the contribution of this sector to GDP (73%) very nearly approaches the EU average (74%), with Jordan following closely behind (69%). Only in Algeria is the contribution of industry (49%) higher than that of services (42%), and this is linked to natural resources extraction (oil, gas) and construction rather than manufacturing. In Morocco and Egypt the contribution of agriculture to GDP is roughly 15%, well above the EU average of around 1.5%.

After Israel, whose GDP per capita is comparable to the EU average, Lebanon has the highest GDP per capita, at roughly half of the EU average. None of the other countries' GDP is more than one-third of the EU average. The economic weakness of the region is also reflected in the Global Competitiveness Index, where the first countries to appear after Israel (ranked 27th) are Jordan (ranked 68th), Morocco (ranked 77th) and Tunisia (ranked 83rd).

### Labour market

In all the countries, the majority of the population is employed in the service sector, except in Morocco, where the share of people working in services and agriculture is similar (around 40%). When we compare these figures with employment in the different sectors, we can see that agriculture is the most labour-intensive sector compared to the value it generates. In Morocco for instance, almost 40% of the employed population works in agriculture while it contributes only 15% to the country's GDP and the figures are similar for Egypt (with 27% of those in employment generating 14% of GDP).

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<sup>6</sup> This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the EU Member States on this issue.

One of the key characteristics of the Southern and Eastern Mediterranean labour markets is the presence of large gender differences revealed by most of the indicators. Two further features in the region are low employment and activity rates and high youth unemployment, which are also commonly found in some SEET countries, in particular Kosovo or Bosnia and Herzegovina.

In the above context and against a historic trend of growth in the jobless population, employment remains the highest priority. The region's activity rates have remained very low: on average, less than half of the working-age population in the region is economically active (see below). This is mainly due to the low participation of women in the labour market: one woman in five is economically active and one in six is employed – the world's lowest rate. Youth unemployment is of great concern, with peaks over 25% in the context of a demography where 60% of the population is below 30. In recent years countries in the region have invested in a wide array of active labour market policies, and support for private sector development (as the main source of job creation) continues to rise.

In terms of activity rates (15+), the figures reach 64% in Israel and 51% in Egypt. However, in the remaining countries, the rate is well below 50%, with the lowest figure of only 37% recorded in Jordan (meaning that only about one-third of the population participates in the labour market, that is, is either employed or unemployed). Data for female activity rates depict an even more worrying picture, with only 13% of women participating in the labour market in Jordan and 16% in Algeria. Elsewhere in the region women's activity rates are also very low – around 25% in Tunisia, Lebanon and Egypt. Israel is an exception, however, with an activity rate for women of 58%.

The employment rate (15+) in the region is also very low, except in Israel (59%), and particularly when compared to the average for the EU (51%). In all countries except Morocco (44%) and Lebanon (43%), the employment rate is below 40% with a record low of only 32% in Jordan (meaning that only about one-third of the working-age population is in employment). Again, the figures are much lower for women than for men.

Unemployment rates are typically higher than the EU average, except in Israel (7%), Morocco and Algeria (each about 9%). Compared to previous records, rates have risen in Egypt and Israel. Unemployment more severely affects women, and a deterioration of their labour market situation can be observed in all countries except Algeria. In SEMED countries, not only do women participate less frequently in the labour market (on average one woman in five is economically active), but when they do they are also more likely to be unemployed than men.

Finally, youth unemployment is a critical issue in the region, with a rate close to 30% or higher in five of the countries. Libya (48%), Tunisia (42%) and Palestine (41%) are the countries with the highest levels of unemployment. Again, as is the case for some other labour market indicators, unemployment rates for young women exceed those of men, particularly in Libya and Palestine. Compared to previous data collection (2011), unemployment rates have increased in most countries, with the data available showing a rather serious deterioration of women's situation in the labour market.

## Education and training

In general, the educational attainment of the population is quite poor, and the average hides considerable differences among individual countries. In Morocco, only a quarter of the population aged 15 or more have upper secondary education or tertiary education and only two-thirds of this age group is literate. Other figures show a completely different picture. Adult literacy in Israel, Jordan and Palestine is over 95%, closely followed by Libya, Algeria and Tunisia. Gender differences in literacy in the region are not nearly as marked as they are in terms of labour statistics. The same applies to educational attainment. Women and men in the region receive similar educations, but it is more difficult for women to be active in the labour market and find employment (see above).

The participation rate in upper secondary VET is under 40%, except in Egypt (48%). It is 39% in Israel (and increasing), but only 6% in Palestine and around 10% in Algeria (decreasing compared to 2011 and Tunisia). Three countries (Israel, Jordan and Tunisia) have participated in the OECD PISA (Programme for International Student Assessment). The results for Jordan and Tunisia are similar, with half of the students failing to reach level 2 in reading and science, while two-thirds failed level 2 in mathematics. Students in Israel put in a better performance and scored above the EU average for low achievers (see also the next section). Except Israel (8%), education expenditure (as a percentage of GDP) is well below the EU average in Jordan and Lebanon (3.8% and 1.7%, respectively).

Set against greater and more open demands for employment, recent years have seen VET provision and employability rising in the political agendas of the region. Some countries have been working on comprehensive VET strategies which are not yet integrated into a broader economic and social vision. Other countries are currently designing those strategies. Progress can be observed in some countries in terms of enhancing participation in the design of a shared vision. One of the main challenges is ensuring that participants are empowered to make effective changes, including during the implementation process. The monitoring and evaluation of policies and strategies, establishing mechanisms to measure the performance of systems and developing evidence-based policy options remain areas for further improvement (for more details, see Torino Process regional reports).

## 2.3 Eastern Europe

### Population and dependency

The ETF partner countries in Eastern Europe are quite diverse in country size and population. The three Caucasus countries, Armenia, Azerbaijan and Georgia, have small populations. So do Moldova and Belarus. Ukraine on the other hand has around 46 million inhabitants and the Russian Federation almost 144 million (2013). With the exception of Azerbaijan, the annual population growth was negligible in all countries in the region, and a pattern showing an ageing population can be detected. The dependency rates are much lower than the EU average (51%), ranging from 35% in Moldova to 45% in Georgia.

### GDP and competitiveness

Between 2010 and 2013 countries in Eastern Europe showed solid economic growth of 3–5% on average. The global financial crisis has negatively affected growth rates since then, and this decline is expected to continue in some of the economies in the region. The profiles of the national economies show that low productivity areas continue to be significant in the composition of GDP. The situation is double-sided: low added-value trade and agriculture provide employment, and at the same time employers of advanced sectors look for high-level skills and recruit young people with high educational attainment (see below).

The area contributing most to GDP in all the countries except Azerbaijan is the service sector. In Azerbaijan, industry generated 62% of GDP in 2013<sup>7</sup>. The contribution of agriculture is still high in Armenia (22% of GDP in 2013) and Moldova (15% of GDP in 2013). The industrial sector remains important, especially in Azerbaijan, Armenia, Belarus, the Russian Federation and Ukraine, where its contribution to GDP is higher than the equivalent average in the EU (24%).

GDP grew in all countries in 2013 compared to previous year. In Moldova and Azerbaijan the economy grew faster than in many other ETF partner countries, by 9% and 6% respectively.

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<sup>7</sup> However, a large part of the industrial sector is accounted for by oil and gas extraction and not manufacturing *per se*.

GDP per capita differs greatly from country to country. With the exception of the Russian Federation, in all the other countries of this region, the income per capita is well below the EU average of about 34 000 PPP\$. In Armenia, Georgia and Moldova, GDP per capita amounted to only around 6 000 PPP\$ or less in 2013. The slightly wealthier countries of the region include Azerbaijan and Belarus (each showing around 17 000 PPP\$) as well as Ukraine (about 9 000 PPP\$). This is also reflected in the Global Competitiveness Index, where the lowest scores are seen for Moldova (89th out of 148), Ukraine (84th), Armenia (79th) and Georgia (72nd). The highest placed country is Azerbaijan, which ranked 39th in the 2013/14 Index.

## Labour market

Participation in the labour market is generally high in Eastern Europe, with the exception of Moldova. Since 2012, employment rates have increased in all countries except Azerbaijan. All the countries are characterised by a decrease in the total unemployment rate and new jobs are emerging slowly. 'Over-education' is a particular issue in this region, with increasing numbers of university graduates finding jobs below their level of education. At the same time, unemployment among university graduates, in particular those from law and economics faculties, is growing.

As regards employment, the highest share of the labour force work in the service sector in all the countries except Georgia. At 62%, the Russian Federation and Ukraine are both close to the EU average (71%). In Georgia, agriculture occupies this position, with more than half of the country's workers employed in this sector, but contributing only 10% to the total GDP. Indeed, throughout the region the agricultural sector absorbs an important part of the labour force despite its generally low contribution to GDP, indicating the existence of a large proportion of subsistence agriculture.

With the exception of Moldova, the activity levels of Eastern Europe are close to or even higher than the EU average. In addition, no large gender differences can be detected in most of the countries in the region. The employment rates vary between 40% in Moldova to 65% in the Russian Federation. Since 2012, employment rates have increased in all countries except Azerbaijan.

Unemployment levels are high in Armenia (17% in 2012) and Georgia (15% in 2013), whereas in the remaining countries, they are relatively low, and below the EU average. No large gender differences can be seen here either. Youth unemployment in the Eastern European countries remains an issue, particularly in Armenia and Georgia, where the rates were around 36% in 2012/2013. However, in all other countries with available data, the youth unemployment rate is below the EU average. Most countries are characterised by a decrease in the overall unemployment rate and new jobs are emerging slowly.

## Education and training

The population of the region is generally well educated and, indeed, over-education appears to be an issue (see above). The vast majority of those aged 15 and over (around 90%, except in Moldova) have at least upper secondary education. Educational attainment is higher among women than men in Georgia, Armenia, the Russian Federation and Ukraine. The generally high levels of educational attainment are also reflected in adult literacy rates; almost the entire adult population is estimated to be literate.

Only two countries from this region took part in the PISA testing. While the students from the Russian Federation performed relatively well, the scores of the Azeri students were rather weak, especially in reading and science, with around 70% of students failing level 2 in reading or mathematics.

Participation in VET varies widely throughout the region, and the sector still has some difficulty redefining itself in a number of countries. The share of students in upper secondary VET is relatively small in Armenia (25% in 2012) and Ukraine (28% in 2012), but almost half of the students at the

upper secondary level attend vocational education in the Russian Federation and Azerbaijan. Expenditure on education in the region is below the EU average (5.3% of GDP in 2012), except in Moldova, where the education budget represented 7% of GDP in 2013, and Ukraine (6.2% in 2011).

