

GEORGIA

Country information note 2010

Summary

The overall mid-term objectives of the ETF Work Programme are to: i) implement the Torino process with two studies about VET efficiency and effectiveness and education and business cooperation ii) support the European Commission in the development and deployment of external assistance and in the Mobility Partnership Agreement; and iii) promote a quality assurance approach in VET and the Georgian Stakeholder Forum on VET in order to support the continuing development of partner country capacities in human capital development leading to innovation, competitiveness, growth and equity.

ETF assistance in the period 2010-13 will support the implementation of the reform programmes of the Ministry of Education Science (MES) in the context of a planned Sector Policy Support Programme (SPSP), through specific policy dialogue and policy improvement initiatives, emerging from current needs and developments in human capital development. Capacity building and information activities on qualifications and jobs will support the implementation of the EU-Georgia Mobility Partnership Agreement.

The focus of the country plan for 2010 will be policy advice and capacity building activities selected to match the policy matrix of the SPSP. It is expected that these will contribute to the development and implementation of strategic reform measures for key elements of the education and training system.

Policymakers and key stakeholders in Georgia will strengthen their capacities in human capital development policy planning and implementation and cooperation on cross-sector issues, and be better prepared to implement reforms in the context of the SPSP contribution in human capital development. They will use the findings of the two Torino Process studies to improve the VET system.

1. Socio-economic background

Transition in Georgia has been accompanied by an unstable internal and external **political situation**, increasing poverty, and brain drain due to emigration. The new government that took office in 2004 following the Rose Revolution set its priorities as the fight against corruption, state territorial integrity, poverty reduction, and recovery of Georgia's international credibility.

Georgia is seeking to position itself as an attractive international business location. In recognition of its reform accomplishments, the World Bank has ranked it as the world's leading economic reformer. Its ranking in the Doing Business Survey has improved from 137th place in 2004 to 15th place in 2008 while the Heritage Foundation 2006 Index of Economic Freedom reclassified the economy as 'mainly free', a change from its 'mainly non-free' position on the 2005 index.

In the period 2004-09, Georgia implemented macro-economic reforms that allowed the country to: a) register consistent high economic growth rates (12.5% in 2007); b) to become a high performer in terms of Foreign Direct Investment (FDI); c) to significantly increase budget revenues (particularly the share of tax revenues); and d) to reduce corruption. However an increasingly large trade deficit (28%

of GDP in 2007) and high inflation rates (peaking in March 2008 at 12.25%) have accompanied the economic developments¹.

Following high economic growth rates during 2004-08 (12.5% in 2007), the growth of budget revenues and improvement in the business and investment climate, Georgia's good macro-economic performance was affected in the aftermath of the military conflict of August 2008. Combined with the effects of the global crisis and different features of the macro-economic policy, the overall economic and financial context shows signals of economic decline. In its third review under the Stand-By Arrangement (August 2009), the IMF and the authorities revised the GDP growth rate projections for 2009 from -2% down to -4%, reflecting the weaker economic and external financing prospects. Improvements are expected in 2010 and beyond, but the IMF expects the return to sustained growth to take longer and the level of potential growth over the medium term remains uncertain. The authorities expect real GDP growth to rise gradually in the medium term to 6-7%, but the IMF report takes a more conservative view with growth estimated at 5%².

Despite difficulties in the reform process, Georgia should be able to capitalise on the recovery of the global economy as the country has a number of key advantages: it is a natural transit point of world trade in energy and goods, offers a favourable environment for business and foreign investment and has demonstrated capacity for policy measures.

Annual economic growth in the past was largely influenced by the industry, construction, trade and transport and communications sectors. The fast-growing financial intermediation sector was associated with increased banking activity, largely determined by sharp increases in FDI and portfolio investments, and deposits and consequently an increase in bank credits to the economy. In 2007 and 2008 mining and quarrying have the highest sector growth rates. Agriculture has been stagnant for years. In 2007-08 the real growth in certain sectors, namely, hotels and restaurants, construction and financial intermediation, communications, mining and distribution of energy and water exceeds the overall GDP growth rate. The bulk of its energy needs are covered through import, including natural gas and oil products. Its hydropower capacity is rather underdeveloped. The country is pinning its hopes for long-term growth on its role as a transit state for pipelines, financial services and trade.

