



ETF WORK PROGRAMME 2015



Contents

LIST OF ABBREVIATIONS.....	4
Executive Summary	7
PART I: Introduction	9
PART II: ETF strategy, strategic goals and annual objectives	11
PART III: Main interventions.....	25
Strategic Objective 1: Evidence-based VET policy analysis	28
Strategic Objective 2: Modernisation of VET system	32
Strategic Objective 3: Innovative approaches for increased relevance of VET provision in respect of labour markets, economic and social cohesion.....	40
Communication.....	48
PART IV: Governance, management and resources.....	53
1 Governance	53
2 Stakeholder relations.....	53
3. Management.....	55
Annexes.....	59
Annex 1: Collaboration with other EU agencies	59
Annex 2: ETF Logical framework	62
Annex 3: List of events and publications planned for 2015.....	65
Annex 4: Policy development stages matrices	76
Annex 5 ETF management and organisation	91
Annex 6: ABB by region and core theme	92
Annex 7: Procurement 2015.....	94
Annex 8: Key performance indicators	96
Annex 9. ETF Risk Register WP 2015.....	98

LIST OF ABBREVIATIONS

AAR	Annual activity report
ABAC	Activity-based accounting system
ABB	Activity-based budgeting
CA	Central Asia
CoP	Community of practice
CVT	Continuing vocational training
DG	Directorate General
DG DEVCO	Directorate General Development and Cooperation – EuropeAid
DG EAC	Directorate General Education and Culture
DG EMPL	Directorate General Employment, Social Affairs & Inclusion
DG ENTR	Directorate General Enterprise and Industry
DG HOME	Directorate General Home Affairs
E&T2020	Strategic framework for European cooperation in education and training
EBPM	Evidence-based policy making
EBRD	European Bank for Reconstruction and Development
EaP	Eastern Partnership
EC	European Commission
EEAS	European External Action Service
EESC	European Economic and Social Committee
ENI	European Neighbourhood Instrument
ENP	European Neighbourhood Policy
EPSO	European Personnel Selection Office
ERI SEE	European Reform Initiative of South Eastern Europe
EU	European Union
Euromed	Euro-Mediterranean Partnership
FTE	Full-time equivalent
Function 1 (F1)	Supporting EU external assistance and policy dialogue with partner countries
Function 2 (F2)	Supporting partner country capacity building in human capital development, policy in action and policy progress reviews
Function 3 (F3)	Providing policy analyses through evidence-based analysis on country or cross-country policy reforms to support informed decision-making on partner country policy responses
Function 4 (F4)	Disseminating and exchanging information and experience in the international community (agencies, regional platforms and councils, bilateral and international organisations and donors)
GDP	Gross domestic product

GEMM	Governance for Employability in the Mediterranean
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
HRD	Human resources development
HCD	Human capital development
ICT	Information and communications technology
ILO	International Labour Organisation
IPA	Instrument for Pre-accession Assistance
MISMES	Inventory of migrant support measures from an employment and skills perspective
NEET	Not in education, employment, or training
NQF	National qualifications framework
OECD	Organisation for Economic Co-operation and Development
PRIME	Projecting reform impact in vocational education and training
RCC	Regional Cooperation Council
RCI	Regional Competitive Initiative
SBA	Small Business Act
SEE	South Eastern Europe
SEET	South Eastern Europe and Turkey
SEECCEL	South East European Centre for Entrepreneurial Learning
SEMED	Southern and Eastern Mediterranean
SME	Small and medium-sized enterprise
TVET	Technical and vocational education and training
UfM	Union for the Mediterranean
VNFIL	Validation of non-formal and informal learning

EXECUTIVE SUMMARY

The ETF is a specialised EU agency that helps partner countries to harness the potential of their human capital. Its objective is to contribute, in the context of the EU's external relations policies, to improving human capital development in the partner countries designated by its regulation.

The 2015 Work Programme covers the second year of the ETF's Mid-Term Perspective 2014-17. It aims at (1) reinforcing capacity for human capital development in partner countries through the use of evidence-based policy analysis for policy making, (2) increasing internal efficiency of partner country vocational education and training (VET) and (3) increasing the external efficiency of VET in relation to labour markets and economic and social cohesion.

The logic of intervention in each country differs according to structured analyses of country needs, criteria for prioritising the distribution of resources, and the principles of focus, differentiation and impact-orientation.