Almost no data relating to lifelong learning are available, except for Moldova where only 1% of the population aged 25 to 64 took part in training in 2010. The ETF publication *Continuing Vocational Training* (Taurelli, 2013) suggests an increased demand for continuing vocational education and training (CVET) in all countries, with Belarus and the Russian Federation as frontrunners.

In recent years, the countries of Eastern Europe have formalised or started to prepare comprehensive VET sector strategies. A common feature is that the new strategies are linked to national development strategies, which invariably identify human capital as each country's key asset, and improving education and training as a policy priority (for more details, see Torino Process country reports).

## 2.4 Central Asia

### Population and dependency

Three out of the five partner countries in Central Asia, Kyrgyzstan, Turkmenistan and Tajikistan, have populations of about 5 to 7 million inhabitants. The other two, Kazakhstan and Uzbekistan, have larger populations: 17 and 30 million respectively. All five countries have a relatively large and growing share of young people.

These demographic developments are also reflected in the dependency rates, which range from 48% in Kazakhstan and Turkmenistan to 64% in Tajikistan, indicating a high burden on the productive section of the population. The growing number of young people in the region's population is likely to present challenges for individual countries' education systems, which will need to accommodate them, as well as for the local labour markets where they will be seeking employment.

### GDP and competitiveness

The Central Asian region is characterised by its diversity of resource-rich and resource-poor economies. In 2013, all Central Asian countries experienced considerable economic growth, ranging from 6% in Kazakhstan to over 10% in Kyrgyzstan and Turkmenistan (among the highest rates worldwide). The least economically developed countries are Tajikistan and Kyrgyzstan, which are considered low-income countries by the World Bank.

For all countries except Turkmenistan, the area which contributes 50% or more to GDP is the service sector, whereas in Turkmenistan industry contributes half. A relatively large industrial sector also exists in Kazakhstan, this being related to these countries' rich natural resources. Interestingly, the agricultural sector is still relatively large in the region, contributing around 27% to GDP in Tajikistan and 20% in Kyrgyzstan and Uzbekistan.

The GDP per capita of Tajikistan is 2 500 PPP\$, while for Kyrgyzstan the figure is 3 200 PPP\$. In the region's biggest economy, Kazakhstan, the GDP per capita is about two-thirds of the EU average (about 34 000 PPP\$ in 2013). These low GDP values were also reflected in the Global Competitiveness Index 2013/2014, where Kyrgyzstan and Tajikistan were ranked only 121st and 100th respectively (out of 148 countries).

## Labour market

The agricultural sector is still an important employer in all countries (although no recent data are available for Tajikistan, Turkmenistan and Uzbekistan<sup>8</sup>). More than half of those employed in Tajikistan and almost one-third in Kyrgyzstan worked in agriculture in 2012. This is very different in EU Member States, where both the added value of agriculture as a share of GDP and the sector's role in employment are very small.

Activity rates range between 50% in Tajikistan and 67% in Kazakhstan (2012), with the latter figure much higher than the EU average (57.6%). Yet, relatively lower activity rates for women can be seen in all the countries except Kazakhstan. The lowest was found in Tajikistan, where the activity rate for working-age women was only 34%.

The situation is similar for employment rates, with the lowest in Tajikistan (46%) and the highest (74%) in Kazakhstan (2011). Employment levels for women are consistently lower. Unemployment rates range between 5% in Kazakhstan and 12% in Tajikistan (2011). The youth unemployment rate is higher than the overall unemployment rate in Kyrgyzstan and Tajikistan, while job creation is a particular problem, leading to (among other issues) significant outward migration. Informal employment is also widespread in these countries. No data are available for Turkmenistan and Uzbekistan. Nevertheless, the existence of an active policy of job creation for young graduates (see Torino Process country reports 2014) suggests relatively low youth unemployment rates.

## Education and training

The education profile of the population aged 15 and over is relatively strong in this region: the proportion of the population who have attained at least upper secondary education ranges from 71% in Tajikistan to 92% in Kazakhstan (2012). This is higher than the average for EU Member States. There were no significant gender differences, except in Tajikistan where men generally received more schooling than women. The high level of educational attainment of the population is also reflected in adult literacy rates for both men and women. Almost the whole population aged 15 and above is considered literate in all five Central Asian countries.

The budget for education (as a percentage of GDP) is below the EU average in Tajikistan (4.9%) and above it in Kyrgyzstan 6.8% (2011). Looking at the international PISA results, available only for Kyrgyzstan and Kazakhstan, the scores are very poor, with the majority of students classed as low achievers in all three domains – reading, science and mathematics. Therefore, while attainment is high, there seems to be scope for improvement in the quality of education.

Participation figures for VET at the secondary level vary from country to country, ranging from 10% in Tajikistan to 33% in Kyrgyzstan. These figures are all much lower than the share of VET students at this education level in the EU (50%). This is also reflected in spending: in Uzbekistan 24% of the total education budget was allocated to *secondary* VET in 2010 compared to just 7% in Kyrgyzstan and 4% in Tajikistan for *all* VET provision.

Despite very different socio-economic realities, all Central Asian countries have over recent years placed a strong emphasis on education and VET reform, dedicating significant budgetary resources to these areas. Governance is generally weak, but all countries can demonstrate developments in the formulation of VET-related strategies and have high expectations for improving the interaction of the VET system with the labour market. A number of VET schools are making progress in developing strategic approaches regarding local companies (for more details see Torino Process regional reports).

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<sup>8</sup> The reference years are: Tajikistan (2009), Turkmenistan and Uzbekistan (2010).



## 3. BENCHMARKING AND THE TORINO PROCESS

### 3.1 Benchmarking at the European level

Europe 2020 (EU 2020) is the European Union's ten-year jobs and growth strategy. It was launched in 2010 to create the conditions for, smart, sustainable and inclusive growth. These three mutually reinforcing priorities are intended to help the EU and its Member States deliver high levels of employment, productivity and social cohesion.

Within the EU 2020 strategy, the European Union has set five ambitious objectives – on employment, innovation, education, social inclusion and climate/energy – to be reached by 2020. Each Member State has adopted its own national targets in each of these areas. Progress towards achieving the Europe 2020 goals is encouraged and monitored as part of the process of delivering the national targets, using a set of headline indicators<sup>9</sup>.

In this way, concrete actions at EU and national levels underpin the EU 2020 strategy, and are translated into national targets so that each Member State can check on its own progress towards achieving these goals. They are common goals, to be pursued through a mix of national and EU action. They are also interrelated and mutually reinforcing: for instance, educational improvements help employability and reduce poverty.

At the EU level, monitoring and assessment is performed using a consistent methodology which includes both quantitative and qualitative analysis<sup>10</sup>. Under the Europe 2020 strategy, EU countries are given 'country-specific recommendations' each year, which contain tailored guidance on priority reforms.

Education and training are crucial for both economic and social progress, and aligning skills with labour market needs plays a key role here. By the same token, under its Europe 2020 strategy, to respond to the economic crisis, the EU has set a twofold target for education and training: to bring the number of early school-leavers down to below 10%, and to increase the share of graduates from tertiary education to at least 40% by 2020.

The objectives, instruments and arrangements for joint work at EU level are outlined in ET 2020 – the strategic framework for European cooperation in education and training – which is an integrated part of the EU 2020 strategy. The EU relies on working groups composed of experts nominated by member countries, and other key stakeholders (as part of a broader cooperation strategy known as the Open Method of Coordination). The EU also promotes numerous consultation and cooperation activities involving stakeholders (including representatives from learning providers, civil society, businesses and social partner organisations).

How does it work in practice? While the responsibility for education and training systems lies with individual Member States, the EU has a key role in supporting and supplementing efforts to improve and modernise their education systems. Within this framework, priority areas are identified and activities planned over work cycles of three years each. With a view to achieving the strategic objectives under the ET 2020 framework, the identification of priority areas for a specific work cycle is

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<sup>9</sup> For more details see: [http://ec.europa.eu/europe2020/pdf/targets\\_en.pdf](http://ec.europa.eu/europe2020/pdf/targets_en.pdf)

<sup>10</sup> The Joint Assessment Framework (JAF) is an indicator-based assessment system covering general and specific policy areas with the objective of identifying key challenges in these areas and supporting Member States in establishing their priorities. JAF comprises two main elements: monitoring and assessment of the main challenges through a methodology including quantitative and qualitative assessment, and quantitative monitoring of progress towards the EU headlines and related national targets.

intended to improve the efficiency of European cooperation in the field of education and training, as well as reflecting the individual needs of Member States, especially as new circumstances and challenges arise. In accordance with national priorities, Member States select those areas of work and cooperation in which they wish to participate in joint follow-up work. If Member States consider it necessary, the work on specific priority areas can continue in subsequent work cycles. Progress is monitored with the help of indicators and measured against a set of benchmarks (see Annex 4), designed to contribute to evidence-based policymaking and the identification of challenges<sup>11</sup>.

Any benchmarking exercise should have a dual role: firstly as a policy-support tool for the development of evidence-based policy and vision, through strengthening the policymaking cycle and helping countries to meet their goals; and secondly, as a referencing tool for identifying countries' challenges and priorities through comparing experiences from other countries.

Benchmarking goes hand in hand with building a culture of evaluation at the national level. It often requires a strong commitment to evidence-based policy in each participating country, and becomes a self-reinforcing process over time. One of the most important prerequisites is overcoming any politics related to benchmarking and using it rather as a policy-learning exercise. Finally, benchmarking requires a well-designed statistical infrastructure in order to provide high quality and readily available comparable data.

### 3.2 Benchmarking in the ETF partner countries

Benchmarking was included within the 2014 Torino Process to encourage partner countries' use of evidence in policymaking in the field of education and training. In the ETF partner countries, benchmarking was primarily seen as a capacity-building exercise. Overall, this exercise should be regarded as a sign of a strong commitment to evidence-based policy in each participating country. Another objective was to raise awareness among policymakers in the partner countries of the importance of benchmarking in driving the policy cycle, and of the relevance of some EU benchmarks to their countries and regions.

Countries participating in the 2014 Torino Process have been informed about the scope of the exercise. Among them, the SEET countries (Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia and Turkey) are already undertaking the benchmarking exercise as part of the accession process. In other regions, some partner countries have opted for joining the ETF benchmarking exercise: Azerbaijan, Georgia and Ukraine (EE and CA regions); Israel, Palestine and Tunisia (SEMED region).