The population is aging and according to the calculations of the UN Population Fund, will decrease to 2.5 million by 2050 (from 4.4 million in 2008). However, according to Georgian forecasts, the contraction will not be so accentuated; the average result of the forecasts indicates that the population will be 3.3 million by 2050.³

Key labour market indicators have worsened slightly since 2000: the unemployment rate oscillated between 10.3% and 12.6% from 2000 to 2005, increased to 13.8% in 2005, but fell to 13.3% in 2007. The employment rate reached a maximum of 58.8% in 2001, but in 2007 it was just 54.9%. In absolute numbers there has been a decline of the employed population between 2000 (1,840,000) and 2007 (1,704,300). Interestingly the unemployment rate is higher among men (15.2% in 2007, against 12.6% for women).

In 2008 labour market indicators were affected by the crisis and worsened substantially. The unemployment rate grew to 16.5%, and the total number of unemployed increased by some 55,000⁴.

The Georgian economy represents a mix of modern and productive (financial intermediation, communication and transport, mining and quarrying) and less productive activities (in particular the agriculture sector that still occupies half of the employed population, but also hotels and restaurants, trade and repair services). This means that economic development faces different types of problems and policies need to address these specifics towards objectives of higher productivity, the reallocation of productive labour force and creation of more jobs in the formal economy.

Approximately 20% of the employed are in the corporate sector (firms and organisations). The business sector employs less than 400,000 (peaking in 2005 with almost 389,000, but down to 330,000 in the third quarter of 2008)⁵. A persistent feature is that almost two-thirds of the employed

¹ ETF, Black Sea Labour Market Reviews, Georgia, 2009 (currently in preparation for publication)

² <http://www.imf.org/external/pubs/cat/longres.cfm?sk=23213.0>

³ G.Tsuladze et al. *Georgian Demographic Perspectives*. Tbilisi, 2003, pp. 30-31.

⁴ www.statistics.ge/main.php?pform=48&plang=1

⁵ Department for Statistics, Entrepreneurship in Georgia, 2008, www.statistics.ge/publication.php?plang=1&pform=-507

are self-employed, with the largest share working in the agricultural sector which accounts for over 53% of total employment. This rural self-employment is likely to be mostly of a subsistence nature.

Between 2002 and 2007 four sectors have contributed most to job creation: construction; real estate, financial intermediation, and hotels and restaurants. Agriculture was responsible for almost 40% of jobs lost in the same period, followed by the trade and repair services, public administration, energy, and education sectors. Net job creation was down by 134,900 between 2002 and 2007.

2. Key policy issues and strategies in the human capital development sector

Unprecedented societal changes present a challenging context. The anticipated changes in the labour force highlighted above will have a bearing on:

- The economy's capacity for employment generation and the relative influence of the different growth components (labour supply and labour productivity);
- The type of adjustments required within the education and training system in order to adapt to the economy (in particular productivity growth needs).

Various censuses carried out from 1989-02 show that the education attainment profile of the population aged over 6 has changed, namely through a significant increase of those attaining higher education and a reduction in those with vocational education. After steep growth of over 50% in 2000, the female population with higher education surpassed the male population with the same level.

The gross enrolment rate in general education has risen from 94% in 2005-06 to 100% in 2007-08.⁶ Net enrolment rates in primary and secondary education also rose from 93% to 100% (2005-06 and 2007-08) and from 63% to 76% (2005-06 and 2007-08)⁷. A closer look shows a worrying trend with basic education (the last phase of nine-year compulsory education), both gross (99% to 97%) and net enrolment rates falling (88% to 85%) in the period 2005 to 2008. Facing a net enrolment rate of only 85% in 2007-08 the MES needs to address the factors behind such a low performance that will affect the overall educational profile of future generations.

The gross enrolment rate in tertiary education (bachelor and master programmes) has fallen from 39% in 2005-06 to 25% in 2008-09⁸. This trend can be partly explained by more restrictive entrance policies and procedures and place limits in accredited higher education institutions that are a direct result of the reforms started in 2004-05.

Public expenditure on education is very low relative to OECD and EU-19 country average. It stood between 2.2% and 3% of GDP between 2000 and 2007 (3% in 2006 was the peak) as opposed to an average of 5% in 2005. Public expenditure on vocational education and training is low at approximately 2% of the total MES budget (peaking in 2007 with 3.2%, 2.2% in 2008).

