



WORK PROGRAMME 2009

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EXECUTIVE SUMMARY

The European Training Foundation (ETF) is a specialised agency of the European Union based in Turin, Italy.

The ETF provides advice and assistance to the European Commission and 29 partner countries for the reform of human capital development policies under the European Union's external relations instruments. The ETF helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy.

The objectives of the ETF's 2009 Work Programme are to:

- support the European Commission in the development and deployment of external assistance in the area of human capital development; and
- support the continuing development of partner country capacities in human capital development.

The ETF's 2009 Work Programme consolidates the country emphasis outlined in the Mid-Term Perspective for the period 2007-10.

In 2009, the ETF will focus on the implementation of its recast regulation which extends the ETF's thematic mandate from vocational education to human capital development. This shift has been evident in ETF operations since 2003 with both the European Commission and partner country stakeholders making stronger demands on it. By opening a door to the possibility that the ETF can be asked to provide its services beyond the 29 countries it currently deals with, the recast regulation challenges the ETF to consolidate its experience and lessons learned and outline these more clearly to the international community.

The 2009 work programme responds to this challenge by focusing more strongly on country-based actions and activities directed to adult learning, employability and measures that promote lifelong learning.

Introduction

The European Training Foundation (ETF) is a specialised agency of the European Union based in Turin, Italy.

The ETF¹ provides advice and assistance to the European Commission and 29 partner countries² for the reform of human capital development policies under the European Union's external relations instruments³. The ETF helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy.

The ETF provides services to a range of stakeholders and clients with shared interests in the contribution that human capital development can make to EU external assistance objectives. These stakeholders include European institutions such as the European Commission, the European Parliament, related European agencies and EC Delegations, as well as policy stakeholders in partner countries. The ETF also works with the international donor community to exchange information and lessons learned in the assistance field.

The ETF's annual Work Programme for 2009 is guided by the proposed recast regulation for the ETF and the ETF's Mid Term Perspective (MTP)⁴ which describes the priorities and actions the organisation will follow during the 2007-10 period.

ETF activities in 2009

2009 is scheduled to be the first full year of operation under the recast regulation proposed by the European Commission in 2007⁵. The recast clarifies the ETF's functions and aligns its actions with changes to the EU's perspectives on education and external assistance in recent years.

The introduction of human capital development as the core thematic mandate for ETF operations puts the focus on education and training in a lifelong learning perspective including stronger links with labour markets. The recast regulation recognises the directions that the ETF's support to partner countries has been moving in over recent years and endorses the growing practice of linking education to socio-economic development in the labour market, the skills dimension of migration, poverty reduction and social inclusion.

Under the recast regulation, the ETF will increasingly adapt its operations and capacities to support partner countries through⁶ work involving:

- Facilitating adaptation to industrial changes, in particular through vocational training and retraining;
- Improving initial and continuing vocational training in order to facilitate vocational integration and re-integration into the labour market;
- Facilitating access to vocational training and encouraging the mobility of instructors and trainees and young people in particular;

¹ The ETF was established by Council Regulation No. 1360 in 1990 to contribute to the development of education and training systems in partner countries.

² These countries are: Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Egypt, the former Yugoslav Republic of Macedonia, Georgia, Israel, Jordan, Kazakhstan, Kosovo (as defined in UNSCR 1244), Kyrgyzstan, Lebanon, Moldova, Montenegro, Morocco, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, Uzbekistan, and West Bank and Gaza Strip

³ The EU's external assistance programmes help developing and emerging economies achieve sustainable economic and social development through greater integration into the world economy and the reduction of poverty. The ETF provides support under the Instrument for Pre-Accession (IPA), the European Neighbourhood and Partnership Instrument (ENPI) and the Development and Co-operation Instrument (DCI)

⁴ The mid-term perspective is informed by three main policy sources i) the external relations instruments of the 2006-2013 programming cycle – IPA, ENPI, DCI; ii) the ETF's anticipated recast regulation; and iii) the Communication of the Commission on the ETF: COM (2006) 832 final 19.12.2006.

⁵ Brussels, 25.7.2007 COM(2007) 443 final

⁶ Ibid.

- Stimulating co-operation between education establishments and companies;
- Developing exchanges of information and experience on issues common to EU Member State training systems;
- Increasing the adaptability of workers, particularly through increased participation in education and training in a lifelong learning perspective;
- Designing, introducing and implementing reforms in education and training systems in order to develop employability and labour market experience.

The recast regulation also places the ETF's activities clearly within the framework of the EU policies for external assistance, in particular the external assistance instruments introduced in 2007 – the Instrument for Pre-Accession (IPA) dealing with the enlargement⁷ process; the European Neighbourhood and Partnership Instrument (ENPI) which supports the European Neighbourhood Policy⁸ and the Development and Co-operation Instrument (DCI) which supports other third countries⁹, specifically for the republics of Central Asia at present and, when proposed by the Commission and agreed by the ETF Governing Board, other third countries.

The impact of the recast regulation means that from 2009 the ETF faces a quantitative and qualitative change in its outputs¹⁰ for the Commission and its stakeholders under the external assistance programmes. The ETF will be expected to follow countries more strategically and achieve a higher level of outputs.

In 2009 no further investment or engagement will be made by the ETF in Tempus technical assistance services. The Tempus III phase of the Tempus Programme, expired at the end of 2006, and, as indicated in the ETF's Mid-term Perspective 2007-2010, the management of Tempus technical assistance has been repatriated to the Executive Agency for Education, Audio-Visual, and Culture in Brussels.

As an EU agency, the ETF will follow the priorities of the Czech and Swedish EU Presidencies in 2009, as well as the evolving policy and institutional context of the European Union including any necessary follow up to the Eastern European Partnership to be announced by the Commission in December 2008. In this respect, the ETF's expertise is available to the Commission to support policy initiatives on the broader contribution that the EU makes to European society, security and transparency and key international issues such as globalisation and sustainable development. In 2009, the ETF will foster the development of lifelong guidance in third countries in line with the priorities identified by the resolution of the French Presidency in 2008¹¹.

The ETF's activities follow the three main pillars of action established by the Mid-Term Perspective and cover:

1. Support to education and training reform by:
 - Contributing to the Enlargement process through the modernisation and reform of education, labour market and training systems in candidate and potential candidate countries;
 - Contributing to prosperity and development in the Neighbourhood region through cooperation and partnership in human capital development and implementation;
 - Contributing to human capital development in Central Asia;
 - Supporting the European Commission and partner country policy development through innovation and learning;
2. Corporate communication of the ETF's activities, products and services; and

⁷ Council Regulation (EC) No 1085/2006 of 17 July 2006 establishing an Instrument for Pre-Accession Assistance (IPA).

⁸ Regulation (EC) No 1638/2006 of the European Parliament and of the Council of 24 October 2006 laying down general provisions establishing a European Neighbourhood and Partnership Instrument.

⁹ Regulation (EC) No 1905/2006 of the European Parliament and of the Council of 18 December 2006 establishing a financing instrument for development cooperation.

¹⁰ COM (2007) 443 final.

¹¹ Council Resolution on better integrating lifelong guidance into lifelong learning strategies, Education, Youth and Culture Council meeting, Brussels, 21 November 2008.

3. Organisational learning: strengthening the ETF's knowledge and systems.

Pillar 1: Support to education and training reform in 2009

The ETF will strengthen the country focus that it adopted in 2007-08. Country implementation plans will set the objectives for ETF support to reforms in the partner countries. They will specify the actions to be taken in each country to support the Commission and national modernisation agendas. Individual plans can be found on the ETF website under country specific pages that describe activities undertaken by the ETF in each country¹².

In addition to its country actions, the ETF will also undertake a limited number of thematic or regional projects. These will support capacity development in the countries and generate evidence for future EU programming. Key thematic policy related issues being addressed during the year include support to qualification frameworks, the relationship of lifelong learning to flexibility and security in the labour market, quality assurance, post-secondary education, social inclusion and human capital development, as well as the participation of women in the labour market.

Overall, the ETF will assist policymakers by:

- contributing to partner country policy design and implementation in the area of human capital development; and
- helping countries to maximise the opportunities offered through the EU's external assistance instruments.

The ETF will support policy development in the partner countries through policy analysis and capacity building, reviews of human capital development strategies, and the implementation of policy approaches, peer learning and review actions between partner countries themselves and with the EU.

The ETF will also help to establish stronger links to Community assistance priorities and modalities. The ETF's investment will reinforce the national stakeholder networks essential to the reform processes and the success of EU assistance. A key area of co-operation will be with the Italian government through the Italian Trust Fund, which is expected to give a high priority to co-operation in the Mediterranean region over the next three years.

Activity 1: Contributing to the EU enlargement process by supporting human capital development

The enlargement process is a priority for the EU's external relations policy and involves the seven countries in the Western Balkans and Turkey. Croatia, the former Yugoslav Republic of Macedonia and Turkey are candidate countries, while the other five are currently potential candidate countries.

The ETF's work in the region is generally guided by the policy objectives and orientations of the European Employment Strategy, including its dimensions on inclusiveness and decent work¹³, and the EU's Education and Training 2010 programme. Relevant information concerning related policy priorities, objectives and benchmarks will be fed into the policy debates with local stakeholders on the topics mentioned below.