These countries are committed to collecting data and presenting them during the National 2014 Torino report event with a short qualitative analysis. Results have been validated in regional meetings and are to be published in the regional and cross-country Torino reports.

### 3.3 Data availability and issues

**TABLE 3.1** provides an overview of data availability in the participating countries. As can be seen, the situation varies widely between countries. As potential candidates for accession, the South Eastern European countries and Turkey are more obviously engaged in comparisons with the EU than other ETF partner countries. As a result, data for most of the benchmarks are readily available in these countries. However, no data are available for Kosovo, figures relating to early childhood education and

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<sup>11</sup> For more details see: [http://ec.europa.eu/education/tools/et-monitor\\_en.htm](http://ec.europa.eu/education/tools/et-monitor_en.htm)

care (ECEC) are missing for most countries, and information concerning participation in lifelong learning is limited. In some cases the statistics are out of date.

Data compatible with the benchmarks are limited in the SEMED countries; yet, some data on tertiary attainment, early school leavers, low achievers and lifelong learning do exist. Furthermore, Israel and Tunisia both took part in PISA 2012.

The major data gap is found in the EE and CA regions. Very little data is available from national sources. Only statistics relating to low achievers exist for Azerbaijan (PISA 2009). During the ETF Regional Conference in December 2014, the national authorities for Georgia and Azerbaijan presented some national data, which have been included in this table.

**TABLE 3.1 EU SELECTED BENCHMARKS – DATA FOR ETF PARTNER COUNTRIES LAST AVAILABLE YEAR)**

EU benchmarks	EU average (%)	SEET							SEMED			EE/CA		
		AL	BA	XK	MK	ME	RS	TR	IL	PS	TN	AZ	GE	UA
Early leavers	12	30.6	6.7	m	11.4	5.7	8.7	37.5	8.1	37.4	m	6.2	5.4	m
Tertiary attainment	36.9	15.7	m	m	22.3	27.2	24.7	19.2	50.7	25.9	m	24.1	41	m
Early childhood	93.9	m	m	m	31.3	m	m	44.1	m	m	m	m	m	m
Low achievers in reading, maths and science	Reading	17.8	52			43	33	22	24		49	73		
	Maths	22.1	61	m	m	57	39	42	34		68	45	m	m
	Science	16.6	53			51	35	26	29		55	70		
Lifelong learning	10.5	1.5	m	m	3.6	3.1	3.6	4	9.5	2.9	m	m	0.3	m
Employment	68.4	56.7	42.8	m	50.3	52.6	51.2	53.4	73.1	41	47.1	78.3	65.5	m

Note: m = missing data.

Sources: Education and Training Monitor, OECD PISA, ETF Key Indicators.

### 3.4 Main findings from the ETF benchmarking exercise

Benchmarking in the ETF partner countries should be seen as a capacity-building exercise, and as a first attempt to identify countries' challenges and priorities in the field of human capital development by taking into account experiences at the EU level. However, some EU benchmarks are more relevant and important than others for the ETF partner countries. This is why only a few selected EU benchmarks are discussed in this section.

#### Early leavers from education and training

Data on early school leaving (ESL) illustrate the difficulties young people face in today's world, as well as the economic and social consequences of their finding themselves outside both the labour market and the education system. They also underline the importance of keeping young people in education and training.

Evidence shows that there is a striking disparity between males and females, with boys more likely to leave school before finishing upper secondary education than girls. Moreover, the risk of early school leaving is more than twice as high for those who are foreign-born compared to natives<sup>12</sup>.

In most participating countries, the proportion of early leavers is lower than the EU average. The ESL rate is well below the EU average in Montenegro, Georgia, Azerbaijan, and Bosnia and Herzegovina,

<sup>12</sup> Ibid.

whereas Turkey, Palestine and Albania display the highest ESL rates, almost three-times higher than the EU average.

### Tertiary education attainment

A highly skilled workforce is fundamental to global competitiveness and a driver of economic growth and prosperity. Furthermore, it is expected that in the future most new jobs will require high levels of skills. Older cohorts of workers with low educational attainment should be steadily leaving the workforce to be replaced by better educated younger generations.

According to the latest data, more than half of the Member States have reached the Europe 2020 target of 40% of the population aged 30–34 holding a higher education degree or equivalent qualification. Since the target was announced in 2010, progress has been steady, with the figure rising by around one percentage point a year. Recent evidence shows that the rate of tertiary education attainment is 26% higher amongst women and about 10% higher for the native-born population<sup>13</sup>.

With the exception of Israel and Georgia, all participating countries have a lower than EU average proportion of 30–34-year-olds with tertiary education. The numbers range from almost 16% in Albania and 19% in Turkey, to 27% in Montenegro. In all other countries with data available, about a quarter of the population in this age group has completed a tertiary or equivalent level of education.

### Early childhood education and care

Data for this benchmark are only available in a few partner countries and, where known, the rates are well below the EU average of 94%. For example, the proportion of the children between the age of four and the age for starting compulsory primary education is 31% in the former Yugoslav Republic of Macedonia and 44% in Turkey. This benchmark has a particular relevance for the Member States, as ECEC quality is a priority for many of them. However, it may not be that relevant for partner countries.

### Low achievement in reading, maths and science

In the context of high youth unemployment and a deteriorating labour market situation, achieving good levels of basic competences is seen as a key outcome of initial education. Acquiring these competences is crucial in building the foundations for long-term economic growth and ensuring individuals' social inclusion. It should also be pointed out that socio-economic status is still by far the most important determinant for acquiring key basic competences.

In general, ETF participating countries are well above the EU averages for low achievers in all three key basic competences: reading (19%), maths (22%) and science (18%). Turkey (22%) and Israel (24%) are the only countries showing figures comparable to the EU average in reading. All the other countries show large differences compared to EU averages, with the highest rates of low achievers in Azerbaijan (73% in reading and 70% in science), Tunisia (68% in maths) and Albania (61% in maths).

However, the EU is not making sufficient progress to reach the 2020 target, while the large and persistent gender differences, especially in reading competence, calls for specific policy initiatives.

### Adult participation in lifelong learning

This indicator has a particular relevance for the ETF partner countries. Recent evidence<sup>14</sup> shows that those most in need of upgrading their skills are barely represented in continued learning. Adult participation in lifelong learning is negligible among the low skilled or unemployed, which holds true both for EU Member States and also for the ETF partner countries. The lack of lifelong learning

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

opportunities creates a low-skills trap, especially for adults without an upper secondary education (a large proportion of the population in the partner countries, see above), who are most in need of up-skilling.

With the exception of Israel, participation rates are well below the EU average (10.5%). Most countries with data available report about 3% of adults engaged in lifelong learning.

### Employment rate of population aged 20–64

This indicator is used at the EU level for monitoring at a glance the developments and challenges in the field of employment for the EU and each Member State. The EU has set itself the target of reaching an employment rate of 75% by 2020. This target should be seen in relation to the EU's agenda for increasing overall employability. It is complemented by a specific ET 2020 benchmark on the employability of graduates aged 20–34. This benchmark is mainly used to illustrate a labour-market rigidity that is disproportionately affecting new entrants to the workforce. Also highlighted is the need to raise the employability of graduates through strengthening the quality and relevance of their education and training, which is also a goal shared by the partner countries.

In the ETF partner countries, with few exceptions, the employment rate of the population aged 20–64 is below the EU average of 68.4% (2013). The SEET and most SEMED countries display significantly lower employment rates than those found in the EU, dipping to around 40% in Palestine and Bosnia and Herzegovina. Only Israel and Azerbaijan have employment rates higher than the EU average.



## 4. OTHER DEVELOPMENTS IN THE FIELD OF INDICATORS

Several international organisations are currently active in the field of indicators. An Inter-Agency Group on technical and vocational education and training (TVET) has been established to pursue systematic cooperation and improved coordination between key international agencies supporting TVET. The Working Group's prime focus is on developing countries. The group is composed of representatives from the ETF and other agencies (e.g. UNESCO and its Institute for Statistics, the International Labour Organization, the OECD, the Asian Development Bank, the World Bank); several bilateral donor agencies are also active observers.

The G20 summit in Seoul in 2010 requested that by 2014 the OECD, the World Bank, the ILO and UNESCO 'develop internationally comparable and practical indicators of skills for employment and productivity in developing countries, particularly [low-income countries]'. The OECD and the ILO have drafted a first proposal for such indicators and are currently in the process of assessing their global availability. The ETF has been engaged in this process by passing on feedback from its partner countries, in particular Tajikistan and Kyrgyzstan, regarding the feasibility of these G20 indicators.

Other developments in the field of indicators on education and training follow the post-2015 development agenda<sup>15</sup>. A Technical Advisory Group has been established by UNESCO to work on a framework for a global monitoring of Education and Training after 2015.

There is significant overlap between the post-2015 indicators, those developed by the OECD and ILO for the G20, and those used by the ETF in the Torino Process – particularly in areas related to participation and the cost and quality of education. The existing differences are mainly due to the fact that in gathering the Torino Process indicators, the ETF takes into account the actual availability of the information. The main objective of the Torino Process is, after all, to provide an existing base of evidence for ongoing VET analysis. The Inter-Agency Group (IAG) is designed as a monitoring tool for individual countries, so all the relevant indicators which should be there are included – whether or not they are available. The post-2015 framework stands as a global monitoring tool and the selection of the indicators is less conditioned by the availability of data.

Skills surveys are increasingly a part of the global frameworks for monitoring TVET. There are a number of international initiatives that aim to assess the skills of the young or adult population in a comparative manner. The OECD Programme for International Student Assessment (PISA) is perhaps the most well-known survey. Although it measures only a few competences and is limited to learners aged 15, some of the findings are also highly relevant for TVET provision, since in many countries this is considered the appropriate age for students to enter VET education. An overview of the ETF partner countries' participation in skills assessment surveys is presented in **TABLE 4.1** below.

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<sup>15</sup> The United Nations is in the process of defining a post-2015 development agenda. This agenda will be launched at a Summit in September 2015, which is the target date for realising the Millennium Development Goals.

**TABLE 4.1 ETF PARTNER COUNTRIES PARTICIPATING IN SKILLS ASSESSMENT SURVEYS**

Skills assessment surveys	Participating countries
LAMP (UIS Literacy Assessment and Monitoring Programme)	Morocco, Jordan, Palestine
STEP (Skills Measurement Programme)	Ukraine, Armenia , Azerbaijan, Georgia, former Yugoslav Republic of Macedonia
PISA (Programme for International Student Assessment)	Albania, Azerbaijan, Georgia, Jordan, Kazakhstan, Kosovo, Lebanon, former Yugoslav Republic of Macedonia, Moldova, Montenegro, Russia, Serbia, Tunisia, Turkey

# SUMMARY FINDINGS AND CONCLUSIONS

The main objective of the Torino Process is to provide an existing base of evidence for ongoing VET analysis in the ETF partner countries. The principal findings following the analysis of the 2014 key indicators are summarised below.