The figures below show some of the key challenges to be addressed by consolidated human capital development reform, and indicate a need to review policy priorities within the education continuum and to revive and re-launch active employment policy supported by efficient institutions and interaction with education and training:

- In 2005-07 the unemployment rate of those with higher education largely exceeded the average rate (13.3% in 2007) at around 19-20%, compared with 13-14% for those with vocational education. Analysis indicates that Georgia has an increasing over-supply of people with higher education.

⁶ <http://mes.gov.ge/upload/editor/file/Emisi/Zogadi%20Ganatileba/Eng%20-%202006-2007/axali/Educational%20Participation/gross%20enrolment%20ratio.doc>

⁷ Ministry of Education and Science, available at: <http://mes.gov.ge/upload/editor/file/Emisi/Zogadi%20Ganatileba/Eng%20-%202006-2007/axali/Educational%20Participation/net%20enrolment%20ratio.doc>

⁸ <http://mes.gov.ge/upload/editor/file/Emisi/Vocational%20education/participation%20in%20education/gross%20enrolment%20ratio%20in%20tertiary%20education.doc>

- Although the labour force has the significant strength of its relatively high educational attainment (30% had higher education in 2007), this potential is not fully used in the economy. In fact almost half of the unemployed (a disproportionately high 42%) are holders of higher education, and only 28% of the employed have this level of educational achievement.
- In 2007-08 over 27% of the students entered in reformed (non-tertiary) VET programmes already had higher education, and over 47% were 22 years old (83% over 18 years). This shows the demand for vocational training leading to employment among young adults and confirms the above-mentioned mismatch with current employment opportunities.

Equity is currently an issue in Georgia; there is a problem of unequal access and quality for people in rural - especially mountainous - areas, in particular for the poor and other vulnerable groups such as Internally Displaced Persons (IDPs) and the non-Georgian ethnic population.

In early 2007, the Georgian government developed a national strategy for **IDPs**. Refugees of the conflict zone represent one of the most socially vulnerable population groups. According to data from the Ministry for Refugees, by January 2005, the number of refugees from conflicts in the country amounted to 241,449 of which 229,131 were from Abkhazia and 12,318 from Tskhinvali. The figures increased significantly after the 2008 conflict.

In October 2008, the largest non-Georgian ethnic groups in general education schools were Azeris (over 36,500 pupils) and Armenians (26,500). Other representative groups were Russians (less than 3,200 pupils), and Ossetians (less than 2,500)⁹. Isolation is a major problem for **ethnic minorities** due to, amongst others, the absence of a common language: the minority population mainly receive primary and secondary education in their native languages. The quality of Georgian language instruction in the regions dominated by ethnic minorities is low. The unified national examination for university admission (UNE) has only one version of the test for all available in Georgian and Russian. The option of Russian language tests does not adequately meet the needs of minority applicants, in particular if they did not receive Russian language education. The number of minority students entering Georgian universities has constantly declined.

The government has taken steps to improve the lives of the national minorities, through the implementation of a civic integration programme, investment in road and infrastructure rehabilitation in regions inhabited by minorities, and through the state management school, named after Zurab Zhvania, established with the purpose of offering continuous education to Georgian and other minority representatives working (or hoping to work) in public sector. In order to facilitate the process of integration of the non-Georgian population into society, the MES has implemented the following programmes: "Civic Integration Programme," "School Partnership Programme," and "Future Starts Today." A programme that subsidises the provision of Georgian textbooks to non-Georgian schools is also implemented.

The **disabled** are another concern of the government. On 13 February 2004, the parliament adopted the document "On Main Directions of Social Policy for Protection of Rights of Children with Disabilities". A concept was prepared, which addresses special education services in schools for children with limited intellectual abilities and envisages relevant education; high standards of educational services; special educational services to such children and their families. In 2009 the national strategy for the disabled population was under discussion. There are ten pilot schools where the inclusive education process is successfully carried out. In 2009 fifteen VET centres have improved their infrastructure to be able receive students with disabilities.

To support students from poor families, up to 2.5 million Lari (about €1.1 million) was recently allocated to school books for 57,699 students. The Government also paid particular attention to the integration of ethnic minority children, as well as internally displaced children from conflict regions such as Abkhazia and South Ossetia. The Government prioritised inclusive education in order to promote equal access to education.