In carrying out its work in the IPA region, the ETF will maintain its links with the Commission ensuring that all activities are complementary or directly support other EU activities, EU Member States or Cedefop, particularly in relation to the candidate countries. The ETF will also cooperate with other major players in the region such as the World Bank and the Regional Cooperation Council's¹⁴ Task Force on Human Capital Development and the South Eastern European Education Co-operation

¹² <http://www.etf.europa.eu>

¹³ COM(2006)249 - Promoting decent work for all: The EU contribution to the implementation of the decent work agenda in the world

¹⁴ The Regional Cooperation Council (RCC) was officially launched on 27 February 2008, as the successor of the Stability Pact for South Eastern Europe. Details are available at <http://www.rcc.int>

Network (ERI SEE)¹⁵. In addition, the ETF will join forces with the EU Presidency on activities in the field of human capital development.

Challenges in human capital development

Since the mid-1990s Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Kosovo (as defined in UNSCR 1244), the former Yugoslav Republic of Macedonia and Albania have been undergoing major economic transition processes, in which companies were privatised and restructured or liquidated altogether. Massive job losses occurred, which left mainly older and low or narrowly skilled people with few employment prospects and the transition from school to work a major challenge for many young people.

Though many countries have undertaken initiatives to adapt their education and training systems and their links to employment, social inclusion and competitiveness, implementation lags behind declared policies. Continuing challenges include improved access to education, a widening of choices and the modernisation of delivery.

Post-secondary vocational training and higher vocational education remain areas that require ongoing reform. Adult learning provision, which used to rely on a network of company training centres and publicly funded institutions, needs to be revitalised, adjusted to the needs of both employed and unemployed people and considerably expanded. Support to entrepreneurship is essential as a possible remedy to the lack of jobs and to help boost the economy. Active employment policies also need to be devised and implemented to accompany labour market reform, to help both young people and adults make up for their skills deficits and to reduce unemployment.

Turkey faces similar problems in order to meet the challenges of economic change, regional disparities in opportunities and the impact of demographic growth.

The ETF's objectives and approach

The ETF's role in human capital development during the pre-accession process has two main objectives:

- supporting the Commission in the identification and deployment of external assistance; and,
- supporting partner countries to build capacity in quality policy development and implementation.

This translates into four main types of work:

- preparing country and background analyses and input for the Commission's reporting exercises.
- Assisting partner country authorities to develop the capacity to define and prepare IPA measures so as to ensure more mature projects to support the reform processes.
- Assisting the Commission by monitoring policy progress and undertaking impact assessments of EU interventions.
- Providing specific policy advice and capacity building through policy learning in a restricted number of priority areas.

The ETF will work on two levels to assist the countries. Education and training systems and their links to employment, social inclusion and competitiveness essentially relate to the setting of priorities at national level and the ETF will therefore identify a number of priority areas in each country that can best be addressed at that level.

The ETF will also promote networking, exchanges of experience and benchmarking amongst the countries of the region and with the European Union. Therefore a number of commonly identified challenges will also be addressed at a multi-country level. One aspect of this will be the further development of the ETF peer learning approach piloted in the region over recent years into a mutual learning process introducing the countries to approaches similar to the open method of coordination.

In addition, DG Enlargement has requested the continuation of the assistance provided in 2008 to the EU Aid Programme for the Turkish Cypriot Community in the areas of Cyprus not under the control of the Republic of Cyprus¹⁶.

¹⁵ The SEE-ECN is a project within the framework of the Stability Pact for South Eastern Europe (Task Force Education and Youth). <http://www.see-educoop.net>

Multi-country actions

Social inclusion through education and training

In 2007, the ETF started to address the issue of the social inclusion of ethnic groups in education and training. An initial stocktaking report was prepared on good practices in the EU and the Western Balkans on the social inclusion of ethnic groups through education and training. In 2008, this was followed up with a dissemination of the results to all countries, capacity building for the development of policy guidelines in Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia and Montenegro, as well as an international conference. At the same time a number of countries began to prepare projects for submission to the IPA.

In addition to the national focus, there is scope for a regional approach, involving policy discussions and peer learning to help overcome challenges relating to the social inclusion of ethnic groups in education and training, as well as to help broaden the outlook of national stakeholders and build instruments and tools to identify the needs of the groups, including performance indicators for monitoring outcomes. During the period 2009-10, the ETF will establish a regional policy group as a forum for cooperative exchange and mutual learning between the Western Balkan countries and selected EU Member States. A set of policy learning tools will be developed to enable targeted stakeholders to learn from each other and EU experience.

Teaching and learning

The ongoing support in the field of teaching and learning will continue in 2009 with a focus on sharing good practice in teacher training through communities of practice. In 2008 the project emphasised school-based development and building capacity within national vocational training centres to manage and draw lessons as a source of innovation. In 2009 activities will continue on strategic school development and a major 'bench-learning' exercise will be carried out between the participating vocational training centres. The project will conclude with an ETF teacher training network conference.

Entrepreneurial learning

The ETF will continue to support the Commission (DG Enterprise & Industry) in the monitoring and assessment of the performance of the Western Balkan countries in the human capital dimensions of the European Charter for Small Enterprises. Additionally, following the 2008 interim assessment, specific support will be provided to four countries to promote more systematic enterprise-driven training needs analysis¹⁷. The ETF will also facilitate dialogue with a group of expanding businesses from the region with clearly defined human resources development interests. This will contribute to greater insight on how both public and privately-supported training provision could be better adapted to growing businesses.

Mutual learning processes towards the open method of coordination

Over the last four years, the ETF has developed peer review and peer learning methodologies as an instrument for fostering mutual learning and policy discussions within and between countries. In 2009, the ETF will develop these approaches further and take the mutual learning processes in the direction of the open method of coordination. In the process the ETF will learn from the cluster and peer learning activities approach of the Commission as part of the Member State activities within the EU Education and Training 2010 programme. Three topics have been identified as common challenges among the majority of countries in the region. These are quality assurance, post-secondary vocational education and links to higher vocational education, and adult learning. For each of these areas a targeted approach and programme will be developed.

Country based actions

Activities in each country include a range of interconnected issues: country analyses on human capital development, inputs to reporting, support to the IPA project cycle and the ETF contribution to national policy development and implementation.

The ETF will update its country analyses with specific emphasis on Croatia, Montenegro and Serbia in 2009. In the potential candidate countries and the former Yugoslav Republic of Macedonia, the ETF will support the European Commission in its analytical and programming tasks and the national

¹⁶ In 2008, this was provided on an exceptional and ad hoc basis.

¹⁷ To be undertaken for Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia and Serbia

authorities in their IPA planning processes. In Turkey the support to the IPA project cycle will focus on impact assessment and policy implementation.

The extent of the core activities carried out may vary from country to country and annually, but remain an essential and continuing part of the ETF's support to South Eastern Europe.

Candidate countries

Croatia

Specific activities in Croatia will focus on two main interventions: national qualification frameworks and social dialogue. Following the launch of the development of a Croatian Qualification Framework (CROQF) in late 2007, the ETF has supported the National Commission on CROQF, which aims to draft a proposal by the end of 2009. The ETF will continue its support to the National Commission with a focus on aligning with EQF developments, methodological assistance and capacity building. It will include approaches to describing levels and the development of outcome-based curricula. It may also address institutional challenges that will emerge from the implementation of the CROQF. With respect to social dialogue in education and training, support will focus on social partner involvement at national, regional and school levels and will be based on the roles to be defined in the forthcoming vocational training law expected to be submitted to parliament in 2008.

Croatia will also participate in the entrepreneurial learning and social inclusion through education and training projects.

Former Yugoslav Republic of Macedonia

Continued support to the National Vocational Training Centre and education and training system reform will be provided through an evaluation of vocational training curriculum reforms undertaken so far and by supporting the establishment of working groups involving social partner representatives in a few pilot sectors to identify sector skills needs and qualifications.

Experts from the former Yugoslav Republic of Macedonia will be involved in the regional ETF initiatives on social inclusion through education and training, teaching and learning, entrepreneurial learning, quality assurance in VET, post-secondary education and adult learning.

Turkey

The ETF will focus on four main areas of intervention in Turkey. Emphasis will be given to strengthening institutional capacity to reinforce and extend the implementation of vocational training reforms. This will be done partly through policy learning activities as a follow-up to the impact assessment of previous EU education projects that will be carried out late 2008 and through continued targeted support to the newly established Vocational Qualification Authority by developing an implementation strategy for the national qualification system. In the area of teacher training, continued support will be provided as a follow up to the recommendations of the impact assessment of the teacher training project carried out in 2007. Progress in the policy agenda for vocational teacher training reforms will be monitored through participation in the newly established Vocational Teacher Training Committee and by facilitating the annual national teacher training network workshop.

Complementary support to the EU Lifelong Learning project will be provided for the development and implementation of a Turkish lifelong learning policy, including career guidance. This takes forward work that began in 2008. Finally, a limited study on the barriers to women joining the labour market will be carried out. A number of challenges will be examined and the report will provide guidelines for policy action related to the labour market, vocational training and social inclusion.

Turkey will also participate in the regional activities taking place in the context of the projects on social inclusion through education and training, teaching and learning, and all three components of the mutual learning programme. In addition, Turkey will participate in the innovation and learning project on flexicurity.

Potential candidate countries

Albania

The ETF will focus its country specific work in Albania on three main areas of intervention. The work that began in 2007 on quality assurance will be continued with an emphasis on accrediting vocational training providers and elaborating an adequate policy for assessing student learning. The

development of post-secondary education in Albania has received limited attention in the recent reform process. The ETF will provide support to the key stakeholders to highlight this area in the country's debates on education and training policy and to contribute to a lifelong learning cycle for citizens. Furthermore, the ETF will continue its support for the development of an adult learning policy by raising awareness on gaps in the provision of adult learning and links with active labour market policies and social inclusion issues.

Albania will also participate in regional activities in relation to social inclusion through education and training, entrepreneurial learning, teaching and learning, and all three components of the mutual learning programme which will complement the activities at national level.