## Demography

**Almost all the partner countries in the SEET, SEMED and CA regions have a relatively young population.** With the exception of Serbia and Albania, the population in these regions is growing rapidly, especially in a number of SEMED and CA countries (Jordan, Palestine, Tajikistan). Demographic developments are key data to be taken into consideration in policymaking. A growing population could represent a significant challenge for the education systems in these countries, which will have to accommodate an increasing number of young students, as well as for the labour markets that will need to absorb greater numbers of graduates every year.

## Economy

**Most partner countries (except those in the SEE region) recorded a sustained annual growth in GDP in 2013.** This growth was particularly high in the CA region, with annual rates above 6% in all countries. By contrast, the rise in GDP was rather moderate in the SEMED and EE regions and slower in the SEE countries. However, recent developments affecting some regions (such as the conflict in Ukraine or the drop in oil prices), could have a significant impact on the economic indicators of some partner countries.

With a few exceptions (Israel, the Russian Federation and Kazakhstan), **GDP per capita in the partner countries is well below the EU average.** However, the numbers show an improvement compared to previous data collection (2010/11). Most of the partner countries scored modestly in the Global Competitive Index 2013/14, with only Israel and Azerbaijan ranked in the top 40 out of the 148 countries with data available.

**In most partner countries, the service sector makes the largest contribution to GDP.** In a few countries, especially in the EE and CA regions, the industrial sector is still sizeable and its contribution to national wealth is significant (over 60% in Azerbaijan and around 50% in Algeria and Turkmenistan). However, this situation is largely linked to the extraction of natural resources. Agriculture also forms a significant part of GDP in some countries, with shares of around 40% recorded in Morocco and about 27% in Egypt and Tajikistan; this is high by EU standards (the EU average was 1.5% in 2013). The numbers shows that, in nearly all partner countries, agriculture is the most disproportionately labour intensive sector compared to the value it generates.

## Labour market

The **employment structure is quite diverse in the ETF partner countries.** In some regions (mainly SEET and SEMED), most of the working population (aged 15+) is employed in the service sector. However, in some places agriculture still absorbs a sizable part of the workforce (especially in the EE and CA regions), whereas in some EECA and SEMED countries, the industrial sector is the main employer, this being related to the exploitation of natural resources.

Some common patterns can be observed across the partner countries, such as **relatively low employment rates.** Also, particularly in the SEET and SEMED regions, sizeable **gender differences** exist, with women being less engaged than men in the labour market. Although these gender gaps are closing, in all partner countries it remains true that women participate less in the labour market than men, and that even when they do they are more likely to be unemployed.

**Unemployment remains very high in most partner countries.** Again, the situation is different across countries, with some (particularly in the EE and CA regions) seeing a decrease in their unemployment rates and the gradual emergence of new jobs. In other countries (in particular those of the SEE and SEMED regions), unemployment is much higher.

In all countries, **youth unemployment rates remain extremely high.** Again, the situation differs by area, with the highest levels seen in the SEE and SEMED regions; many countries here record figures approaching or exceeding 50% and show an upward trend. Unemployment rates for young women generally exceed those for men, particularly in SEMED countries.

## Education and training

**Educational attainment levels are quite diverse in the partner countries.** A relatively well-educated and almost entirely literate adult population can be found in most countries in the EE and CA regions, whereas SEET countries display comparatively lower levels of attainment and adult literacy. Educational attainment levels and adult literacy rates are significantly lower in the SEMED countries.

**Participation in VET at the secondary level of education reveals an even more diverse picture.** Enrolment figures in SEET countries are higher than or similar to EU rates (approaching or exceeding 50% of secondary students in almost all countries), whereas in the EE and CA regions, most countries have comparatively lower participation figures (except Azerbaijan and the Russian Federation, where almost half of secondary students follow VET programmes at the upper secondary level). Finally, the situation is different again in SEMED countries, which (with the exception of Egypt and Israel) have much lower participation rates.

Relatively low levels of foundation skills are commonly found in the ETF participating countries. All countries participating in PISA testing are **well above the EU averages for low achievers in basic competences** (i.e. students failing level 2 in reading, mathematics and science). Turkey and Israel are the only countries showing numbers comparable to the EU average in reading competence.

**Adult participation in training is also well below EU levels.** SEET countries with available data show about 3% of adults engaged in training programmes.

## Conclusions

A useful tool in the Torino Process analytical framework, the ETF key indicators describe issues that influence Human Capital Development and VET policies in the partner countries. However, they do not claim to assess national systems or policies. Furthermore, statistics have their limitations in that they can oversimplify complex issues, and to be understood properly they must be contextualised. Time lags are also inevitable and must be taken into consideration.

Detailed analysis requires more detailed data and other complementary tools. One important objective of this report is to raise awareness among policymakers in the partner countries of the importance of indicators in driving the policy cycle, and of the availability and sources of selected VET policy and system indicators in their countries and regions.

Regional analyses require data comparability, which is not always feasible. Generally, comparisons between countries *within* a region are possible, but comparisons made across the regions will be less accurate. Although this is perhaps not always relevant for each of the four regions, comparisons are always made against the European averages.

Benchmarking was included for the first time in the 2014 Torino Process to encourage partner countries to use evidence for policymaking in the field of education and training. In the ETF partner countries, benchmarking is seen primarily as a capacity-building exercise. Overall, this exercise should be regarded as indicating a strong commitment to evidence-based policy in each participating country.

The availability of data across the four regions varies greatly and remains the most important challenge. Efforts should be continued to ensure a better coverage and quality of data. The most fruitful course of action would be to continue gathering regional key indicators and to conduct analysis at the same level. In regions where more data are available (such as in South Eastern Europe and Turkey), more sophisticated indicators can be developed. In fact, some ETF projects in the SEET region already routinely use more indicators than can be made available or reliably collected in the other regions. This facilitates a more detailed in-depth analysis of education, training and labour market issues in the SEET countries than in the other regions. Future key indicator publications may take advantage of this fact.

Building the required evidence base and supporting each partner country's policymakers to conduct effective analysis so that they can design and implement good public policy tailored to their specific needs is all part of the ETF's remit. Along these lines, some initiatives have already been put in place. A list of ETF Country Progress Indicators was defined during 2014. This list is structured according to the ETF's corporate thematic work areas: employment, entrepreneurial learning, governance, migration, qualifications, quality, and VET learning and teaching.



# ANNEXES

## Annex 1. List of indicators analysed in this publication

Indicator	Code
Total population	TRP14.01
Population growth rates	TRP14.02
Dependency rates	TRP14.03
Adult literacy rate	TRP14.47
Annual GDP change (%)	TRP14.13
GDP per capita, PPP (current international \$)	TRP14.14
Employment by main sectors	TRP14.25
GDP by main sectors	TRP14.15
Global Competitiveness Index	TRP14.17
Activity rates (15+)	TRP14.29
Employment rates (15+)	TRP14.30
Unemployment rates (15+)	TRP14.31
Youth unemployment rates (15–24)	TRP14.32
Public expenditure on education as % of GDP	TRP14.86
Proportion of population (15+) with at least upper secondary education attainment	TRP14.44
Students enrolled in VET as % of all students enrolled in upper secondary education	TRP14.57
Early school leavers*	TRP14.55
Low achievers in reading, mathematics and science*	TRP14.68
Participation in lifelong learning*	ADD.1
Employment rates (20–64)*	TRP14.30
Tertiary education attainment*	TRP14.46

Note: (\*) EU 2020 target/ET 2020 benchmarks.

## Annex 2. Definition of selected indicators

### Definition (see also definitions for EU benchmarks in Annex 4)

The **dependency rate** is an age–population ratio of those typically not in the labour force (the dependent part) and those typically in the labour force (the productive part). It is used to measure the pressure on the productive population. In international statistics, the dependent part usually includes those under the age of 15 and over the age of 64, whereas the productive part makes up the population in between, aged 15–64.

The **Global Competitiveness Index (GCI)** is a tool that measures the microeconomic and macroeconomic foundations of national competitiveness. Competitiveness is defined as the set of institutions, policies and factors that determines the level of productivity of a country (World Economic Forum, The Global Competitiveness Index 2013–2014).

**Gross domestic product** is the sum of the gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. GDP is calculated at market prices based on constant local currency. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.

**PPP GDP** is the gross domestic product converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the US dollar has in the United States. GDP at purchaser's prices is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.

**Activity rates (labour force participation rates)** represent the labour force as a percentage of the working-age population (typically 15–64 years). The labour force comprises both those in employment and the unemployed.

The **employment rate** is calculated by dividing the number of working-age people in employment by the total population of the same age group.

**Status in employment** refers to the status of an economically active person with respect to his or her employment; that is, the type of explicit or implicit contract of employment they have with other persons or organisations. The economically active population is classified by status in employment as follows:

- employees, among whom it may be possible to distinguish between employees with stable contracts (including regular employees) and other employees;
- employers;
- own-account workers;
- contributing family workers;
- members of producers' co-operatives;
- persons not classifiable by status.

The **unemployment rate** refers to the number of unemployed persons of age 15 and over as a percentage of the labour force.

The **youth unemployment rate** refers to unemployed persons aged 15–24 as a percentage of the labour force aged 15–24.

**Educational attainment** is defined as the highest grade completed within the most advanced level attended in the education system of the country where the education was received.

The **literacy rate** refers to the percentage of the population aged 15 years and over who can both read and write (with understanding) a short, simple statement on their everyday lives.

**Lifelong learning** encompasses all learning activity undertaken throughout life with the aim of improving knowledge, skills and competences, within a personal, civic, social and/or employment-related

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perspective. Here it is understood to mean that an individual has participated in training in the four-week reference period prior to the interview. (It is assumed that data will come from labour force surveys or similar.)

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**Level of education:** An ordered set of categories, intended to group educational programmes in relation to gradations of learning experiences and the knowledge, skills and competencies which each programme is designed to impart. The concept of the ISCED level reflects the degree of complexity and specialisation of the content of an educational programme, from foundational to complex (UNESCO). For instance, lower secondary education (ISCED level 2) and primary education (ISCED level 1) are levels of education.