The development of professional skills in the new juvenile justice system and other psycho-social rehabilitation, therapy, and sports programme, are tailored to the specific needs of children in conflict with the law, and aims at their rehabilitation and reinsertion of juveniles through different programmes.

⁹ Ministry of Education and Science, available at: <http://mes.gov.ge/upload/editor/file/Emisi/Eng/Gen/Oct-2008/ethnic%20groups/Number%20of%20Students%20by%20Ethnic%20Groups.doc>

A number of issues related to juvenile justice and social reintegration are addressed with the support of donors, including a sizeable three-year SPSP EU which started in 2008.

Informality and non-standard labour, usually connected with low productivity, namely in form of the so-called self-employment captured by labour force surveys are characteristic of the Georgian **labour market**. This form of employment is unusually widespread, reaching some 60% of total employment over time. The question of how to implement policy measures in such a context is certainly one that challenges established practise.

Women have significantly lower unemployment rates than men, although the same does not apply for employment rates that are higher among men. Logically the participation rate of men is higher (over 70%), whereas women never reached a 60% participation rate throughout the period 1998-07. In 2007 activity among men reached 73.3%, against only 55% among women. Considering the quality of human capital among the female population, this relatively high non-participation of women (45% in 2007) clearly indicates a challenging mismatch and division in access to the labour market, and underutilisation of human capital¹⁰.

The evolution of the **public employment policy** has followed the overall liberal/deregulating direction taken since 2004. A new labour code was adopted in 2006 that prompted numerous negative reactions from social partners, the ILO, the EU and other international organisations. The new labour code aimed to promote strong job creation by offering an extremely *flexible* framework for employment. This aspect was not supported by security policies, such as income and employment (not job) security, adaptation measures such as training. Public employment services ceased to exist, as did any former (irrelevant and poor) unemployment insurance/subsidies for unemployed workers. Currently the unemployed have no public services for information, job seeking, vocational guidance, retraining programmes and other active measures. By the end of 2008 social dialogue on labour and employment shows signs of improvement, after years of deterioration and complaints against the government in international instances. Under pressure from public opinion and social partner organisations, and supported by the ILO, a new social partnership agreement was signed in December 2008 that includes important aims and topics for the labour market and employment policy in Georgia. However, issues of training for the labour force, already mentioned in the agreement, will be effectively addressed in 2010 or later among the priority areas of the work plan that support the activity of the tripartite agreement.

Currently Georgia does not have a **migration** policy document and there is no single government body coordinating migration management. Labour migration to and from Georgia is unregulated, and leaves room for concern, as it concerns the largely productive age group with higher education and work experience, whose future jobs in emigration do not match their human capital. In 2010 the Mobility Partnership Agreement with the EU was approved, but there remain difficulties related with institutional gaps in the employment and qualifications areas.

An overall education sector development strategy is not available, although in 2007 an attempt was made to develop a sector-wide development plan. However that document ("Georgia: consolidated education strategy and action plan (2001-11") was not approved and was not implemented.

The overall objective of the new national **VET strategy** (2009-12) of Georgia is expressed as follows: continuous progress towards integration of the Georgian VET system into common European educational space, which implies creation of an effective system capable of providing domestic and international markets with a competitive workforce. Three priority objectives underline this goal: 1) increased access to VET and support to professional development throughout life; 2) quality and market relevance of VET; 3) participatory governance, management and financing systems in VET. The MES administers the VET sector policy and programmes, supports a network of 39 public centres, and initiated a number of actions to reinforce learning and teaching resources and in the last quarter 2009 started a sizeable study of labour market demand and skills needs.

Although the government started a **reform of the VET sector** in 2005-07 through adoption of a new legal basis and investments in public VET infrastructure, significant improvements are necessary to improve relevance for the labour market, to expand capacity, and to strengthen the coherence of key policies (qualifications system, financing, quality, access and participation).

VET is considered an important factor of the policy to reduce poverty and unemployment, as stated in various 2008 country development papers. Soon after the 2003 revolution Georgia engaged in

¹⁰ ETF, Black Sea Labour Market Reviews, Georgia, 2009 (in preparation for publication)

determined reforms of its education system, aiming to raise the credibility and quality of outcomes, efficiency and international comparability. The MES administers all forms and sub-sectors of education, including VET.