Bosnia and Herzegovina

At the country level, the ETF will support Bosnia and Herzegovina in two main policy areas: adult learning and social inclusion.

As a follow up to the feasibility study on adult learning undertaken in 2008, continued support will be provided to key stakeholders to raise awareness about the importance of adult learning and advance cooperation between institutions in education and employment as well as between social partners as first steps towards developing strategies in the area. The other area is social inclusion through education and training.

The aim of the ETF's intervention in 2009 in social inclusion is twofold: to facilitate discussion among national stakeholders and particularly among the ministries responsible for education on the topic in order to enhance awareness of the role of education and training for social inclusion; and, to contribute to the capacity building of stakeholders for the development and implementation of inclusive education and training measures.

Bosnia and Herzegovina will also participate in the regional activities in relation to social inclusion through education and training which will be complementary to the activities at country level, entrepreneurial learning, teaching and learning, and all the components of the mutual learning programme.

Kosovo¹⁸

In its support to the Commission, the ETF will work with the Kosovo government to facilitate policy dialogue on the design of a human capital development implementation strategy, with a particular focus on key indicators and monitoring performance outcomes.

Country specific activities will concentrate on four main areas of intervention. The ETF will support the Ministry of Education, Science and Technology in the IPA 2008 sector wide approach in education in order to: i) create a single, comprehensive lifelong learning sector strategy focusing on VET and adult education; ii) develop a comprehensive capacity development plan and iii) improve sector and donor coordination.

The ETF will help to build the capacities of the national body in charge of the development of a national qualification framework to ensure that account is taken of the European reference levels and transparency between national and sectoral qualifications is maintained.

Jointly with the European Commission, the World Bank and other key donors, the ETF will also facilitate policy discussions and interventions on the "job agenda" and the enhancement of human capital. This policy dialogue will be based on the findings of the 2008 World Bank/ETF joint report on youth employment. Finally, the ETF will contribute to policy dialogue among Kosovo stakeholders for improving and agreeing on a strategic employment framework, governance issues - in terms of structure, staff and resources - and social partnership.

Kosovo will also participate in regional activities in relation to social inclusion through education and training which are complementary to the activities at country level, entrepreneurial learning, teaching and learning, and all three components of the mutual learning programme.

Montenegro

In Montenegro, the ETF will support four policy areas. This will include continued support for social inclusion (that began in 2008), for Roma communities in education and training by extending policy

¹⁸ Under UNSCR 1244

support to a national teacher training facility. The ETF will also engage with the national authorities and schools in the further reform of school curricula and teaching and learning environments focusing on the development of key competences for lifelong learning. In the area of employment policy, support will be provided to address specific groups of 'hard to place' unemployed such as people with special needs, prisoners and ex-offenders. Finally, the ETF will start work on identifying skills needs for competitive businesses. The focus will be on policy development and pilot measures to support growth enterprises engaged, or with the potential to engage, in regional and EU trade.

Montenegro will also participate in regional activities in relation to social inclusion through education and training, entrepreneurial learning, teaching and learning, which are complementary to the national focus areas and the components of the mutual learning programme.

Serbia

In Serbia, the ETF will support three main policy areas at national level. In the area of quality assurance, support will be provided to clarify accreditation and assessment policy. Policy discussions on the potential contribution of post-secondary education to reform will also be supported, particularly in relation to its role as an option between secondary and higher education. Finally, the ETF will also support the development of adult learning policy and review provision.

Serbia will also participate in regional activities in relation to social inclusion through education and training, entrepreneurial learning and all components of the mutual learning programme which are directly complementary to the activities at national level.

Activity 2: Contributing to the Neighbourhood process through cooperation and partnership in human capital policy development and implementation

In the European Neighbourhood area, in line with the Commission's statements on its contribution to strengthening the Neighbourhood policy¹⁹, the ETF will increase its support to the Commission in the definition and implementation of external policies. The ETF will provide broader input to the project cycle and deepen its engagement in the ENPI region to build partner country capacities and ownership in the design, implementation and monitoring of the reform of human capital development systems.

The ETF will respond to the Commission's²⁰ requests to promote the transfer of knowledge and experience to contribute to reform in the partner countries and to support policy learning between the partner countries under the ENPI²¹.

Also in line with the EC Communications on the Black Sea Synergy Initiative²² and 'A strong European Neighbourhood Policy²³' of December 2007, the ETF will support regional cooperation within the EuroMed and Eastern regions. The positive progress assessment of the Black Sea Synergy Initiative²⁴ and the expected Communication on the new Eastern European Partnership in December 2008 as well as the launch of the Barcelona process: Union for the Mediterranean²⁵ in July 2008, have reconfirmed the EU's commitment to further defining cooperation at regional level based on partnership and co-ownership as the key principles.

¹⁹ Brussels, 4 December 2006, COM (2006) 726, final p7

²⁰ In the region covered by the ENPI, the ETF collaborates with a range of DGs: Enterprise, Justice, Employment, Aidco, and RELEX. DG EAC's initiatives in the area of European co-operation are also followed where these are found to be relevant to the reform strategies being followed in the region.

²¹ Expanding on the proposals contained in the Communication to the European Parliament and the Council on "Strengthening the ENP" – COM (2006) 726 final of 4 December 2006. European Neighbourhood Policy, Non Paper from the Commission. COM (2008) 164, 3 April 2008 "Implementation of the European Neighbourhood Policy in 2007".

²² Brussels, 11.04.2007 COM(2007) 160 final

²³ A Strong European Neighbourhood Policy, Communication from the Commission, COM(2007) 774 final, Brussels,

²⁴ Brussels 19.06.2008 COM (2008) 391 final

²⁵ Joint Declaration of the Paris Summit for the Mediterranean, Paris, 13 July 2008

Challenges in human capital development in the ENPI region: key priorities for action in a mid term perspective

The European Neighbourhood region is heterogeneous, but there are a number of cross cutting issues that give rise to related challenges in the different countries.

Unemployment is a significant problem for the region as a whole with challenges arising from the specific demographic and economic structures of the countries. In the countries of Eastern Europe, the main policy issues relate to the situation of adult workers, whereas in the Mediterranean region, youth and transition issues are the main focus. Understanding the dynamics of labour markets, and the key levers for employment promotion, (including the importance of entrepreneurship, productivity growth through an improved use of skilled labour and workplace restructuring) remain crucial areas for policy advice on human capital development. Similarly, small and medium sized enterprises, competitiveness and the participation of women in the labour force are major issues.

Governance and regulation represents a further challenge at different levels of the systems of the region with difficulties experienced in the areas of decentralisation, greater autonomy of schools, social dialogue and the development of social partnerships, e.g., at the national, regional, local and school levels. The issue is reinforced by weak links between different education sub-sectors, continuing training systems, and the absence of clear and comprehensive qualifications systems to provide access and encourage lifelong participation in learning.

In addition, increasing labour mobility and managed migration flows suggest that improvements in the transparency and relevance of information on education and training systems would assist future or potential managed labour migration programmes. Beyond this, there is also a need to promote mechanisms which facilitate the comparability of qualifications and their mutual understanding.

Finally, if closer integration between the economies of the region and the internal market is to be strengthened, then awareness and familiarity with EU policies in relevant fields and their possible application in the context of partner countries is an additional challenge. This is particularly important for EU processes in the field of vocational education and training. In line with the Bordeaux Communiqué presented during the French Presidency, the ETF will support exchange and co-operation with third countries, including mechanisms and tools of the Copenhagen process.

The ETF's objectives and approach

Given the high number of countries in the region and the limited resources available, the ETF will continue its policy of prioritisation of country investment. In 2009, Ukraine, Moldova, Morocco and Egypt will receive particular attention, followed closely by Jordan and the Caucasus countries, Tunisia and Syria. In Algeria, Lebanon, West Bank and Gaza Strip, Israel, Belarus and Russia the level of investment will be dependent on EC requests for support.

In the light of these priorities, the ETF's human capital development support objectives will be to:

- Strengthen the impact of EU interventions in the human capital development field by providing input to project and programme cycles and information and analysis to be fed into policy design and programming;
- Increase ENPI partner countries' capacities to design, implement, monitor and evaluate human resources development system reforms, focusing on key building blocks of vocational training/labour market systems; and
- Promote regional cooperation through cross country analyses and exchanges of experiences in particular between partner countries that can feed into regional initiatives such as the Black Sea Synergy and the Barcelona Process: Union for the Mediterranean.

As in the IPA region, the ETF's operations will combine multi and specific country actions to maximise the deployment of resources across the challenges and the individual countries.

Multi-country actions

National qualification frameworks

In Ukraine, Russia and the three Southern Caucasus countries, the ETF will conclude the national qualifications framework regional project which will include a publication on national qualification framework development in partner countries and the organisation of a closing conference. The ETF

project on developing qualifications in a pilot sector has encouraged participating countries to develop national policy papers that reflect their own approaches to the development of a national qualifications framework.

Black Sea employment reviews

The Black Sea employment reviews will build on the 2008 national stocktaking reports. Drawing on analyses of Russia and Turkey, a cross country report outlining the situation in the Black Sea region as a whole will be prepared. In the framework of the upcoming Eastern Partnership, the ETF is completing the Black Sea national series with a review on Belarus. The findings of the Belarus report will also be included in the cross country report.

The national report will be presented and discussed with national counterparts and, if countries so decide, further support actions could be defined in the context of the country projects. The cross country report will then be widely disseminated in 2010 and it is expected to inform EC and other donors programming particularly regarding Eastern regional cooperation projects in the field of training and employment.

MEDA-ETE

The EC funded Meda Education and Training for Employment (MEDA-ETE) project is finishing in 2008. In 2009 the ETF will carry out, as the implementing body, the closing conference where the project results will be shared and discussed with key stakeholders.