The first objective is covered by the following activities: (i) VET system analysis to monitor progress in targeted capacity building actions (the Torino Process), (ii) specific policy analyses (the inventory of qualifications frameworks, fiches on country employability and assessments of the human capital dimension of the Small Business Act for Europe in South Eastern Europe, Turkey and Eastern Europe), and (iii) support to programming and project design for the EU external instruments (IPA II, ENI South and ENI East, and DCI for Central Asian countries), as well as to the EU policy dialogue with partner countries.

The second objective comprises four activities, namely: (i) Skills and VET governance (improving VET system governance in the partner countries through capacity development of key actors in multilevel governance, networking and knowledge sharing), (ii) VET system quality assurance reform (review of and support to VET quality assurance policies and measures in order to assess their relevance and effectiveness with reference to VET reform, and build capacities in selected countries) (iii) learning and teaching in VET (networking, knowledge sharing and support to the provision of work-based learning, vocational teachers and trainers as well as career guidance) and (iv) contributing to EU interventions in the partner countries in implementing and monitoring relevant EU projects.

For the third objective, activities cover the areas of (i) qualifications and qualifications systems (external dimension of the EQF and targeted support to national actors, including capacity building, to help them to reform qualifications systems), (ii) employment, skills and employability (analysis, monitoring and support to labour market development and employment policies, including matching and anticipation of skills needs), (iii) skills and migration (dissemination of policy analysis, evidence to support the implementation of the skills dimension of Mobility Partnerships and/or Migration Dialogues), and (iv) entrepreneurial learning and enterprise skills (identifying good practice and supporting entrepreneurial learning development).

These activities will be clustered into seven strategic projects to ensure efficient implementation, transformative impact and clear EU and ETF added value in the partner countries.

The budget and human resources assumptions to implement the activities contained in this programme are: €20.144 million¹ from the EU budget (of which €4.443 million for Title III) and 133 staff (92 TA, 39 CA, 1 SNE and 2 LA)

¹ Subject to the approval of the 2015 EU budget by the Budget Authority

PART I: INTRODUCTION

Background

The ETF is a specialised EU agency that helps partner countries to harness the potential of their human capital. Its objective is to contribute, in the context of the EU's external relations policies, to improving human capital development in the partner countries designated by its regulation. The ETF's work is planned according to a cascading principle from strategic goals for 2020, strategic mid-term objectives to 2017 to annual objectives. The cascading continues with the operationalisation of annual objectives from multi-annual and corporate levels to strategic projects. Once the Work Programme has been adopted by the Governing Board and the budget confirmed by the budget authority, implementation plans are developed. These plans contain details on the resources, activities and project results for the year. The Mid-Term Perspective is confirmed and detailed through annual Work Programmes, which are fine-tuned according to the evolution of country needs and priorities and EU policy developments, as well as to the availability of financial and human resources. The identification, measurement and reporting of the impact of the ETF's work is paramount in this context: impact is planned and measured through the contribution of several multiannual plans.

Furthermore, impact has to be understood as a combined effort of the ETF together with the countries' own implementation of reforms and the contribution of the EU programmes and other donor interventions. This is why the ETF's support to the EU external assistance and policy dialogue with partner countries is essential for ensuring long-term impact by linking policy analysis and capacity building with the larger support of the EU and other donors. Dissemination and networking support the conditions for long-term sustainability.

This Work Programme covers the second year of the ETF's Mid-term Perspective 2014-17 (MTP), which sets the strategic objectives and associated indicators for annual objectives to enable effective and efficient monitoring.

If the final budget and resources are less than the assumptions used in this WP (see Part III and Part IV), the ETF will be obliged to de-prioritise and cancel some activities presented in Part III.

The ETF's mandate, vision and mission

The recast regulation adopted in December 2008 continues to set the framework for the ETF's work in 2015. It specifies that the ETF is to contribute, in the context of EU external relations policies, to human capital development, defined as work that contributes to the lifelong development of individuals' skills and competences through the improvement of vocational education and training systems.

It also places the ETF's activities in a policy driven approach to external assistance contained in the Instrument for Pre-Accession Assistance (IPA II), the European Neighbourhood Instrument (ENI) and the Development Co-operation Instrument (DCI). These external instruments put greater emphasis on supporting partner countries in the definition and implementation of strategies aligned with national policy priorities.

The mandate also defines the ETF's themes and functions². Since 2010, planning and implementation have followed a three dimensional approach: geographic³, functional⁴ and thematic⁵.

² Article 1.1. defines the partner countries, art. 1.2. the policy areas (themes) and art. 2 the functions.

The ETF's vision is to make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, contributing to competitiveness and social cohesion.

The ETF's mission is to help 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.