Two new VET levels have been established since 2007-2008: i) occupational, providing a secondary level professional qualification; ii) higher professional (tertiary short cycle) provided by licensed higher education institutions. The new VET law is oriented towards a lifelong learning perspective and sets the legal basis for introduction of national qualifications frameworks.

The reform of VET has not been evaluated so as to clarify why the system has not yet become the attractive pathway that the MES envisaged when reforms started in 2005. In 2009 the MES recognised these issues and is seeking viable solutions. At present the capacity of this new VET system is lower than before the reform started, as demonstrated by low enrolment. Disruption of the continuity of education pathways for young students of VET centres is the other problem created by the reform options. The short duration of the new programmes has also been questioned, as this affects the quality and credibility of qualifications.

At present VET faces a problem of quality and quantity, i.e., relevance of programmes and qualifications but also of capacity of the existing network of VET centres to satisfy demand for VET. The rationale for further strengthening the VET system has social and economic reasons, namely:

- Supply and demand of training: the VET offer (capacity and offer of training installed in VET centres and schools of various types) is largely surpassed by potential demand from the population. In 2007-08 some VET centres had a ratio of three applicants to one place (Tbilisi ICT Centre), and others have waiting lists for the coming training courses in qualifications such as construction worker, electrician, car mechanic and tourism related areas.
- Youth: the number of graduates of secondary education who don't have access to formal education and training (higher education mainly) represents approximately 50% of the yearly cohort (60,000 graduates – approximately 20,000 of whom gain entrance to higher education). In the first year of the reformed VET provision (2007-08) the total training capacity of the VET system (public) was approx. 6,000 places across the country, a figure that contrasts with potential demand. This is not a new problem but it was aggravated by the reduction of places in higher education (accredited institutions, from 2005), and the fact that VET provision has not yet recovered (quantity and quality).
- Adults: the first year of reformed VET provision (2007-08) showed a lot of young adults, many with higher education attainment, seeking re-qualification to give them a chance in the labour market. With an aging population and a decrease in the share of younger groups – the re-qualification/training (for employment, competitiveness) of adults will remain a major objective for the education sector, particularly in a context of growth in certain service and production sectors.
- Although the MES intends to diversify VET provision by promoting the establishment of VET capacity in various types of educational institutions, this process will require time and investment. The MES pilot project to introduce vocational optional courses in upper secondary school is limited – it runs in 39 schools - and has just started (2008-09). Some of the interested schools will organise these vocational courses within partnerships with VET centres or with local enterprises, however the available budget seems limited. This pilot seeks an efficient solution to the problem of attractiveness of VET for youth, and will provide youngsters with skills, but no complete qualification for the labour market.

Higher education remains a priority within the policy framework drawn up by the MES. Georgia subscribed to the Bologna principles with the aim of integrating itself into the European Higher Education Area. Measures have been adopted to eliminate corruption (e.g. changing student admission regulations), and the first phase of accreditation of higher education establishments has been completed with relevant measures to enforce quality assurance implemented. Tempus was instrumental in supporting universities in the implementation of higher education reforms in line with the Bologna principles; in particular in the development of a credit transfer system, the assessment of learning outcomes and the development of modern curricula and teaching methods. Student mobility

to the EU increased through participation in the Erasmus Mundus and Erasmus Mundus External Cooperation Window programmes, which also promoted academic cooperation.

The development of lifelong learning is recognised in the education state policy as a priority and a guiding light. The development of a national strategy and action plan for lifelong learning is currently underway. An important part of these activities is the elaboration of a National Qualifications Framework allowing translation of qualifications across different levels and forms of education, not only in the country but also abroad. Despite the recent policy developments, there is no coherent system for adult education, training and retraining in the country and further steps are required, such as the development of a regulatory framework, the enabling of conditions for the development and supply of adult learning options, the development of mechanisms for the recognition and validation of prior learning and the outcomes of non-formal learning, the provision of lifelong information and guidance, the development of quality assurance systems, improved links with the education system at various levels and the development of learning methods and financing.