In addition to a number of specific country initiatives, the ETF will follow up on two specific regional initiatives. Firstly, the *e-learning* component will be further developed through a regional exchange of expertise on competences, skills identification and development for teachers and trainers as well as on sharing digital content. Secondly, the *EuroMed Observatory*, will receive support for the development of harmonised definitions of indicators, data collection and analysis of data. This is expected to feed into the follow-up²⁶ to the forthcoming EuroMed Employment Ministerial conference and the analysis of progress in the region on employment and human capital issues in co-operation with DG EMPL.

Entrepreneurial learning

The ETF will continue to support DG Enterprise in the implementation of the Euro-Mediterranean Charter. More specifically, the ETF will follow up the conclusions and recommendations of the November 2008 Euro-Mediterranean Industry Ministerial Conference, as well as exploring links with the Mediterranean Business Development Initiative²⁷.

The regional Mediterranean Entrepreneurial Learning project will have several strands. Firstly, following, the 2008 Charter Assessment, the ETF will support partner countries to develop a national strategy for lifelong entrepreneurial learning, including partnership building in four countries: Egypt, Jordan, Lebanon and Syria, with good practice inputs from Tunisia. Secondly, a pilot testing of indicators for entrepreneurship in higher education developed during 2008 will be undertaken in a selected group of countries to be decided in consultation with DG Enterprise. Finally, following the ETF 2008 Charter Assessment and specific interest by Syria, a pilot enterprise-driven training needs analysis exercise will be supported with the objective of assisting Syria in improving its performance in this area in the Euro Mediterranean Charter.

Country-based actions

Ukraine

In 2008, the ETF supported the Commission in its joint initiative with the World Bank to support national stakeholders in the design of a comprehensive national skills development strategy. In 2009, consensus building around the strategy and its pilot implementation will be supported. This work will include policy workshops, stakeholder meetings, study tours and round table discussions aimed at facilitating the pace of government reform efforts, identifying options and applying solutions from international experience and local evidence to address structural and institutional barriers.

²⁶ This may include a working group.

²⁷ Joint Declaration of the Paris Summit for the Mediterranean, Paris, 13 July 2008

The ETF will provide any required input to the Commission that may be useful in the preparations for the new ENP Action Plan and the negotiations for the new Association Agreement. The ETF will also continue to support Ukrainian partners in reviewing options for a reform of the national qualifications system, by providing access to European developments and by assisting with the development of a national qualifications framework strategy.

Particular attention will be paid to the involvement of employers and social partners as driving forces in this process. A pilot sector based project, launched in 2007, in the field of catering may be expanded to other economic sectors, such as construction and metal work. This would test and develop a sector qualifications framework that may serve as a model for a national framework in future years. Policy advice will be provided to national stakeholders on the establishment of the consultation and coordination mechanisms that are necessary to ensure the sustainability and functionality of the national qualifications framework. The ETF will facilitate peer learning with other countries, an activity that the Ukrainian partners have shown a considerable interest in. This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

Moldova

In Moldova, national stakeholders have expressed interest in developing understanding and awareness on national qualification frameworks as a lever for reform. This issue is also linked to support to the Commission in the implementation of the EU–Moldova Mobility Partnership. The ETF input will contribute to a better mutual understanding of the respective qualification systems between the EU and Moldova by making the competences and learning outcomes to which the respective qualifications refer more transparent. The work on a national qualifications framework will provide the platform for the closer involvement of social partners and economic actors.

Specifically, the ETF will conduct a human capital review to provide analysis on related aspects of competitiveness and equity, including the identification of short and long-term specific questions. The review will draw on the 2008 employment review (prepared as part of the Black Sea employment review project). This analysis is also considered as relevant input for the Commission in its dealings with the Moldovan authorities. This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

Morocco

The Moroccan National Charter for Education and Training provides a clear and comprehensive framework for action in the sector. The ETF will continue to provide support to underpin the current efforts being made to implement the Charter through projects on quality in vocational training and national qualification frameworks. The latter has received renewed support from the Moroccan authorities, including the Higher Council for Education, and is seen as a tool that can help to make the education system more responsive to labour market needs, improve the integration of the overall provision of education and enhance the transparency of qualifications. The latter aspect is also regarded by the Moroccan government as very relevant in the context of the negotiations of the advanced status with the EU. The Higher Council for Education has requested support to develop an integrated information system as well as to carry out an evaluation of the external efficiency of the education and training sector.

The ETF will further explore the Moroccan authorities' request for support for the development of a new tripartite entity to manage the financing of in-service training and participate in the accreditation of training centres. Furthermore, and in the context of a sector wide approach, the ETF will support the development of capacities in the ministry to monitor the reform progress in accordance with the matrix of pilot indicators developed in 2008. The ETF will provide other support considered relevant in the preparations for the 2010 vocational training sector programme.

Morocco will participate in the closing activities of the MEDA-ETE project and ETF follow up.

Egypt

Egypt is one of the largest and most important countries in the Mediterranean region. A long term policy challenge for Egypt is to create a nationally coherent framework for reform. Currently a large number of different strategies are being developed within a fragmented institutional framework.

The ETF will therefore support the efforts made by the different national and international stakeholders in Egypt by actively contributing to the development of a national strategy for reform and by supporting capacity building within the institutions that are key to achieving it, focusing especially on different aspects of the interrelation between skills and employment and on the development of a national framework for quality assurance in education and training.

This will be done through:

- the continuation of and synergy between existing actions that started in 2006 and 2008 (support to the setting up of a national qualifications framework, development of a career guidance system, support to the Egyptian Observatory for Education, Training and Employment, migration and skills²⁸, women and work, and skills and competitiveness); and
- specific actions to support the Commission in its activities and policies (regular assessment of the progress of technical vocational training reform in Egypt and the contribution of the Meda-EC technical vocational training reform programme).

In addition and in the context of the follow up to the EuroMed Charter for Enterprise assessment and on the basis of the conclusions of the EuroMed Ministerial Industry conference, the ETF will provide support for the development of a policy partnership for entrepreneurial learning that should lead a comprehensive strategy in this area at national level. Egypt will also participate in the closing activities of the MEDA-ETE project and ETF follow up actions.

Jordan

Building on its past experience, the ETF's work in Jordan in 2009 will focus on supporting the Commission in the design of a vocational training sector programme support package.

The ETF will continue to provide complementary support to strengthen the governance of the vocational training system and the capacities of the Ministry of Labour as leader of the sector reform to monitor progress. This will occur mainly through the ongoing project, which will support the institutional capacities of social partners to play an active role in human capital policy development and implementation, as well as assisting the Employment and TVET Council to develop a quality assurance system and a national qualifications framework.

Gender equality is also a key issue and the ongoing 'Women and Work' project will provide input to the development of a national strategy to address the employment needs of women.

In the context of the follow up to the EuroMed Charter for Enterprise assessment and on the basis of the conclusions of the EuroMed Ministerial Industry conference, the ETF will provide support for the development of a policy partnership for entrepreneurial learning that should lead to the development of a comprehensive strategy in this area. This will be implemented at national level. Jordan will also participate in the closing activities of the MEDA-ETE project and the ETF follow up actions.

Georgia

The ETF will continue to support the Commission in the feasibility and financing phases of the VET sector programme support package under the ENPI. This will be complemented, as requested by the Commission, with targeted advice and capacity building for the National Professional Agency, including monitoring mechanisms, facilitation of private-public dialogue, school autonomy and the validation of prior learning. The ETF will need to prioritise these issues following closer discussions with the EC and national stakeholders. This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

DG Justice is also planning to sign a Mobility Partnership in Georgia and may request the support of the ETF. As in the case of Moldova, the ETF's contribution would aim at a better mutual understanding of the respective qualification systems between the EU and Moldova through improved transparency of what qualifications mean in terms of learning outcomes.

²⁸ This project is carried out in partnership with the Italian authorities, and includes an analysis of sector skills needs and mobility issues.

Armenia

Having provided support to EC services for the design of two vocational training sector interventions, the ETF will continue to provide input to the overall reform process through continuous monitoring and workshops. The ETF will continue its complementary support (started in 2008) for system governance, particularly to the newly established tripartite Vocational Training Council. This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

Azerbaijan

In 2009, the ETF will put its expertise and experience at the disposal of the Commission to support the implementation of the Tacis vocational training project, in particular for inter-sectoral dialogue and national qualifications framework development. School autonomy has also been raised as a key issue in vocational training reform and the ETF will study the possibility of a joint initiative with Georgia. Improving school responsiveness to local labour market needs and school autonomy in general, has also been identified as a key priority area. This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

Tunisia

In 2009, the ETF will focus its work in Tunisia on supporting the implementation of the approved national qualifications framework (*Classification Nationale des Qualifications*). The support will build on the work carried out in 2006-08 and will have a clear country focus including input to the communication strategy to ensure the full ownership of the different stakeholders and society in general, design of relevant mechanisms for the implementation and update of the activities, as well as exposure to relevant experience on the validation of prior learning. The ETF is available to support EC services in the design of the sector programme support package initiative foreseen in the National Indicative Plan on vocational training and employment. The ETF women and work project will continue. The project will support the mainstreaming of gender equality issues in education and training policies and, in particular, in the transition of women from school to work.

In the context of the follow up to the EuroMed Charter for Enterprise assessment and on the basis of the conclusions of the EuroMed Ministerial Industry conference, the ETF will build on the Tunisian example to support the development of policy partnerships for entrepreneurial learning in a number of countries in the region. Tunisia will also participate in the closing activities of the Meda ETE project and the ETF follow up actions.