As stated in the vision, the ETF's work on education and training focuses on holistic vocational education and training in a lifelong learning perspective.

In defining its activities, the ETF respects the following principles:

- The ETF is an EU agency that provides impartial, non-commercial expertise on public policies for human capital development in its partner countries.
- The ETF encourages ownership and broad participation among relevant stakeholders. In this regard, the ETF supports consensus building and mutual learning among partner country actors, thus connecting policy analysis and agreements about policy choices and implementation. Ownership and participation are the condition for sustainable development, contributing to enhancing the resilience of national systems both from the economic and social point of view as well as in terms of the capacity of national organisations to cope with challenges and uncertainty.
- The ETF believes in a holistic policymaking approach that takes into account the context of each country and is based on evidence. VET is considered in a broad context in terms of its links to employment, social inclusion, enterprise development, competitiveness and sustainable development.
- The ETF's priorities evolve constantly according to changes in its operational environment, EU priorities and specific requests from the European Union. The ETF focuses on priorities that have a high impact with the resources available.
- The ETF, as an EU agency, ensures consistency between its work in the partner countries and its support to programming within EU external instruments and projects.

³ Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, the former Yugoslav Republic of Macedonia, Georgia, Iceland, Israel, Jordan, Kazakhstan, Kosovo (this designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence - hereinafter 'Kosovo'), Kyrgyzstan, Lebanon, Libya, Republic of Moldova, Montenegro, Morocco, Palestine (this designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual position of the Member States on this issue), Russia, Serbia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, and Uzbekistan. The recast regulation also introduces potential flexibility in the ETF's geographical scope, to allow the Commission to use the ETF's expertise outside the 30 partner countries and territories it presently assists (Article 1 (c))

⁴ In the ETF's mandate, eight functions are indicated (art. 2) and these are translated at operational level into four as follows: F1 – Supporting the European Union external assistance and policy dialogue with partner countries (mandate: (e),(h),(g)); F2 – Supporting partner country capacity building in human capital development, policy in action and policy progress reviews – (mandate (c)); F3 – Providing policy analyses through evidence-based analysis on country or cross-country policy reforms to support informed decision making on partner country policy responses – (mandate (a), (b)); and, F4 – Disseminating and exchanging information and experience in the international community (agencies, regional platforms and councils, bilateral and international organisations and donors) (mandate (d), (f)).

⁵ A. Evidence-based VET policy analysis; B. Modernisation of the VET system and C. Innovative approaches for increased relevance of VET provision in respect of labour market, economic and social cohesion.

PART II: ETF STRATEGY, STRATEGIC GOALS AND ANNUAL OBJECTIVES

This Work Programme covers the second year of the ETF's Mid-term Perspective 2014-17 (MTP), which sets the strategic objectives and associated indicators for annual objectives. In the framework of the 2014-17 mid-term perspective, the 2015 Work Programme describes the activities that will contribute to the achievement of the ETF's strategic goals for the period 2014-20 as follows:

Goal 1: Evidence-based policy making: to support partner country intelligence and capacities at all stages of the VET policy cycle, bringing innovation and sustainable development;

Goal 2: EU policy support: to support the external dimension of EU policies in human capital development.

As a result, the ETF will contribute to the following long-term results in the partner countries,:

- More effective VET policy making with better governance;
- Increased employability and enhanced social and territorial cohesion.

Goal 3⁶ and **Goal 4**⁷ of the ETF Strategy 2014-20 are key horizontal principles that underpin all activities that the ETF carries out. As a result, there will be increased accountability and trust in the organisation, and expertise that will benefit the partner countries will be developed and consolidated.

The following table presents the strategic objectives set in the Mid-term Perspective 2014-17 and how the annual objectives relate to these strategic objectives in the MTP. The table also includes the expected results for the year and the policy areas⁸ they refer to.