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**Educational programme:** A coherent set or sequence of educational activities designed and organised to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an educational programme, educational activities may also be grouped into sub-components variously described in national contexts as 'courses', 'modules', 'units' and/or 'subjects'. A programme may have major components not normally characterised as courses, units or modules – for example, play-based activities, periods of work experience, research projects and the preparation of dissertations (UNESCO). In this report, we broadly distinguish between general and vocational programmes.

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## Annex 3 Data coverage and quality

### South Eastern Europe and Turkey

The level of coverage of the 2014 key indicators in the SEET countries was generally good, but the data quality was inconsistent between areas.

Statistics referring to the socio-economic context, such as population and GDP data, were collected from international sources in order to guarantee regional comparability. The main source of this kind of data is the World Bank, which releases up-to-date information for almost all the countries. In some cases, such as GDP by sector in Albania, we have used updated data from the national statistical office after confirming that these were comparable.

Two international indicators have been considered: the Global Competitive Index of the World Economic Forum, and the PISA results of the OECD. In the former only Kosovo is absent, while Kosovo, Bosnia and Herzegovina and the FYR of Macedonia did not take part in the last round of PISA.

The coverage of labour market indicators is reasonably satisfactory: almost all of the countries have data derived from recent labour force surveys. Labour force surveys guarantee a good level of comparability within the region. This is helpful for general labour market indicators, such as employment rates by gender. The situation is quite different for detailed information, such as labour market indicators broken down by educational level. Labour market data detailed by educational level are not available for most of the countries. Data for the FYR of Macedonia and Turkey are available from Eurostat. Where information is published locally, such as in Kosovo, there may be comparability problems because data typically refer to national classifications.

The situation is even worse for data specifically related to VET. We tried to overcome this problem by directly asking the countries to provide this information but we were only able to gather the required information from some of them. Despite this, for those countries who replied we obtained all the details we needed for the analysis, that is, employment and unemployment rates by educational level and programme. Thus, while the data may not be readily available to the public, it does exist in these countries and can be made available to analysts.

Public expenditure on education also presented problems. When data were available, they tended to be several years old, even for figures such as public expenditure on education as a share of GDP.

Only three countries provided information about expenditure on education detailed by programme (Albania, Montenegro and Serbia).

Data on enrolment by level (i.e. ISCED or general/VET/higher education) was generally easy to find, but some countries referred to a national classification of the education system. This can create problems for a regional comparison, as these typically do not distinguish between ISCED levels 2 and 3.

Data on participation in VET by field of study is available online for the FYR of Macedonia and Montenegro. We also received these figures for Albania, Bosnia and Herzegovina and Serbia. There is no comparable data for the other countries (Kosovo and Turkey).

Data on participation in lifelong learning is usually available; the information is missing only for Bosnia and Herzegovina. Kosovo only provided data on registered unemployed people who participate in VET. Dropout rates are also hard to find, particularly for VET.

We can conclude that coverage of the SEET countries is good for socio-economic indicators and general labour market data, while the availability of detailed education data could still be improved, particularly on expenditure, dropouts and VET.

## The Southern and Eastern Mediterranean

Data coverage in the Southern and Eastern Mediterranean region is generally poorer than in the other regions, but it varies a great deal depending on the theme. Demographic data are readily available and economic data are generally quite recent, but the coverage of educational data is poor, particularly for VET. What there is, however, is generally up to date. For demographic and economic data, as for the other regions, we have tried to use international sources to increase comparability. Demographic data usually come from the World Bank and the UNDP. Economic data have also been collected from international sources, particularly the World Bank and the World Economic Forum.

Labour market data are generally readily available in the region, with few exceptions<sup>16</sup>. However, comparison is sometimes made difficult by the use of different age ranges in indicators such as youth unemployment. For Libya, we used the latest available ILO data.

More problematic still is collecting educational data for the region, particularly for VET programmes. One issue which arises with educational data is the prevalence of different national classifications for education levels rather than using ISCED levels. This of course affects comparability. Another problem is that some of the data are very old or completely absent. For a number of other indicators we have data from very few countries. Finally, we only have PISA indicators for three countries (Jordan, Israel and Tunisia) as none of the others participated in the study.

Overall, the data coverage in the region is reasonable. It is good for socio-economic indicators (demography, economy) with very few exceptions. It is less strong for labour market indicators, which are lacking for some of the countries. It is poor for education, where we have few indicators for most of the countries.

## Eastern Europe

Data coverage of the key indicators in 2014 is good, especially concerning the socio-economic and labour market indicators. The coverage of education varies widely among indicators and countries.

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<sup>16</sup> The scope of this document precludes going into details on labour market information coverage and methodology, but rather its aim is to give a broad picture of the situation in relation to our different indicators.

Demographic and economic data have been collected mainly from international sources such as the World Bank in order to ensure comparability across the region. The coverage of these data is good and current.

The labour market data are also wide-ranging and up-to-date. Most of the countries have labour force surveys (LFS) in place. Belarus is the only country in which just administrative labour market data have been published so far. The only two problems with respect to the comparability of labour market data we encountered are the reference age used for the labour force surveys and the use of national education level classifications.

The reference age for labour force surveys is usually 15+, but is more restricted in some countries (Armenia, the Russian Federation and Ukraine). However, when comparing data across countries, indicators must use the same age range to assure regional comparability.

Countries use their own education level classification systems rather than the international ISCED standard. These cannot necessarily be matched, which complicates data comparison across countries.

The coverage of education data is good, although data are not always publicly available. This is particularly the case for education expenditure or enrolments by educational levels; lifelong learning indicators are also poorly covered.

In sum, the data coverage for the region is good. Only a few gaps have been identified, mainly related to adult education.

## Central Asia

Socio-economic and labour market data coverage of the key indicators in 2014 is relatively good for Kazakhstan, Kyrgyzstan and Tajikistan. However, in the cases of Turkmenistan and Uzbekistan accessing data has been difficult.

Demographic and economic data have been collected mainly from international sources such as the World Bank in order to ensure comparability across the region. The coverage of these data is good and current.

Thanks to the (periodic) publishing of labour market data in Kazakhstan, Kyrgyzstan and Tajikistan, figures for these countries are available for the assessment of vocational education. We did, however, encounter problems with the currency of these data. Some countries do not conduct labour force surveys regularly, whereas others carry out a survey every year but publication of the data is often delayed. This makes assessing recent labour market trends rather difficult.

Another potential problem is the discrepancy in age ranges used in labour statistics. Therefore, to ensure data comparability, the indicators must be processed before the same age ranges can be compared.

Finally, countries use their own education level classification systems rather than the international ISCED standard. These cannot necessarily be matched, which complicates data comparison across different countries.

The coverage of detailed education data, particularly data referring to VET and lifelong learning, is rather poor. Data that are available are often out of date. This holds true in particular for education expenditure figures.

Overall, the data coverage for the region is average. It is good for the socio-economic and labour market indicators, but relatively poor for those related to education.

## Annex 4 Selected EU benchmarks used in this publication

Some ET 2020 benchmarks	Target by 2020
<p><b>Early leavers from education and training*</b></p> <p>The share of the population aged 18–24 having attained ISCED level 0, 1, 2 or 3C short and not receiving any formal or non-formal education or training in the four weeks preceding the survey</p>	Below 10%
<p><b>Tertiary educational attainment*</b></p> <p>The share of the population aged 30–34 years having successfully completed ISCED level 5 or 6</p>	At least 40%
<p><b>Early childhood education and care</b></p> <p>The share of the population aged 4 to the age when primary education starts who are participating in early education</p>	95%
<p><b>Low achievement in reading, maths and science</b></p> <p>The share of 15-year-olds failing to reach level 2 in reading, mathematics and science</p>	15%
<p><b>Employment rate of recent graduates</b></p> <p>The share of employed people aged 20–34 having successfully completed upper secondary or tertiary education 1 to 3 years before the reference year of the survey</p>	82%
The EU 2020 headline target on employment	Target by 2020
<p><b>Employment rate of population aged 20–64</b></p> <p>The share of employed people aged 20–64 in the same age-group population</p>	75%

Note: (\*) Twofold Europe 2020 headline target on education and training.

## Annex 5. Data used in this publication

INDICATOR TRP14		SOUTH EASTERN EUROPE AND TURKEY							
		AL	BA	XK	ME	MK	RS	TR	
TRP14.01	Total population (million)	2.9 (13, NSO)	3.83 (13, WB)	1.82 (13, WB)	0.62 (13, WB)	2.11 (13, WB)	7.16 (13, WB)	74.9 (13, WB)	
TRP14.02	Annual population growth (%)	-0.1 (13, NSO)	-0.12 (13, WB)	0.9 (13, WB)	0.05 (13, WB)	0.8 (13, WB)	-0.49 (13, WB)	1.26 (13, NSO)	
TRP14.03	Total dependency rates (%)	46.0 (13, NSO)	45.5 (13, WB)	50.9 (13,NSO)	44.02 (13, WB)	40.9 (13, WB)	44.02 (13, WB)	49.3 (13, WB)	
TPR14.13	GDP growth rates (%)	1.4 (13, NSO)	0.36 (13, WB)	3.0 (13, WB)	3.5 (13, WB)	3.1 (13, WB)	2.5 (13, WB)	4.0 (13, WB)	
TRP14.14	GDP per capita (PPP, current international \$)	10 488.82 (13, WB)	9 632.38 (13, WB)	8 883.5 (13, WB)	14 318.40 (13, WB)	4 669.23 (13, WB)	12 374.0 (13, WB)	18 975.5 (13, WB)	
TRP14.15	GDP by sector (value added, % of GDP)	Agriculture	22.1	8.4	14.0	10.1	10.4	9.7	8.5
		Industry	27.6	24.8	19.5	20.2	26.1	28.6	27.1
		Services	50.3	66.8	66.5	69.7	63.5	61.7	64.4
			(13, NSO)	(12, WB)	(12, WB)	(13, WB)	(13, WB)	(13, WB)	(13, WB)
TPR14.17	Global Competitive Index	Rank (out of 144)	97	87	N.A.	67	63	94	45
			(13/14, WEF)	(13/14, WEF)		(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)