Syria

Demands from Syrian national stakeholders have converged on addressing the key issues of unemployment (particularly youth unemployment) and raising the competitiveness of Syrian industries to face the challenges of the transition towards a market economy. Several specific initiatives have emerged: an updated labour market review, including reference to efficiency, support to follow up of the EuroMed Charter assessment and implementation of the entrepreneurial learning strategy, as well as strengthening the capacities for a sectoral training needs analysis.

The inclusion of social partners will be promoted as a key factor for relevant training needs analysis. The ETF will support EC services in the planned ENPI interventions described in the National Indicative Programme, specifically, the 2010 ENPI “Upgrading VET system and promoting continuing training programme” and the 2010 ENPI “Promoting business development programme”.

Syria will also participate in the closing activities of the MEDA-ETE project and the ETF follow up actions.

Lebanon

In 2009, the ETF will respond to EC requests in relation to education reform and will assist preparatory work in the context of future ENPI interventions in the field of education and training. In the context of the follow-up of the EuroMed Charter for Enterprise assessment, and on the basis of the conclusions of the EuroMed Ministerial Industry conference, the ETF will support the development of a policy partnership on entrepreneurial learning.

Algeria

In 2009, the ETF will respond to EC requests in relation to ENPI interventions linked to education and employment and, if requested, will carry out a stocktaking exercise on the progress of the reform and the contribution of the MEDA vocational training reform project. In addition, national authorities have expressed interest in the national qualifications framework and quality assurance issues, which will be reviewed with national stakeholders and EC services.

Algeria will also participate in the closing activities of the MEDA-ETE project and the ETF follow up actions.

West Bank and Gaza Strip

The greatest potential of the West Bank and Gaza Strip lies in its human capital and its very young and demographically active population. That is why human capital development issues are required to play a major role in the development of the territories, hampered by the difficult economic, political and security situation of the territories. The ETF will contribute to the priorities established by the EU in its support to the West Bank and the Gaza Strip by enhancing its participation in regional activities (closure and follow up of MEDA-ETE and entrepreneurial learning projects) and by supporting requests from the EC for the reform of education and training. In this sense, the ETF will confirm with the Commission the need for a fact finding mission at the beginning of 2009 to analyse the situation regarding the reform of human capital development.

Belarus

As in previous years, ETF support to the country will be strictly aligned with EU policies and interventions. The ETF is available to continue to illustrate EU developments in education and training policies to Belarus institutions and facilitate dialogue between various stakeholders, including government, social partners and NGOs.

This may also be complemented by additional exposure to peer learning contacts with new Member States in the context of the implementation of the Eastern European Partnership.

Israel

Israel, member of the Barcelona process, the EuroMed partnership and the Neighbourhood policy, is an ETF partner for regional activities. Due to its level of development, it is not a recipient of intensive technical assistance. However, Israel faces many common challenges in the field of human capital development which can usefully be shared with EU Member States and other countries of the region and outside. In this light, the ETF will support the participation of Israel in its regional programmes (closure and follow up of MEDA-ETE) and the exchange of experience and knowledge with EU Member States and other partner countries.

Russia

Russia is an important reference country for the Commonwealth of Independent States. Reforms in Russia are often more advanced than those of the other countries in the region. The ETF therefore has an interest in closely following the developments in the education and training sector. Russia will continue to participate in regional activities (closure of the national qualifications framework project) and will work closely with the Ukrainian team to exchange experiences on the development of the national qualifications framework. The ETF will provide input on request to EC services in the context of the negotiations for the new EU-Russia framework of relations in the area of human capital development. In this context, exposure to EU developments particularly in relation to the Education and Training 2010 and Copenhagen processes has been raised by Russian stakeholders.

Activity 3: Contributing to development cooperation in human capital development in Central Asia

The introduction of the Instrument for Development Cooperation (DCI) in 2007 has led to renewed attention in Central Asia and the subsequent prioritisation of education and training system reforms, in particular related to vocational education and training, and the modernisation of higher education and skills development to enhance living standards and reduce poverty.

Since May 2007, this attention to the importance of education and training has been further underpinned by the European Council's Central Asian Strategy for a New Partnership²⁹, which will lead to a European Education Initiative for Central Asia³⁰, covering the whole education sector.

At the request of the European Commission, the ETF will share experience in human capital development related issues with other DCI countries. This is likely to involve the provision of expertise on vocational education and training policies to support UNESCO-led vocational education and training programmes for Iraq implemented through the Iraq Trust Fund. ETF expertise input will focus on apprenticeship schemes, quality assurance, teacher training and labour market information.

The ETF will continue to keep abreast of the education and training related activities of other donors in Central Asia and share its experience with other donors and in particular, in consultation with the European Commission, engage with the World Bank and the Asian Development Bank.

Challenges in human capital development

The Central Asian republics face a number of interrelated challenges in terms of economic development, labour market efficiency and demographic change as well as growing social disparities and rural poverty.

Key challenges concerning the education and training systems of all Central Asian countries include:

- Developing institutional capacity to improve the organisation, content and quality of education and training;
- Reducing the mismatch between the supply and demand for skills through the development of comprehensive education and training systems that can respond to emerging skills and qualification needs;
- Improving competitiveness, enhancing living conditions and reducing poverty through skills development;
- Qualifications and skills development for employment and the links to migration;
- Developing mechanisms to enable and encourage adult training and to initiate lifelong learning.

The ETF's objectives and approach

In 2009, the ETF's objectives in the Central Asian countries covered by the Instrument for Development Cooperation are:

- At the request of the Commission services, to contribute to strengthening the definition and implementation of EU external policies by providing input and support to the programme cycle;
- Support partner countries to improve capacity in quality policy development and implementation in the area of human capital development.

The ETF's approach follows a framework tailored to the Central Asian region as a whole and adapted to the resources available to support human capital development related reforms in each of the five countries. In line with the European Council Strategy and the European Education Initiative for Central Asia, the ETF will focus on work at a multi-country level. Through the dissemination of experience gained by individual countries and policy learning through networking, the ETF will therefore also contribute to regional cooperation, while ensuring that multi-country activities remain closely aligned and relevant to national reform strategies.

In July 2008, **Kazakhstan** adopted a new vocational training reform programme with a strengthened focus on the need to coordinate education and the labour market, facilitate social partnership in vocational training including a lifelong learning perspective and attention to local, regional and national school management capacity. Furthermore, the programme makes reference to a national qualifications framework. Since 2008, **Kyrgyzstan** has also been developing a new medium and long term education strategy, which makes reference to a national qualification framework. Preparations have also started for a sector programme in education. **Tajikistan** is in the process of re-defining the

²⁹ http://ec.europa.eu/external_relations/central_asia/index_en.htm

³⁰ http://ec.europa.eu/external_relations/central_asia - Joint Progress Report by the Council and the European Commission to the European on the implementation of the EU Central Asia Strategy

role of vocational education within the overall education system. Special attention is being paid to adult education, which is considered as having strong links to employment and migration questions. **Turkmenistan** is taking its first steps in education reform and is expected, with EC support, to evaluate and review its education system as a whole and examine the vocational training sector in particular. By 2009, **Uzbekistan** is due to complete its ambitious National Programme for Personnel Training, but may have to renew its efforts on issues such as the quality of vocational training including curriculum reform, teacher training and social partnership.

Multi-country actions

National qualification frameworks (NQF)

During the first half of 2009, the ETF will finalise its activities in Kazakhstan, Kyrgyzstan and Tajikistan on national qualification frameworks as references for national policy debates and discussions.

Skills development and poverty reduction (SDPR)

Also in the first half of 2009, the ETF will finalise its activities and initial experience-based policy guidelines on the role vocational schools can play in order to reduce (rural) poverty through skills development.

School development

The ETF will develop a new series of activities, which will initially focus on Kazakhstan, Kyrgyzstan and Tajikistan, in the field of school development from a local, regional and national perspective and will explore methods and policies allowing schools to become community learning centres.

Activities will build upon the positive results of the national qualifications framework and skills development for poverty reduction projects and will address two inter-related themes:

- Learning outcomes and the consequences for curriculum development and teacher or trainer training;
- School autonomy and development taking into consideration social partnership and a lifelong learning perspective.

Activities will address all key challenges for the region listed above together with a special emphasis on capacity development and piloting exercises. These will inform policy debate and developments, with special attention to their relevance for poor and rural areas.

While addressing issues of relevance to all Central Asian countries, work in each country will be closely linked to national education and training reform agendas. Accordingly, special attention will be paid in Kazakhstan to the role of the newly established regional vocational training centres, while adult training will be emphasised for Tajikistan.

Human capital development reform

The ETF plans to carry out a number of complementary capacity building actions for Turkmenistan and Uzbekistan in order to familiarise human capital development stakeholders with the debate initiated through the Central Asian national qualifications framework, skills development for poverty reduction activities as well as concepts initiated through the new school development project, so that these two countries are better prepared to join the school development project in 2010.

In order to support regional debate and networking on vocational training reform, the ETF will organise a regional conference (as it did in 2008).

Country based actions

Tajikistan

The ETF, in coordination with the Commission and its capacity building programme with the Ministry of Labour and Social Protection, will continue the discussion on skills development for employment and its links with migration to improve the knowledge base in the country on the relationship between qualifications and skills development, employment and migration in order to inform future policy making.

Kazakhstan

The ETF will complement the school development activities through the implementation of an innovation and learning project on the development of flexicurity-style labour market arrangements and skills development processes that facilitate people's transition into productive employment.

Kyrgyzstan

The ETF will pilot a human capital development review, developed through one of its innovation and learning projects. The review will provide input to the preparatory phase for a sector programme in education.