A challenge for the reform implementation phase concerns the monitoring of the reforms. A number of topics require analysis and updated information for the quality of policy making:

- Effectiveness of institutions dealing with VET policies and programmes under the MES;
- Inter-sector co-ordination of policies linked with human capital development, namely adequate translation of objectives in the new strategy for regional development that is in preparation with the support of the European Commission
- Transition from school to work of VET graduates;
- Equity in VET in relation to minorities, gender, economically vulnerable children;
- Qualifications framework, also in relation to lifelong learning, cooperation with the world of work, recognition and validation of non-formal learning;
- Quality in VET;
- VET system governance, with emphasis on: a) school management and school autonomy; and b) system of skills needs analysis, with participation of employers and other labour market actors;
- Revised employment agenda and strategy which could support the coherence of various sector policies directed towards job creation, economic sector development and human capital development.

3. EU and other donor policies and interventions

General education has benefited from consistent assistance from the World Bank over the last five years. The pace with which education reforms have been undertaken since 2003 owes much to the groundwork laid down in 2001 by the Education System Realignment and Strengthening Programme, since renamed the Ilia Chavchavadze Project, which was financed by a World Bank loan of USD 26 million.

Higher education has also been promoted by a number of international programmes, in particular those linked with the Bologna process. In 2009 the Commission started the preparation of a twinning project.

The national VET development strategy (2009-12) will be approved in 2010 and is expected to represent a new start for a more coherent and purposeful reform of the sector, and a platform for better co-ordination and effectiveness of the numerous interventions of bilateral and multi-lateral donors.

A number of donors have been involved directly in projects targeting a) VET centre development (USAID, UNDP, Greece, Estonia, the UK); b) elaboration and review of legal basis, policy and strategy (European Commission, UNDP); and c) technical areas, such as occupational standards and curriculum, qualifications framework, teacher development, vocational and career guidance and

information (USAID, UNDP, ETF, IOM, bilateral co-operation of Poland, Czech Republic and Estonia) and labour market and skills studies.

The main donors active in the field of vocational education are USAID, UNDP, EU, GTZ, InWEnt, IOM, Eurasia Foundation, and foreign NGOs (e.g. from Greece). In general terms donors tend to co-operate at a micro level (with providers), and to a lesser extent, also with regional development/regional rehabilitation programmes that include skills training. Much less attention is, in practise, dedicated to supporting the institutional capacity of leading sector institutions, or the design of policies that VET tremendously needs to become a credible system.

In the aftermath of the military conflict the **Commission** launched a new project (2009-2010) to assist the recovery of the Shida Kartli region. One of the components is dedicated to the establishment and development of VET capacity within the University of Gori. This project is implemented in co-operation with the **UNDP**. The latter extended the project's coverage by adding new elements and regions to the initially planned strategy.

In the Initial Concept Note for the National Indicative Programme (NIP) 2011-13, the EU places its assistance for the VET sector under Priority Area 2 (Support for economic development and ENP AP implementation). This **Sector Policy Support Programme** (SPSP) for the period 2009-2011 has a budget of €19 million, composed of €17 million disbursed as budget support; and €2 million as technical assistance to strengthen the policy and reform management capacity of MES. The two key conditions are the building blocks of a sector-wide reform: a) approved national VET strategy and action plan, b) establishment of the National VET Council with representation of key ministries, social partners, and VET providers. The overall objective of the EU VET SPSP is to contribute to enhancing the credibility and attractiveness of the VET system.

The programme conditions match the priorities set in the draft national strategy. The programme dedicates attention to all key systemic aspects, and in particular to the following areas: system governance, multi-level links with the market/employers, access and participation in VET, improved transitions from VET to further education and training throughout life, qualifications system, adequate learning resources (human, technical and material) indispensable for modern and attractive VET that will be recognised by employers, but will also serve wider personal and professional development of the various users' and population groups. Information and guidance for the public, employers and civil society, in urban and rural areas will be given substantial attention by the programme, as there is room to build a new image of modern VET. In 2009 the Commission supported the institutional capacity of the MES VET related agencies with various instruments, namely **TAIEX**.

From 2010, the **Mobility Partnership Agreement** will support Georgia aligning its qualification system with standards acceptable in the Member States, and contribute to reviving the labour market and employment institutions.

In 2009 **GTZ** started a complex project to support private sector development which has a component that will support public-private partnerships in VET, the design of efficient financing scheme, and the piloting of learning approaches aiming to enhance relevance for labour markets. The project has a duration of three years.