TRP14.25	Employment by main sector (15+)	Agriculture	44.0	18.9	5.9	4.5	18.7	21.3	22.9
		Industry	16.8	29.8	28.2	17.8	30.4	25.9	26.4
		Services	38.8	51.3	65.9	77.7	50.9	52.9	50.7
			(13, NSO)	(13, ENSO)	(13, NSO, 15–64)	(13, NSO)	(13, EU)	(13, NSO)	(13, EEU)
TRP14.29	Activity rates by sex (15+)	Total	52.7	43.6	40.5	50.1	59	48.4	52.1
		Male	61.8	55.3	60.2	56.8	70.5	57.1	72.9
		Female	44.3	32.5	21.1	43.6	47.5	40.4	31.6
			(13, NSO)	(13, NSO)	(13, NSO, 15-64)	(13, NSO)	(13, EU, 15-74)	(13, NSO)	(13, EU, 15-74)
TRP14.30	Employment rates by sex (15+)	Total	44.5	38.5	28.4	40.3	41.9	37.7	47.5
		Male	51.0	48.0	44	45.4	50	45.2	67.1
		Female	38.4	28.9	12.9	35.4	33.7	30.8	28.3
			(13, NSO)	(13, NSO, 15-64)	(13, NSO, 15-64)	(13, NSO)	(13, EU, 15-74)	(13, NSO)	(13, EU, 15-74)
	<b>Employment rates (20–64) (EU2020)</b>	<b>56.7 (13, NSO)</b>	<b>42.8 (13, NSO)</b>	<b>M</b>	<b>52.6 (13, NSO)</b>	<b>50.3 (13, EU)</b>	<b>51.2 (13, ENSO)</b>	<b>53.4 (13, EU)</b>	
TRP14.31	Unemployment rates by sex (15+)	Total	15.9	28.0	30.0	19.5	29.1	22.1	8.8
		Male	17.5	27.0	26.9	20.1	29.1	20.8	8
		Female	13.5	29.6	38.8	18.8	29.2	23.8	10.6

			(13, NSO)	(13, NSO, 15-64)	(13, NSO, 15-64)	(13, NSO)	(13, EU, 15-74)	(13, NSO)	(13, EU, 15-74)
TRP14.32	Youth unemployment rates by sex (15–24)	Total	31.4	59.1	55.9	41.6	51.9	49.4	16.9
		Male	33.8	59.1	50.4	43.8*	52.5	44.6	15.5
		Female	27.3	59.2	68.4	38.5	51.0	57.5	19.7
			(13, NSO)	(13, NSO)	(13, NSO)	(13, NSO)	(13, EU)	(13, NSO)	(13, EU)
TRP14.44	Population (15+) with at least upper secondary education (%)	51.6 (13, NSO, 15-74)	58.5* (13, NSO)	47 (09, NSO)	61.8** (13, ENSO, 15-74)	61.5 (13, EU)	65.3* (13, NSO)	31 (13, EU)	
TRP14.46	Tertiary educational attainment of population aged 30–34 (EU 2020)	15.7 (13, NSO)	M	M	27.2 (13, NSO)	22.3 (13, EU)	25.3 (13, EU)	19.2 (13, EU)	
TRP14.47	Adult literacy rates (15+)	96.85 (11, UIS)	98.00 (11, UIS)	94.1 (11, UIS)	98.46 (11, UIS)	97.4 (11, UIS)	98.4 (11, UIS)	94.9 (12, UIS)	
TRP14.55	Early school leavers (EU 2020)	30.6 (13, NSO)	6.7 (13, EU)	M	5.7 (13, NSO)	11.2 (13, EU)	8.7 (13, EU)	37.5 (13, EU)	
TRP14.57			14.4	74.8	57.0	67.3	59.6	75.9	48.0
			(12, EUIS)	(12, EUIS)	(12/13, EMoE)	(12, EUIS)	(13, EUIS)	(12, EUIS)	(12, EUIS)
TRP14.68	Low achievers (%) (ET 2020)	Reading	52.3	N.A.	N.A.	43.3	N.A.	33.1	21.6
		Maths	60.7			56.6		38.9	42
		Science	53.1			50.7		35	26.4

			(12, OECD)			(12, OECD)		(12, OECD)	(12, OECD)
<b>TRP14.86</b>	Public expenditure on education as % of GDP		3.25 (13, NSO)	6.00 (07, CoM)	M	4.00 <sup>f</sup> (11, NSO)	4.60 (13, MoES)	4.77 (11, EU)	3.05*** (13, MoE)
<b>TRP14.87</b>	Public expenditure on education as % of total government expenditure		11.1 (07, UIS)	M	13.7 (08/09, MoE)	M	16.1 (13, MoES)	10.62 (11, UIS)	12.76*** (13, MoE)
<b>TRP14.89</b>	Public expenditure on VET as percentage of the total spending on education		0.7 (11, MoE - ISCED 3)	M	M	23.67 (ISCED 3) 0.3 (ISCED 5) (11/12, MoE)	M	23.3 (ISCED 3) 29.1 (ISCED 5) (09/10, Gov)	M
<b>ADD.1</b>	<b>Adult participation in lifelong learning (ET 2020)</b>		<b>1.5 (13, NSO)</b>	<b>M</b>	<b>M</b>	<b>3.1 (13, NSO)</b>	<b>3.6 (13, EU)</b>	<b>4.0 (13, EU)</b>	<b>3.8 (13, EU)</b>
<b>ADD.2</b>	NEETs rates (15–24) by sex (%)	Total	28.9	M	35.3	18.3	24.2	25.1	25.5
		Male	25.7		30.0	19.6	23.3	26.9	15
		Female	32.4		40.9	16.9	25.2	23.3	35.9
			(12, NSO, 15–29)		(13, NSO)	(13, NSO)	(13, EU)	(12, NSO)	(13, EU)

**Notes:** (year, source); In bold EU/ET benchmarks 2020; ED: including vocational (initial) technical and secondary specialised education

**Legend:** M: Missing data; NA: Not Applicable (e.g. the country did not participate in the survey); \*: data include 15+ population with at least secondary school education; \*\*: less accurate estimates; \*\*\*: estimates; ?: unknown age range; ad: administrative data; f: forecasted data; <sup>(1)</sup> data refer to people within age group 15–64 with upper secondary and post-secondary non-tertiary education (levels 3 and 4)

**Sources:** CoM: Council of Ministers; EEU: ETF calculations based on Eurostat; EMoE: ETF calculations based on Ministry of Education; ENSO: ETF calculations based on National Statistical Office; EU: Eurostat; EUIS: ETF calculations based on UNESCO Institute for Statistics; Gov: Government; NSO: National Statistical Office; WB: World Bank; UIS: UNESCO Institute for Statistics; ILO: ILOSTAT; ILO - trans: ETF calculations based on School to Work Transition Surveys 2012–13; MoE: Ministry of Education; OECD: The Organisation for Economic Cooperation and Development; TRP: Torino Process Country Report; WEF: World Economic Forum; MoES: Ministry of Education and Studies

INDICATOR TRP14			SOUTHERN AND EASTERN MEDITERRANEAN								
			DZ	EG	JO	IL	LB	LY	MA	PS	TN
TRP14.01	Total population (000)		38 297 (13, NSO)	83 661 (13, NSO)	6 388 (12, NSO)	7 910 (12, WB)	4 425 (12, WB)	6 103 (12, WB)	32 950 (13, NSO)	4 357 (12, NSO)	10 887 (13, NSO)
TRP14.02	Annual population growth (%)		1.88 (12, WB)	1.64 (13, WB)	2.19 (12, WB)	1.8 (12, WB)	0.96 (12, WB)	0.84 (12, WB)	1.43 (12, WB)	3.0 (12, NSO)	0.97 (12, WB)
TRP14.03	Total dependency rates (%)		47.2	58.5	60.3	62.5	61.4	51.9	55.1	77.3	43.5
			(12, WB)	(12, WB)	(12, WB)	(12, WB)	(12, WB)	(12, WB)	(12, WB)	(12, WB)	(12, WB)
TRP14.14	GDP per capita (PPP, current international \$)		8 447 (12, WB)	6 614 (12, WB)	6 037 (12, WB)	32 309 (13, NSO)	14 372 (12, WB)	M	5 220 (12, WB)	2 489 (11, WB)	9 636 (12, WB)
TRP14.15	GDP by sector (value added, % of GDP)	Agriculture	9.3	14.5	3.1	M	6.1	M	14.6	M	8.7
		Industry	48.5	39.2	30.1		20.5		29.6		29.9
		Services	42.2	46.3	66.8		73.4		55.8		61.4
			(12, WB)	(12, WB)	(12, WB)		(12, WB)		(12, WB)		(12, WB)
TPR14.17	Global Competitive Index	Rank (out of 148)	100	118	68	27	103	108	77	NA	83

			(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)		(13/14, WEF)
<b>TRP14.25</b>	Employment by main sector (15+)	Agriculture	10.6	27.1	2	1.5	6.3	4.6	39.4	11	16.4
		Industry	29.6	24.9	18.1	17.7	21	21.3	20.8	26.8	33.7
		Services	59.8	46.4	79.9	80.8	72.7	74.1	39.7	62.2	82.7
			(13, NSO)	(12, NSO)	(13, NSO)	(12, NSO)	(09, NSO)	(07, NSO)	(13, NSO)	(13, NSO)	(11, EU)
<b>TRP14.29</b>	Activity rates by sex (15+)	Total	43.2	51.1	37.1	63.6	49.2	47.8	48.4	43.6	47.4
		Male	69.5	80.2	60.4	69.3	73.1	61	M	69.1	70
		Female	16.6	23.1	13.2	58.1	25.6	33.8	M	17.4	25.6
			(13, NSO)	(12, NSO)	(13, NSO)	(12, NSO)	(09, NSO)	(12, ILO)	(12, NSO)	(13, NSO)	(13, NSO)
<b>TRP14.30</b>	Employment rates by sex (15+)	Total	39	46.7	32.4	59.2	43.6	38.7	44.1	33.4	33.9
		Male	63.7	76.8	54	64.6	67.8	51.3	67.2	M	M
		Female	13.9	17.6	10.3	54.1	19.7	25.3	22.3	M	M
			(13, NSO)	(12, NSO)	(13, NSO)	(12, NSO)	(09, NSO)	(12, ILO)	(13, NSO)	(13, NSO)	(13, NSO)
	<b>Employment rates (20–64) (EU 2020)</b>	M	<b>55.6</b> <b>(13, ELMPS)</b>	M	<b>73.1</b> <b>(13, NSO)</b>	<b>52.9</b> <b>(09, NSO)</b>	M	M	<b>41 (13, ETF</b> <b>on LFS)</b>	<b>47.1*</b> <b>(13, NSO)</b>	
<b>TRP14.31</b>	Unemployment rates by sex (15+)	Total	9.8	13.2	12.6	6.9	11.4	19	9.2	23.4	15.9
		Male	8.3	9.8	10.6	6.7	7.2	15.9	9.1	20.6	13.3