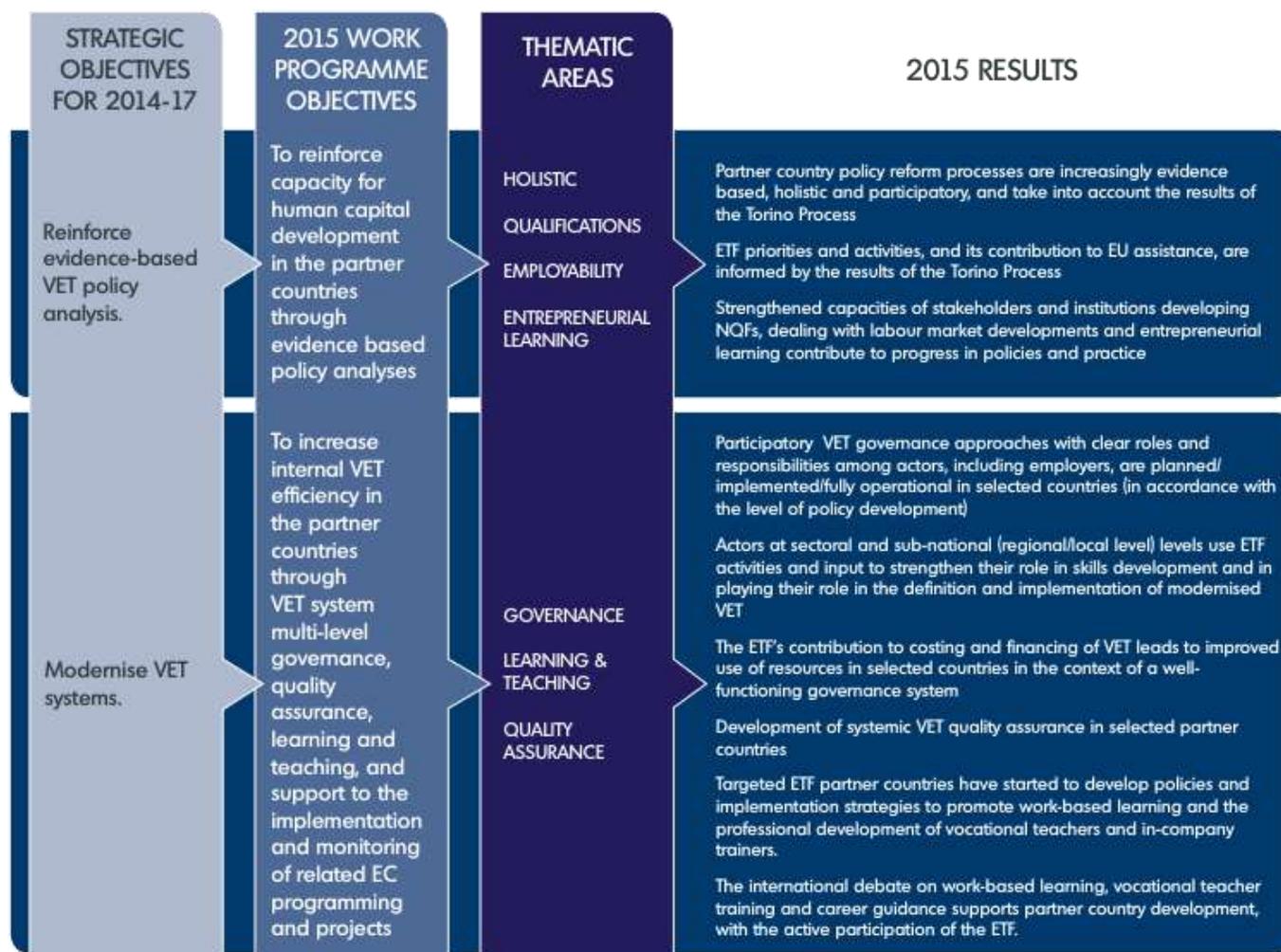
The policy areas have been allocated for planning purposes. Nevertheless, some of these areas may fall under more than one category. In order to track programmes and assess the ETF's added value, these objectives will be correlated with the building blocks of the Torino Process analytical framework. Furthermore, this will also facilitate the assessment of the process, as presented in the country progress indicators.