The **USAID** project supports the implementation of short-term skills training in a number of VET centres for vulnerable groups and displaced persons and aims to strengthen teachers and management capacity in the VET centres. The project has focused on skills training for the construction sector.

The British Council assists the MES and VET centres ("Skills for employment" project) through capacity building on a qualifications framework, quality assurance and the implementation of active partnerships between colleges (with Scottish Dundee College). Other initiatives include a competition for good business plans for graduates of VET centres.

Technical assistance and institution-to-institution contacts are needed to support further development at the education policy and programming level (capacity building) and at the individual school level (partnerships with local networks and with networks in partner countries, exchanges with local training and employment networks, management capacity building, etc).

4. ETF intervention strategy 2010

Policy analysis - Implementation of the Torino process

	Title of the ETF intervention	Themes code	Expected results	Activities undertaken	Project outputs	Timetable for the activities
1.1	<p>The Torino Process: In 2010 the ETF will launch a cycle of reviews of VET policies and systems to be carried out every two years in all its partner countries and territories.</p> <p>The exercise aims to strengthen the capacities within the country to analyse the VET system, to assess its contribution to sustainable economic and social development and to identify priorities for future ETF support.</p>	<p>ENP East 1.3</p> <p>Theme A</p> <p>Function 3</p>	<p>Experts of the relevant institutions of the country are involved in the process, become familiar with it and present relevant documents, findings and summaries related to the process.</p> <p>The exercise becomes institutional and staff of the relevant institutions involved in VET take ownership.</p>	<p>Meetings, round tables and visits to relevant institutions, desk and field research.</p> <p>01 – 02/2010: start of the consultation process with the country.</p> <p>03 – 04/2010: collecting information and first drafting of the report.</p> <p>06 – 07/2010: validation seminar in the country and in house discussion.</p> <p>08 – 09/2010: final reports including inputs to the cross regional reports</p>	<p>Good quality reports on education and business and VET policy produced in close cooperation with relevant institutions of the country.</p> <p>Findings are a main source for future capacity development for VET experts and the monitoring of VET reforms informing public and private decision makers about demand for innovation and reform.</p>	<p>January - September</p>

Input to Commission Sector Programming and Project Cycle – Technical assistance and assistance for implementation of the Mobility Partnership Agreement

	Title of the ETF intervention	Themes code	Expected results	Activities undertaken	Project outputs	Timetable for the activities
2.1	Drafting of the Technical Assistance within the SPSP of the ECD	ENP East 1.1 Theme A Function 1	Discussions with country VET experts end with a clear vision of the different strands where technical assistance is required. The demands for the technical part of the TORs for the technical assistance are identified.	Discussions in the country with relevant stakeholders involved in the SPSP, discussion with other donors and experts involved in the ETF's current activities for the country.	The technical part of the TORs for the technical assistance project are drafted and approved from the ECD.	First half of 2010
2.2	Assistance within the Agreement on Mobility Partnership	ENP East 1.1 Theme A Function 1	The main issues for further common action in VET within the agreement are identified. The partners have a clearer understanding and enhanced competencies for the ongoing consequences for VET standards within the agreement.	Working groups and discussions with the countries' VET experts about standards and validation processes.	The process of designing and assessing qualifications in different sectors is transparent and locals dominate correspondent tools.	January - December

Support partner country capacity building – Quality assurance and stakeholder forum on VET

	Title of the ETF intervention	Themes code	Expected results	Activities undertaken	Project outputs	Timetable for the activities
3.1	Promoting VET quality assurance	ENP East 1.2 Theme A Function 2	VET experts and training institutions have a sound understanding of the concept of VET quality VET quality assurance tools are introduced in various VET centres – experiences and best practice is discussed.	Discussions, working groups and capacity development for key experts of the VET system.	Quality concept for VET is identified and approved – tools for implementation are available.	January - December
3.2	Supporting stakeholder forum on VET reform	ENP East 3.2 Theme C Function 2	The stakeholders discuss continuously ongoing VET issues and contribute to the education and business study to be carried out. The number of users of the stakeholders' virtual VET platform increases.	Regular meetings of the stakeholder forum. Virtual platform to be continuously improved.	Stakeholder forum gives input to relevant national policy processes on VET and to the Torino Process and the education and business study.	January - December