		Female	16.3	24.2	22	7	23	25.5	9.6	35	23
			(13, NSO) (15–59)	(12, NSO) (15–64)	(13, NSO)	(12, NSO)	(09, NSO)	(12, ILO)	(13, NSO)	(13, NSO)	(11, EU)
TRP14.32	Youth unemployment rates by sex (15–24)	Total	24.8	18.9	31.2	10.8	16.8	48.7	19.3	41	42.3
		Male	21.6	10.3	26.5	10	14.6	16	19.5	36.9	40.8
		Female	39.7	49.6	55.1	11.8	22.3	67.9	18.1	65	45.4
			(13, NSO)	(12, NSO)	(13, NSO)	(12, NSO)	(09, NSO)	(12, ILO)	(13, NSO)	(13, NSO)	(11, EU)
TRP14.44	Population (15+) with at least upper secondary education (%)	29.1 (07, MEDA-ETE)	43.8 (11, NSO)	40.7 (13, NSO) (at least secondary)	75.7 (12, NSO)	34.6 (09, NSO) (at least secondary)	M	23.4 (11, NSO) (at least secondary)	53.7 (13, NSO)	31.7 (07, MEDA-ETE)	
TRP14.46	Tertiary educational attainment of population aged 30–34 (EU 2020)	M	20.4 (12, ELMPS)	M	50.7 (12, NSO)	22.5 (09, NSO)	M	M	25.9 (13, NSO)	20.6* (13, NSO)	
TRP14.47	Adult literacy rates (15+)	84.1 (08, UIS)	73.9 (12, WB)	95.9 (11, NSO)	97.5 (12, NSO)	M	89.5 (11, UIS)	67.1 (11, UIS)	95.1 (11, UIS)	79.1 (10, UIS)	
TRP14.55	Early school leavers (EU 2020)	M	27.8 (12, ELMPS)	33.2 (12, ILO)	8.1 (13, NSO)	M	M	M	37.4 (13, ETF on LFS)	37.5* (13, NSO)	
TRP14.57	Number of VET students as a proportion of the total number of students in upper secondary education (ISCED 3)		9.7	48.7	12.3	39.1	26.5	M	11.6	6.1	10.6
			(11, UIS)	(12, UIS)	(11, UIS)	(12, UIS)	(12, UIS)		(12, UIS)	(12, UIS)	(13, NSO)
TRP14.68	Low achievers (%) (ET 2020)	Reading	NA	NA	50.7	23.6	NA	NA	NA	NA	49.3
		Maths			68	33.5					67.7

		Science			49.6	28.9					55.3
					(12, OECD)	(12, OECD)					(12, OECD)
<b>TRP14.86</b>	Public expenditure on education as % of GDP	M	M		3.8 (11, USAID)	8.1 (12, NSO)	1.7 (11, UIS)	M	5.4 (09, UIS)	M	4.6 (10, NSO)
<b>TRP14.87</b>	Public expenditure on education as % of total government expenditure	M	11.7 (11, NSO)		12.7 (11, USAID)	16.0 (11, NSO)	7.1 (11, UIS)	M	25.7 (08, UIS)	M	19.9 (10, NSO)
<b>TRP14.89</b>	Public expenditure on VET as percentage of the total spending on education	M	M		3.2 (11, USAID) (% of MoE budget)	9.8 (09, NSO)	M	M	M	M	0.98 (07, EU)
<b>ADD.1</b>	<b>Adult participation in lifelong learning (ET 2020)</b>	M	M		M	<b>9.5 (13, NSO)</b>	M	M	M	<b>2.9 (13, ETF on LFS)</b>	<b>1.3* (13, NSO)</b>
<b>ADD.2</b>	NEETs rates (15–24) by sex (%)	Total		28.4	15.2	15.7				31.3	25.4
		Male		10.2	24.6	14.6				24.1	21.2
		Female	M	44.8	34.8	16.8	M	M	M	38.8	29.9
				(12,ILO)	(12, ILO)	(13, NSO)				(13, NSO)	(13, ILO)

**Notes:** (year, source); In **bold** EU/ET benchmarks 2020; \*2nd Quarter

**Legend:** M: Missing data; NA: Not Applicable (e.g. the country did not participate in the survey)

**Sources:** NSO: National Statistical Office; WB: World Bank; UIS: UNESCO Institute for Statistics; ELMPs: ETF calculations based on Egypt Labour Market Panel Survey; ILO: ETF calculations based on School-to-Work Transition Surveys 2012–13; OECD: The Organisation for Economic Cooperation and Development; WEF: World Economic Forum

INDICATOR TRP14		EASTERN EUROPE							
		AM	AZ	BY	GE	MD	RU	UA	
TRP14.01	Total population (million)	3.0 (13, WB)	9.4 (13, WB)	9.5 (13, WB)	4.5 (13, WB)	3.6 (13, WB)	143.5 (13, WB)	45.5 (13, WB)	
TRP14.02	Annual population growth (%)	0.3 (13, WB)	1.3 (13, WB)	0.0 (13, WB)	-0.3 (13, WB)	0.0 (13, WB)	0.2 (13, WB)	-0.2 (13, WB)	
TRP14.03	Total dependency rates (%)	44.1 (13, WB)	38.5 (13, WB)	41.3 (13, NSO)	44.6 (13, WB)	35.2 (13, WB)	40.5 (13, WB)	41.9 (13, WB)	
TPR14.13	GDP growth rate (%)	3.5 (13, WB)	5.8 (13, WB)	0.9 (13, WB)	3.2 (13, WB)	8.9 (13, WB)	1.3 (13, WB)	1.9 (13, WB)	
TRP14.14	GDP per capita (PPP, current international \$)	7 774.4 (13, WB)	17 139.3 (13, WB)	17 615.5 (13, WB)	7 164.6 (13, WB)	4 669.2 (13, WB)	24 120.3 (13, WB)	8 787.8 (13, WB)	
TRP14.15	GDP by sector (value added, % of GDP)	Agriculture	21.9	5.6	9.1	9.3	14.6	3.9	10.4
		Industry	31.5	61.9	42.2	23.9	16.6	36.2	26.9
		Services	46.6	32.4	48.6	66.8	68.7	59.9	62.6
			(13, WB)	(13, WB)	(13, WB)	(13, WB)	(13, WB)	(13, WB)	(13, WB)
TPR14.17	Global Competitive Index	Rank (out of 148)	79	39	NA	72	89	64	84
			(13/14, WEF)	(13/14, WEF)	NA	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)	(13/14, WEF)
TRP14.25		Agriculture	37.3	37.7	9.6	51.8	28.8	9.7	17.5

	Employment by main sector (15+)	Industry	17.7	14.3	33.2	9.7	17.7	27.7	20.4
		Services	45.0	48.1	57.2	38.5	53.5	62.5	62.1
			(12, NSO, 15–75)	(12, ILO)	(13, NSO, ad, 16–59 (m) and 16–54 (f))	(13, NSO)	(13, NSO)	(12, NSO, 15–72)	(13, NSO, 15–70)
TRP14.29	Activity rates by sex (15+)	Total	63.4	66.7	55.5	66.2	41.4	68.7	65.0
		Male	72.8	68.8	62.2	77.3	44.5	74.7	71.6
		Female	55.9	64.7	50.0	56.8	38.6	63.3	58.9
			(13, NSO, 15–75)	(13, NSO)	(10, ILO*)	(13, NSO)	(13, NSO)	(12, NSO, 15–72)	(13, NSO, 15–70)
TRP14.30	Employment rates by sex (15+)	Total	53.2	63.4	M	56.6	39.3	64.9	60.3
		Male	62.3	66		64.5	41.8	87	65.9
		Female	45.8	60.9		49.8	37.0	60.1	55.3
			(13, NSO, 15–75)	(13, NSO)		(13, NSO)	(13, NSO)	(12, NSO, 15–72)	(13, NSO, 15–70)
	Employment rates (20–64) (EU 2020)		M	<b>78.3 (12, NSO)</b>	M	<b>65.8 (12, NSO)</b>	M	M	M
TRP14.31	Unemployment rates by sex (15+)	Total	16.2	5.0	0.6	14.6	5.1	5.5	7.2
		Male	14.4	4.0	0.6	16.5	6.0	5.8	6.8
		Female	18.1	5.9	0.6	12.3	4.1	5.1	6.2

			(13, NSO, 15–75)	(13, NSO)	(12, NSO, ad,16–59 (m) and 16–54 (f))	(13, NSO)	(13, NSO)	(12, NSO, 15–72)	(13, NSO, 15–70)
TRP14.32	Youth unemployment rates by sex (15–24)	Total	36.1	13.7	M	33.3	12.2	14.8	17.4
		Male	31.8	12		31.6	11.9	14.5	18.2
		Female	41.5	15.6		36.1	12.7	15.1	16.3
			(13, NSO)	(13, NSO)		(12, NSO)	(13, NSO)	(12, NSO)	(13, NSO)
TRP14.44	Population (15+) with at least upper secondary education (%)		88.1 (12, NSO, 15–75)	86.6 (13, NSO)	90.4 (09, NSO, ISCED 2 included)	92.4 (12, NSO, labour force only)	69.2 (12, NSO)	89.8 (12, NSO, 15–72)	89.3 (12, NSO, 15–70)
TRP14.46	Tertiary educational attainment of population aged 30–34 (EU 2020)		M	M	M	M	M	M	M
TRP14.47	Adult literacy rates (15+)		99.6 (11, UIS*)	99.8 (15, UIS*)	99.6 (09, UIS)	99.7 (11, UIS*)	98.5 (11, UIS*)	99.7 (10, UIS)	99.7 (12, UIS*)
TRP14.55	Early school leavers (EU 2020)		M	M	M	M	21.2 (12, NSO)	M	M
TRP14.57	Number of VET students as a proportion of the total number of students in upper secondary education (ISCED 3)		24.4	48.0	44.3	M	35.4	48.5	28.2
			(12, UIS)	(12, UIS)	(12, UIS)		(12, UIS)	(09, UIS)	(12, UIS)
TRP14.68	Low achievers (%) (ET 2020)	Reading	NA	72.7	NA	NA	NA	22.3	NA
		Maths		45.3				24.0	