Activity 4: Supporting the European Commission and partner country policy development through innovation and learning

The ETF's innovation and learning programme supports the development of human capital policy strategies in partner countries. It ensures that the ETF is supporting the Commission by providing a focal point for international debate and a reference point for the analysis and use of experience in human capital development in partner countries. This programme is supported by knowledge management processes that integrate activities across the broad functions undertaken by the ETF, including networking and advice to partner country stakeholders, cooperation with international development agencies, ongoing staff development, and external communication.

The objectives of the innovation and learning programme are to:

- facilitate international dialogue and debate between the EU and partner countries on policy strategies and innovations in human capital development;
- develop evidence based policy advice on key themes being addressed by the EU and partner countries; and
- design and distribute lessons and experiences that assist partner country stakeholders and policymakers in the development of human capital sector policies that can be supported in the EU's external assistance programmes.

A framework for innovation and learning

As part of its contribution to the European Year of Creativity and Innovation in 2009, the ETF will bring together a range of activities into an integrated framework to improve links between its knowledge and experience and its stakeholders. The innovation and learning programme will cover three areas: Research actions; the analysis and consolidation of experience and knowledge available from the ETF's work and the international community in selected human capital development areas; and the dissemination of ETF experience to the European Commission, partner countries and the international community. The ETF will collaborate with experts from DG Development and EuropeAid in some of the research and knowledge consolidation initiatives included in the framework, contributing to knowledge sharing as a basis for better cooperation and preparation for potential future collaborations.

The ETF's actions within the framework will concentrate on generating key examples of good practice and the preparation of a series of policy analyses and briefs for publication. The ILP framework will support the continuing development of expertise within the ETF and its role as an international reference point for debate and ideas about human capital development.

ETF research actions

ETF research actions explore issues of strategic importance to human capital development with a primary focus on strengthening the ETF's support to the Commission and partner countries. The ETF's research actions in 2009 will continue on four projects that started in 2008 and will be completed in 2010.

These projects are:

- Gender equality and equity in education and training and its links with access to the labour market for women;

- The contribution of the modernisation of vocational education and training systems and policies to the development of competitiveness;
- The implications for lifelong learning and training policies of more flexible labour markets and the need for higher levels of security and employability in three selected partner countries; and
- Human capital development reviews.

In addition, the framework will also support continuing innovation in three areas in the Neighbourhood region – the use of e-learning, the use of the recognition of prior learning (RPL) within national qualification frameworks, and the relationship between migration and skills.

Analysis and consolidation of existing knowledge

In 2009, the ETF will establish a limited number of communities of practice on specific human capital issues relevant to the Commission and partner countries. The communities will generate outputs that contribute to the broad problems associated with human capital development in partner and, where relevant, other third countries. The communities will consolidate the ETF's capacity to assess partner country education and training systems/policies and provide technical thematic services to the Commission.

They will cover the following areas:

- Developments in EU approaches to lifelong learning and employability;
- Post secondary education;
- Governance and transparency in education;
- Education and development, including the role of human capital in fragile states;
- The recognition of qualifications

The groups will work closely with the Commission and operate within a specific timeframe and deliver outcomes for further discussion.

The groups may draw on external experience found in research institutions or other relevant organisations to facilitate the ongoing acquisition of knowledge. Working groups will have staff resources and limited funding.

Dissemination

Dissemination will be an integral element of both the working groups and the research projects. The outcomes of ETF research and analysis activities will be incorporated in an ETF dissemination strategy linked to the ETF publications and media strategy.

In 2009, the ETF will continue to share experience and lessons with the World Bank, particularly on the use of qualification frameworks. The ETF will also continue its cooperation with Eurofound on issues of complementary and common interest arising from innovation and learning activities, including employment issues.

2009 is also expected to see the start of the ETF's new International Advisory Panel (IAP). The panel will contribute to the ongoing development of the ETF as a centre of expertise by acting as an influential forum for the integration of policy and technical elements of the ETF's work. The International Advisory Panel will offer support to the ETF by providing feedback and guidance on human capital development policy issues in partner countries.

Pillar 2: Corporate communication

In 2009, the ETF's work on communications will be steered by the overall goals in the communications policy and in line with the recast regulation and mid-term perspective 2007-2010. The ETF will continue to develop methods to communicate its messages actively and effectively to politicians, practitioners, professionals, policymakers, and the public by better foreseeing their needs for information and distributing it to the right people at the right time in the right way.

The ETF will continue to ensure a clear and common understanding of its role and its expertise in supporting human capital development within the context of the EU external relations policies.

It will continue to develop methods to effectively communicate its messages – primarily by further improving the website, integrating social media, multimedia and audiovisual tools, elaborating its contacts with journalists from international and national media and increasing direct interaction with citizens via the website, exhibitions and events.

Content-wise, communication priorities in 2009 will, to a large extent, reflect the ETF's new mandate, the content priorities as described in pillar 1 and the European Year on Creativity and Innovation.

The ETF liaison officer in Brussels will support effective communication and working relationships with key players at the European institutions and contacts will be established and developed to promote the ETF, its mandate and activities and to identify counterparts for strategic and operational cooperation.

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

In 2009 this will include the following general objectives:

- to provide Europe's decision makers and citizens with independent and reliable information so that they can make informed choices and decisions on human capital development in the context of the ETF mandate.
- to raise awareness on human capital development through the reform of education, training and labour markets by communicating in an open, transparent, and understandable way.
- to raise the profile of the ETF as a centre of expertise by providing authoritative information and contributing actively to international debate on human capital in transition and developing countries.

Publications and periodicals

Production and dissemination of printed and online, high quality information on key thematic issues and expertise to a wide audience. New formats will be developed for regular information exchange with stakeholders particularly at European level and in the partner countries, including flagship publications, an in-depth magazine, and briefing notes. Thematic products will be particularly useful for sharing ETF expertise and competence with a wider, more global audience.

Website and multimedia

The ETF website provides 24-hour direct access to information for all target groups. In 2009, work will continue on improving the ETF's identity, ensuring regular news items, continuous updates and easy navigation. Interactive aspects to support the two-way communication and dialogue underlined in the communication policy will be developed. Interaction with broader audiences will give room for opinions through polls and project related discussion fora. Audiovisual information, including podcasts and videos presenting the ETF and its core activities will form an important part of the communication programme.

Events and visits

Dialogue-generating events and face-to-face communication are important ways to share knowledge. Activities will include the organisation of events to promote the new, extended mandate, projects, the European Year of Creativity and Innovation and the ETF's 15th anniversary. Where applicable these events will be held in cooperation with the EU Presidencies of the Czech Republic and Sweden. Interaction with EU citizens will be generated through participation in international and local events, and by marking special occasions such as Europe Day.

Press and media

Media contacts will be strengthened and widened to multiply the effect of key messages and increase the visibility of the ETF as a key provider of information on human capital development. Special and selected media will be used and a wider range of products of interest to the media will be produced and promoted, such as debate/opinion pieces from the Director, interviews and field visits to ETF partner countries.

Pillar 3: Organisational learning: strengthening knowledge and systems to support the delivery of community assistance

In 2009, the ETF will continue to adapt its operations to the new external assistance instruments, including the Commission's recommendations in its Communication on the ETF³¹. 2009 is also the penultimate year of the current mid-term perspective. A key issue during will be an assessment of progress made against objectives established for the period 2007-2010 and actions that need to be undertaken to prepare for the future.

Corporate performance

The ETF monitors its corporate performance through a series of indicators. These indicators cover seven main categories of action and 21 key variables which cover the principal functions of the ETF, its performance as a centre of expertise and its institutional obligations as an EU agency. The ETF assesses its performance in terms of:

- providing information, policy analysis and advice and supports relevant stakeholders in partner countries to build capacity in human capital development;
- disseminating information and encourages networking and exchanges of experience and good practice between the EU and partner countries;
- supporting the delivery of assistance to partner countries in the field of human capital development;
- contributing to the analysis of the overall effectiveness of training assistance to the partner countries;
- facilitating the exchange of information among donors engaged in human capital development reform in partner countries;
- being a recognised centre of expertise;
- being a well functioning and soundly managed EU agency.

³¹ Brussels, 19.12.2006 COM(2006) 832

In 2009, the ETF will have 128 staff members working in the following roles.

	Admin. core	Finance, contracts and procurement	Human resources	Information technologies management	Quality control, planning and administrative support	Directorate planning, monitoring and evaluation	Communication	Operations	Total
Assistants	2	6.5	5	5	5	3.5	4	6	37
Professionals	3	3	2	3	1	4	4	12	32
Expert - Lead Specialist						1		4	5
Expert - Senior Specialist								19	19
Expert - Specialist								21	21
Coordinators/ Managers	1	1	1	2	1	2	2	4	14
Total	6	10.5	8	10	7	10.5	10	66	128

Planning, Monitoring and Evaluation

General objective

- To strategically plan, monitor quality and evaluate the work of the ETF in order to reach the strategic objectives of the organisation and deliver the expected results'

Strategic Planning, Programming, Monitoring and Evaluation

Specific objective

- To manage the ETF's strategic and annual planning and reporting cycle and monitor its outputs in respect of the regulatory framework and in consultation with relevant services in the ETF, the Commission and the statutory bodies.

A critical challenge for the ETF is to continually improve the relevance and measurability of the objectives and indicators it sets in environments where its work is only one contributing factor. This will involve improving the planning mechanism, methodology and process within the ETF programming cycle.

In 2009, the ETF will implement a revised planning process in line with adjustments made in 2008 to the environment analysis and annual policy process. This will enable the ETF to better capture inputs in advance of the preparation of the annual ETF pre-draft budget. During the year, the ETF will draw lessons from its operations through a country evaluation as well as a project evaluation.