		<b>Science</b>		70.0				18.8	
				(09, OECD)				(12, OECD)	
<b>TRP14.86</b>	Public expenditure on education as % of GDP		3.3 (12, WB)	2.4 (11, UIS)	5.1 (12, UIS)	2.0 (12, UIS)	7.1 (13, NSO)	4.3 (12, TRP)	6.2 (11, UIS)
<b>TRP14.87</b>	Public expenditure on education as % of total government expenditure		13.7 (12, WB)	7.2 (11, UIS)	12.8 (12, UIS)	6.7 (12, UIS)	18.3 (13, NSO)	24.5 (12, TRP)	19.2 (11, UIS)
<b>TRP14.89</b>	Public expenditure on VET as percentage of the total spending on education		M	5.2 (07, NSO)	10.8 (12, NSO, ED)	4.1 (12, MoE)	M	8.8 (12, TRP, ED)	M
<b>ADD.1</b>	<b>Adult participation in lifelong learning (ET 2020)</b>		M	M	M	M	1.2 (13, NSO)	M	M
<b>ADD.2</b>	NEETs rates (15–24) by sex (%)	Total	22.5	M	M	M	29.3	12.0	16.5
		Male	14.4				32.4	M	10.3
		Female	28.8				25.9	M	23.0
			(12, ILO-trans)				(12, NSO)	(12, TRP)	(12, NSO)

**Notes:** (year, source); In **bold** EU/ET benchmarks 2020; ED: including vocational (initial) technical and secondary specialised education

**Legend:** M: Missing data; NA: Not Applicable (e.g. the country did not participate in the survey); \*: estimates; ?: unknown age range; ad: administrative data

**Sources:** NSO: National Statistical Office; WB: World Bank; UIS: UNESCO Institute for Statistics; ILO: ILOSTAT; ILO – trans: ETF calculations based on School-to-Work Transition Surveys 2012–13; MoE: Ministry of Education; OECD: The Organisation for Economic Cooperation and Development; TRP: Torino Process Country Report; WEF: World Economic Forum

INDICATOR TRP14			CENTRAL ASIA				
			KZ	KG	TJ	TK	UZ
TRP14.01	Total population (million)		17.0 (13, WB)	5.7 (13, WB)	8.2 (13, WB)	5.2 (13, WB)	30.2 (13, WB)
TRP14.02	Annual population growth (%)		1.5 (13, WB)	2.0 (13, WB)	2.5 (13, WB)	1.3 (13, WB)	1.6 (13, WB)
TRP14.03	Total dependency rates (%)		48.0 (13, WB)	52.7 (13, WB)	64.1 (13, WB)	48.3 (13, WB)	49.0 (13, WB)
	Youth dependency rates (%)		38.1 (13, WB)	46.4 (13, WB)	58.9 (13, WB)	42.2 (13, WB)	42.6 (13, WB)
TRP14.13	GDP growth rate (%)		6.0 (13, WB)	10.5 (13, WB)	7.4 (13, WB)	10.2 (13, WB)	8.0 (13, WB)
TRP14.14	GDP per capita (PPP, current international \$)		23 205.6 (13, WB)	3 212.2 (13, WB)	2 511.6 (13, WB)	14 000.7 (13, WB)	5 167.0 (13, WB)
TRP14.15	GDP by sector (value added, % of GDP)	Agriculture	4.9 (13, WB)	19.7 (12, WB)	27.4 (13, WB)	14.5 (12, WB)	18.9 (12, WB)
		Industry	37.8	25.4	21.7	48.4	32.3
		Services	57.2	54.9	50.8	37.0	48.8
TRP14.17	Global Competitive Index	Rank (out of 148)	50 (13/14, WEF)	121 (13/14, WEF)	100 (12/13, WEF)	NA	NA
TRP14.25	Employment by main sector (15+)	Agriculture	25.6 (12, NSO)	30.1 (12, NSO)	52.9 (09, NSO, 15–75)	M	M
		Industry	19.5	21.7	15.6		
		Services	54.9	48.2	31.5		
TRP14.29	Activity rates by sex (15+)	Total	71.7 (12, NSO)	64.2 (12, NSO)	50.1 (09, NSO, 15–75)	60.6 (10, ILO*)	60.8 (10, ILO*)
		Male	77.2	77.3	64.8	75.7	74.4
		Female	66.8	51.8	38.4	46.4	47.6
TRP14.30	Employment rates by sex (15+)	Total	67.9	58.8	44.3	54.0	54.0
		Male	74.0	71.3	56.9	67.3	66.0
		Female	62.5	46.9	34.4	41.4	42.4

			(12, NSO)	(12, NSO)	(09, NSO, 15–75)	(10, ILO*)	(10, ILO*)
	<b>Employment rates (20-64) (EU2020)</b>		80.7 (12, NSO)	69.7 (12, NSO)	51.8 (09, NSO, 15–75)	M	M
<b>TRP14.31</b>	Unemployment rates by sex (15+)	Total	5.3	8.4	11.5	4.0	0.4
		Male	4.1	7.7	12.3	5.3	
		Female	6.5	9.5	10.5	2.3	M
			(12, NSO)	(12, NSO)	(09, NSO, 15–75)	(10, NSO, ad, ?)	(08, Laborsta, ad, ?)
<b>TRP14.32</b>	Youth unemployment rates by sex (15–24)	Total	3.9	17.6	16.7	M	M
		Male	2.9	16.1	19.2		
		Female	5.1	20.1	13.7		
			(12, NSO)	(12, NSO)	(09, NSO)		
<b>TRP14.44</b>	Population (15+) with at least upper secondary education (%)		92.1 (12, NSO)	82.2 (12, NSO)	71.3 (09, NSO, 15–75)	M	M
<b>TRP14.46</b>	Tertiary educational attainment of population aged 30–34 (EU 2020)		M	23.1 (12, NSO)	M	M	M
<b>TRP14.47</b>	Adult literacy rates (15+)		99.8 (15, UIS*)	99.2 (09, UIS)	99.7 (11, UIS*)	99.6 (11, UIS*)	99.4 (11, UIS*)
<b>TRP14.55</b>	Early school leavers (EU 2020)		M	M	M	M	M
<b>TRP14.57</b>	VET students as a proportion of the total number of students in upper secondary education (ISCED 3)		24.5	32.6	10.3	M	63.8
			(12, UIS)	(11, UIS)	(11, UIS)		(06, UIS)
<b>TRP14.68</b>	Low achievers (%) (ET 2020)	Reading	57.1	83.3	NA	NA	NA
		Maths	45.2	86.6			
		Science	41.9	81.0			
			(12, OECD)	(09, OECD)			
<b>TRP14.86</b>	Public expenditure on education as % of GDP		3.1 (09, UIS)	6.8 (11, UIS)	4.9 (13, NSO)	M	M
<b>TRP14.87</b>	Public expenditure on education as % of total government expenditure		13.0 (09, UIS)	18.7 (11, UIS)	17.9 (13, NSO)	M	M
<b>TRP14.89</b>	Public expenditure on VET as percentage of the total spending on education		6.9 (12, TRP)	5.0 (11, WB, vocational education only)	3.8 (11, MoE)	M	24.0 (10, MoF, secondary professional education only)

<b>ADD.1</b>	<b>Adult participation in lifelong learning (ET 2020)</b>		M	M	M	M	M
<b>ADD.2</b>	NEETs rates (15–24) by sex (%)	Total	M	15.4	40.7	M	M
		Male		M	M		
		Female		M	M		
				(13, ILO-trans)	(07, ILO)		

**Notes:** (year, source); In **bold** EU/ET benchmarks 2020

**Legend:** M: Missing data; NA: Not Applicable (e.g. the country did not participate in the survey); \*: estimates; ?: unknown age range; ad: administrative data

**Sources:** NSO: National Statistical Office; WB: World Bank; UIS: UNESCO Institute for Statistics; MoE: Ministry of Education; MoF: Ministry of Finance; OECD: The Organisation for Economic Cooperation and Development; TRP: Torino Process Country Report; WEF: World Economic Forum



# ABBREVIATIONS AND ACRONYMS

<b>CA</b>	Central Asia
<b>ECEC</b>	Early childhood education and care
<b>EE</b>	Eastern Europe
<b>ESL</b>	Early school leaving
<b>ET 2020</b>	Strategic framework for European cooperation in education and training 'Education and Training 2020'
<b>ETF</b>	European Training Foundation
<b>EU</b>	European Union
<b>GDP</b>	Gross domestic product
<b>IAG</b>	Inter-Agency Group on TVET
<b>ILO</b>	International Labour Organisation
<b>ISCED</b>	International Standard Classification of Education
<b>LFS</b>	Labour force survey
<b>NSO</b>	National statistical office
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PISA</b>	Programme for International Student Assessment
<b>PPP</b>	Purchasing power parity
<b>SEET</b>	South Eastern Europe and Turkey
<b>SEMED</b>	Southern and Eastern Mediterranean
<b>TVET</b>	Technical and vocational education and training
<b>UIS</b>	UNESCO Institute for Statistics
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>VET</b>	Vocational education and training

## COUNTRY CODES

<b>AL</b>	Albania	<b>MA</b>	Morocco
<b>AM</b>	Armenia	<b>MD</b>	Moldova
<b>AZ</b>	Azerbaijan	<b>ME</b>	Montenegro
<b>BA</b>	Bosnia and Herzegovina	<b>MK*</b>	Former Yugoslav Republic of Macedonia
<b>BY</b>	Belarus	<b>PS</b>	Palestine
<b>DZ</b>	Algeria	<b>RS</b>	Serbia
<b>EG</b>	Egypt	<b>RU</b>	Russia
<b>GE</b>	Georgia	<b>SY</b>	Syria
<b>HR</b>	Croatia	<b>TJ</b>	Tajikistan
<b>IL</b>	Israel	<b>TM</b>	Turkmenistan
<b>JO</b>	Jordan	<b>TN</b>	Tunisia
<b>KG</b>	Kyrgyzstan	<b>TR</b>	Turkey
<b>KZ</b>	Kazakhstan	<b>UA</b>	Ukraine
<b>LB</b>	Lebanon	<b>UZ</b>	Uzbekistan
<b>LY</b>	Libya	<b>XK*</b>	Kosovo

*(\*) Two-letter code yet to be defined. The provisional code MK does not affect the definitive denomination of the country to be attributed after the conclusion of the negotiations currently taking place in the United Nations. XK is the provisional code used by Eurostat.*

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## CONTACT US

Further information can be found on the ETF website:  
[www.etf.europa.eu](http://www.etf.europa.eu)

For any additional information please contact:

European Training Foundation  
Communication Department  
Villa Gualino  
Viale Settimio Severo 65  
I – 10133 Torino

**E** [info@etf.europa.eu](mailto:info@etf.europa.eu)

**F** +39 011 630 2200

**T** +39 011 630 2222