Within the recast regulation, the ETF's functions have been clearly defined together with corresponding outputs³². As part of the response to the recast regulation, the ETF will frame its monitoring system to identify the achievement of these outputs within its work programme. The table below summarises the targeted outputs for the work programme 2009. .

³² Proposal for a Regulation of the European Parliament and of the Council establishing a European Training Foundation (recast) Brussels, 25.7.2007 COM(2007) 443 final 2007/0163 (COD) Appendix 8.1.

ETF function	Outputs 2009
Policy reviews and analysis	10
Capacity building	91
Support to programme cycle	23
Dissemination and networking	20
Effectiveness ³³ analyses	2
Innovation and learning	9
Total outputs	155

The results of the ETF's Work Programme are reported through its annual activity report, which is submitted to the Commission and describes the ETF's achievements. It also serves to benchmark the ETF's progress against the objectives of the mid-term perspective and ensures that there is a clear link between the mid-term perspective, the annual Work Programme and the work undertaken for the Commission and with partner country stakeholders. Details of all ETF projects, activities and the annual activity report are available from the website: <http://www.etf.europa.eu>. The site contains detailed implementation plans including expected outputs for projects and ETF country plans.

Regulatory environment and audit

Specific objective

- To contribute to the enhancement of the ETF's capacity to manage its performance, effectiveness and efficiency

The ETF's regulatory environment is developing in line with the more global changes underway in the EU institutions. As part of its mid-term strategy to reinforce its capacity as a learning organisation, the ETF will deploy revised management information, internal system audits, financial controls and accounting tools in line with its changing mission and the regulatory and technological environment of European public administration.

In 2009, the ETF will maintain its ex-post auditing function to deepen its knowledge and to provide additional assurance of its compliance with its regulatory framework.

The ETF will continue to develop a comprehensive and structured risk management process to support management decision-making, including proportional and cost effective choices, and provide relevant information for establishing appropriate and proportionate risk control measures.

In this perspective, the organisation will review the results of the procedure mapping project carried out in 2006-08³⁴. The review will cover the ETF's response to its regulatory environment and the impact of its internal processes on its overall organisational efficiency

In addition, in 2009, the ETF will assess its readiness to adopt the revised internal control standards framework established by the European Commission in 2007.

Exchange of information and experience among related agencies and donors in the area of human capital development

Specific objective

- To support the development of relations with EU, bilateral and multilateral institutions.

³³ Provided on request to Commission Services

³⁴ As required by ETF Internal Control Standard No.15, adopted by the ETF Governing Board 2004.

The ETF will continue its collaboration with a range of organisations complementing its work. These include Member State development agencies and ministries, e.g. the development banks, the OECD and, where appropriate, the UN family of organisations, such as UNESCO and UNDP. Co-operation will involve information exchange and joint participation in conferences and related activities, such as sharing of expertise.

Business development

Specific objective

- To contribute to strategic policy analysis to develop new or extend existing policy activities.

Business development encompasses the continuing development of the ETF as a centre of expertise supporting the EU's external assistance programmes and the broadening of thematic interventions in the work programme.

In 2009, there will be more visible links between the ETF's actions in its operating environment and the policy context set by the European Commission, e.g. through contributing to DG EAC's assessment of the external dimension of EU policies in education and examining the relationship between the European Qualification Framework and the national frameworks of the partner countries. In addition, analyses on the opportunities for the ETF's work within EU policy approaches to human capital development will be prepared, with a specific reference to the functions of the recast regulation.

Administrative Services

General objective

To provide a set of technically specialised enabling services to different clients to contribute directly and indirectly to the ETF mission and vision.

Human resources

Specific objective

- To provide the basis for agency-wide human resources management

In line with establishing a clear vision within the ETF of its position and role as a European centre of expertise, the ETF will continue to implement its new organisational model. This will include its human resources management framework, the refinement of its staff performance appraisal systems, personal development plans and recruitment policy as well as the delivery of specific training measures designed to reinforce policy development capacities and support for the sector programmed based approaches of the EU.

In addition, the ETF will pay attention to its compliance with recent or ongoing evolutions in the EU public service regulations and in particular the Personal Data Protection Directive. In 2008, the ETF was audited by the Internal Audit Service (IAS) specifically on its human resource functions. In 2009, the ETF will put into practice an improvement plan to address the recommendations of the IAS.

Financial, contract and procurement management

Specific objective

- To establish and provide the basis for agency-wide sound financial management

A key element for 2009 is the expected introduction of a revised Financial Regulation and the financial flow control system (ABAC). In addition, the ETF will adapt its processes to be in line with the update of the public procurement directive and the revision of the framework financial regulation as well as to introduce more proportionality between risks and ex-post and ex-ante control under the leadership of authorising officers.

Infrastructures and technology management

Specific objective

- To provide an efficient, effective and safe working environment in terms of information and communication technology (ICT) infrastructure, facilities management and technical services.

Based on the outcome of a review of current communications technologies in use and available on the market, the ETF may need to renew its communications infrastructure. Ongoing processes include the evaluation of system and software needs, and provision of solutions, and the management of health, safety, and security.

Quality control, planning and administrative support

Specific objective

- To ensure that activities implemented by the Administration Department are proportional to risks, are efficient and coherent between themselves and within the broader ETF strategy, based on high quality updated tools and procedures.

Through a centralised approach to objective setting for the administrative services, with particular attention to human and financial resource needs, in 2009, the control and follow-up of activities will increasingly use dedicated key performance indicators for the various services provided, developed on the basis of 2008 pilot experience. In addition, 2009 should bear the fruits of the centralised approach in terms of increased quality and efficiency of financial and administrative processes.

Expert pool

Specific objectives

- Legal advisor: to provide timely legal advice and risk assessment support to ETF managers and process owners;
- Project manager: to give specific support to the successful implementation of complex projects (2009: deployment of ABAC);
- Accountant: to guarantee that ETF financial management control systems are adequate and proportional to risks; to ensure that the ETF publishes the financial statements, which have been positively appraised by the ECA, in a timely and accurate fashion.,

The ETF will also continue its administrative level co-operation with bodies active in the same geographical environment namely the European Food Safety Authority in Parma and the Joint Research Centre in Ispra.

ABB allocation to all ETF activities ³⁵	Staff	ABB Allocation
P1. Support to education and training reform	69	13,287,000
Act 1. Contributing to the enlargement process by supporting the modernisation and reform of education, labour market and training systems in the candidate and potential candidate countries	22.8	4,347,000
Act 2 Contributing to prosperity and development in the European Neighbourhood through cooperation and partnership in human capital policy development and implementation	23.2	4,432,000
Act 3 Contributing to economic and development cooperation in human capital development in Central Asia	7.6	1,611,000
Act 4 Supporting the European Commission and partner country policy development through innovation and learning	15.4	2,897,000
P2. Corporate communication	10	1,322,000
P3. Organisation learning: strengthening knowledge and systems	49	5,263,000
Total:	128	19,872,000

³⁵ Draft ABB allocation prepared for the ETF Pre-Draft Budget. To be confirmed following consultation with Commission

Projects proposed for the IPA region

WP 2009 projects in support of EU's external assistance in the Enlargement area						
Number	Project	Objective	Country involvement	Project Funds 2009	Expected duration	FTE
IPA-09-01	Country projects	To support the delivery of Community assistance to partner countries in the human capital development field To provide relevant advice and develop national capacities for the design and implementation of reform	All (Albania, Bosnia and Herzegovina, Croatia, Kosovo ³⁶ , former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey)	575,000	2007-10	11.2
IPA-09-02	Mutual learning programme	To foster mutual learning and policy debates on key strategic themes common to the partner countries and introduce them to the open method of coordination	All (Albania, Bosnia and Herzegovina, , Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey)	225,000	2009-10	2.6
IPA-09-03	Social inclusion through education and training	To support the preparation of national policies in social inclusion through education and training including through the setting up of a forum for cooperative exchange and mutual learning between the countries and selected EU member states	All (Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey)	140,000	2007-09	1.65
IPA-09-04	Entrepreneurial Learning	Policymakers and stakeholders in all countries covered by the IPA have access to information on the purpose of and developments in the European Charter for SMEs ³⁷ and produce data for reporting on progress in Chapters 1 and 4 of the Charter.	Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia	100,000	2007-09	1.3
IPA-09-05	Learning and teaching	Capacity building activities and networking are undertaken in Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro and Serbia and to strengthen professional expertise in policy formulation in teacher training and the organisation of learning processes.	All (Albania, Bosnia and Herzegovina, Croatia, Kosovo, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey)	50,000 (+100,000 from title IV) ³⁸	2007-09	1
Total IPA				1,090,000		

³⁶ Kosovo (under UNSCR 1244) throughout this table

³⁷ Direct DG ENTR request

³⁸ Title IV covers contributions from the Italian Ministry of Foreign Affairs Trust Fund

Projects proposed for the Neighbourhood region

WP 2009 projects for cooperation with the ENPI region						
Number	Project	Objective	Country involvement	Project funds 2009	Expected duration	FTE
ENPI-09-06	Facility to respond to Commission requests and to support national VET reform	To support the delivery of Community assistance to partner countries in the human capital development field To provide relevant advice and develop national capacities for the design and implementation of reform	All, depending on Commission request All (refer to actions described in activity 2)	765,000	2008-10	0.2
ENPI-09-07	Entrepreneurial Learning	To support DG Enterprise in the implementation of the EuroMed Charter for Enterprise	Mediterranean region	90,000	2007-10	1.15
ENPI-09-08	Meda regional project on Education and Training for Employment (Meda-ETE)	To support MEDA partners in the design of relevant technical and vocational education and training policies that can contribute to the promotion of employment through a regional approach.	Mediterranean region	150,000	2007-10	4.1
ENPI-09-09	National Qualifications Framework	To support national education and training reform debate using national qualifications as a strategic framework for discussion	Armenia, Azerbaijan, Georgia, Russia, Ukraine ³⁹	100,000	2007-09	0.775
ENPI-09-10	Black Sea Employment reviews	To provide relevant analysis on the development and generation of human capital and how it is allocated to the labour market.	Caucasus, Moldova, Ukraine	85,000	2008-10	1.1
TOTAL ENPI			1,190,000			

³⁹Includes the closing phase of the project that will be run jointly with the NQF Central Asian project.

Contributing to development cooperation in human capital development in Central Asia

WP 2009 Activities: Contributing to economic and development cooperation in human capital development in Central Asia						
Number	Project	Objective	Country involvement	Project funds 2009	Expected duration	FTE
DCI-09-11	Human capital development policy reform	To support the delivery of Community assistance to partner countries in the human capital development field To provide relevant advice and develop national capacities for the design and implementation of reform To support regional cooperation on human capital development reform topics	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan	130,000	2008-10	2
DCI-09-12	National qualification frameworks in Central Asia	To develop an understanding of national qualification framework concepts as a reference tool in national education and training policy discussions	Kazakhstan, Kyrgyzstan, Tajikistan	50,000	2009	0.3
DCI-09-13	Skills development for poverty reduction	To promote policy thinking on how to promote partnerships for skills development around vocational schools	Kazakhstan, Kyrgyzstan, Tajikistan	25,000	2009	0.05
DCI-09-14	Functioning of the labour market and its links with migration	To get a better understanding of labour market functioning with a special focus on the impact of adult training and migration flows	Tajikistan	30,000	2008-10	0.45
DCI-09-15 New project	School development towards flexible community learning centres	To increase the relevance of training for the needs of the Community including formal education and adult learning to support regional cooperation on human capital development reform topics	Kazakhstan, Kyrgyzstan, Tajikistan	255,000	2010	2.15
TOTAL DCI					490,000	

Innovation and Learning Programme

WP 2009 activities: Innovation and Learning						
Number	Project	Objective	Country involvement	Project funds 2009	Expected duration	FTE
ILP-09-16	Education and training for competitiveness	To provide evidence based policy advice to partner countries on the links between skills formation and foreign direct investment	Armenia, Egypt and Morocco	100,000	2008-09	1.15
ILP-09-17	The contribution of lifelong learning Strategies for flexibility and security in labour markets in partner country contexts	To identify the implications for lifelong learning and training to encourage more flexible labour markets and ensure higher levels of security.	Kazakhstan, Turkey, and Morocco	100,000	2008-09	1
ILP-09-18	Women and work	To identify economic and socio-political impediments to the transition process of women, and particularly young women, from education to work and their impact on the overall economic and social development of the countries	Jordan, Egypt, and Tunisia	100,000	2008- ⁴⁰ 09	2
ILP 09-19	Communities of practice	To consolidate and disseminate the ETF's knowledge of human capital development issues to the Commission and partner country stakeholders	All ETF partner countries	80,000	2009	3.65
ILP 09-20	HCD Reviews	To undertake and design reviews in human capital development in partner countries	Moldova, Kyrgyzstan and Serbia	60,000	2008-2009	0.95
TOTAL INNOVATION AND LEARNING					440,000	

⁴⁰ Co funded with the Italian Trust Fund

WP 2009 activities: Organisation learning: strengthening knowledge and systems

Planning, Monitoring and Evaluation

Number	Project	Objective	Project funds 2009	Expected duration	FTE
SKS-09-21	Audit	To significantly contribute to the achievement of the Work Programme and its functions as an EU agency, support compliance with its regulatory framework and key objectives such as the implementation of modern control and results-based management.	50,000	2007-10	0.7
SKS-09-22	Evaluation	To contribute to the quality of ETF services and projects.	150,000	2007-10	0.8
SKS-09-23	Actions to facilitate information exchange among Member States and donors	To reinforce ETF capacity to exchange information and lessons with Member States' donors for the benefit of the partner countries.	50,000	2007-10	0.8
SKS-09-24	Business development	To develop ETF policy strategies within the context of the ETF's Council Regulation	100,000	2007-10	0.6
Total			350,000		

Administrative services		
Project	Objective	FTE
Human resources	To provide the basis for agency-wide human resources management	8.2
Infrastructures and technology management	To provide an efficient, effective and safe working environment in terms of information and communication technology (ICT) infrastructure, facilities management and technical services	10.2
Quality control, planning and administrative support	To ensure that activities implemented by the Administration Department are proportional to risks, efficient and coherent between themselves, and within the broader ETF strategy, based on high quality updated tools and procedures.	7.2
Financial, contract and procurement management	To establish and provide the basis for agency-wide sound financial management	10.2
Expert pool	To provide timely legal advice and risk assessment support to ETF managers and process owners; and to support the successful implementation of complex projects (2009: deployment of ABAC).	5.2
		41

WP 2009 cooperation with Cedefop			
Operational objective	Actions	Timeframe (semester)	Output indicators
Implement the Cedefop-ETF cooperation agreement	Organise knowledge sharing seminars jointly with the ETF and joint missions to candidate countries	2009	One seminar for staff of the two agencies
	Organise annual meetings of the ETF-Cedefop joint working group.	2009	One meeting of the joint working group and activity report to the European Parliament
		Jul-09	Joint ETF-Cedefop report for the EU Parliament.
Collaborate on the External Dimension of the European Qualifications Framework	Collaborate on the preparation and implementation of a conference on the External Dimension of the EQF	July 08- January 09	Conference organised in Brussels 29-30 January
	Participate in the EQF Advisory Group	2009	Background analysis on the external dimension of the European Qualifications Framework
Involve ETF and Cedefop experts in thematic activities carried out by the respective institutions	Participation in seminars and meetings	2009	Presentations at meetings and joint events

Appendix A: Examples of ETF outputs by function 2009

Type of output	Examples of specific outputs	Examples of types of actions to achieve outputs
Policy review	Data collection and analysis	<ul style="list-style-type: none"> ▪ Surveys and questionnaires; ▪ Review and Analysis of country data; ▪ Comparative analysis of education and labour markets, and social data
	Analysis and review of HCD options and priorities in the context of specific policy problems	<ul style="list-style-type: none"> ▪ Identification of human capital related problems requiring policy; ▪ Presentation or analysis of evidence relating to problems; ▪ Identification of alternative courses of action appropriate to the country to address the problems; ▪ Identification and agreement of criteria for the selection of approaches to address problems; ▪ Identification of outcomes arising from approaches and trade-offs associated with different approaches
	Implementation assessment	<ul style="list-style-type: none"> ▪ Review of progress of implementation of reforms
Capacity Building actions	Peer learning	<ul style="list-style-type: none"> ▪ Peer learning activities
	Peer reviews	<ul style="list-style-type: none"> ▪ Peer reviews
	Training seminars	<ul style="list-style-type: none"> ▪ Training related to specific methodologies or themes associated with developing the skills of institutions, groups of institutions, stakeholders and individuals
	Action research projects	<ul style="list-style-type: none"> ▪ Action research project – aimed at either a specific area, problem or at system level
	Case studies	<ul style="list-style-type: none"> ▪ Development of examples of policies and their implementation in relevant human capital areas – usually involving publications
	Focus groups	<ul style="list-style-type: none"> ▪ Short discussion groups related to specific issue – usually leading to a report aimed at providing insight to a problem that can be included in a policy response or action
	Thematic groups	<ul style="list-style-type: none"> ▪ Establishment of groups in countries or at multi-country or regional level – possibly supported by international experts or linked to assistance projects to deal with specific technical themes, e.g. teacher training, statistics or the labour market.

	Structured dialogue with partner country stakeholders	<ul style="list-style-type: none"> ▪ Establishment of groups in countries to follow an issue or problem over a period of time with a view to generating an appropriate approach to the issue in the country – possibly supported by international experts or linked to assistance projects to deal with the development or implementation of a policy issue
	Training networks	<ul style="list-style-type: none"> ▪ Linking groups of individuals and stakeholders that have participated in ETF capacity development actions and maintenance of connections between them through the distribution of information and meetings
Support to programming cycle	Contributions to development of sector programmes, and contributions to Commission project management cycle, e.g. project identification; monitoring and evaluation	<ul style="list-style-type: none"> ▪ SWAp support and preparations ▪ Project identification ▪ Logframe analysis ▪ Analysis of needs ▪ Project fiches and terms of reference
Dissemination and Networking	Activities promoting collaborations among partner countries or donors	<ul style="list-style-type: none"> ▪ Study tours ▪ Regional meetings ▪ Donor meetings ▪ Communities of practice ▪ Social Networking actions to create communities of interest ▪ Collaboration with related international agencies ▪ Conferences ▪ International working groups
	Publications	<ul style="list-style-type: none"> ▪ Publications
	Conferences	<ul style="list-style-type: none"> ▪ Conferences
	Audio-visual content development and distribution	<ul style="list-style-type: none"> ▪ Audio-visual content development and distribution through the internet
	Workshops	<ul style="list-style-type: none"> ▪ Workshops at national or regional level related to a specific topic
Effectiveness analysis	Evaluation, contributions to specific analysis and evaluations requested by the EC	<ul style="list-style-type: none"> ▪ Evaluations ▪ Contributions to impact assessments ▪ Participation in missions on behalf of the Commission and in support of the Commission ▪ Preparation of specific reports on behalf of the Commission