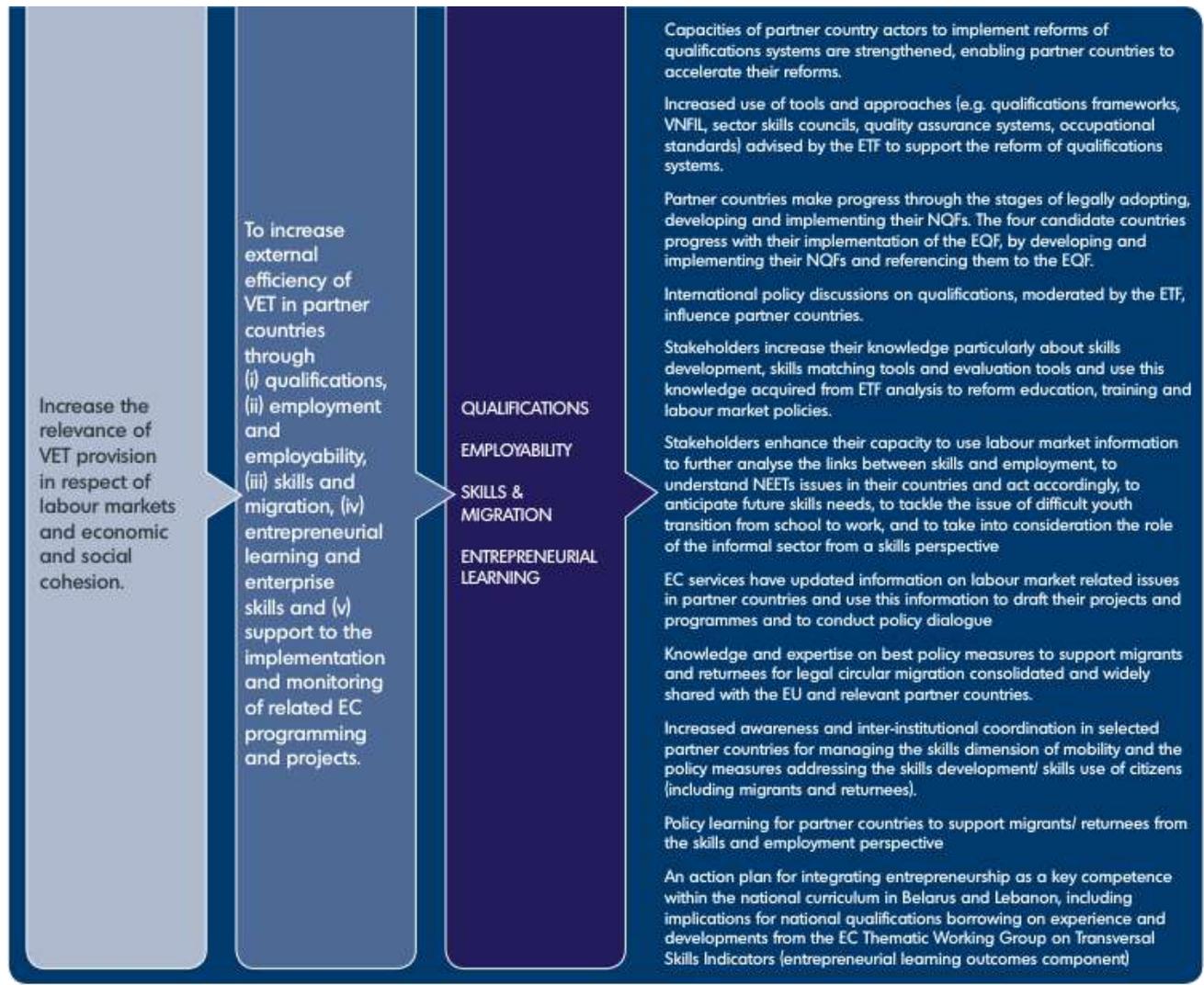
In addition to this quantitative approach, to evaluate stakeholder satisfaction the ETF will assess perceived progress on the participatory approach of the Torino Process as well as on its methods.

⁶ Goal 3: Partnership and communication: to strengthen cooperation and communication with key stakeholders playing an active role in human capital development.

⁷ Goal 4: Organisation development: to be a reliable and efficient EU organisation by maximising results and increasing efficiency.

⁸ The MTP 2014-2017 identified the following seven thematic areas: Qualifications and qualifications systems; VET Governance; VET Quality Assurance; Learning and Teaching in VET; Employment and employability; Skills dimension of Migration and Entrepreneurial Learning and Enterprise skills





Country progress indicators 2015-17

Torino Process Analytical framework Building Blocks	Country Progress Indicators ⁹
Vision	<ol style="list-style-type: none"> 1. An integrated, comprehensive national vision for VET has been agreed across and beyond government (all) 2. Monitoring systems have been established and implemented to align VET policies to vision (all)
External Efficiency (economic)	<ol style="list-style-type: none"> 3. Mechanisms have been established and implemented to identify training needs in the labour market (Empl/QA) 4. Activity rate (15+) by sex and educational attainment (Empl) 5. Employment rate (20-64) by sex and educational attainment (Empl) 6. Unemployment rate (15+) by sex and educational attainment (Empl) 7. Youth unemployment rate (15-24) by sex (EMPL) 8. An entrepreneurial policy strategy has been established and implemented (EL) 9. Percentage of employers who do not see skills as an obstacle for their business (EL) 10. Policy/ strategy papers linking skills development policies with migration have been formulated and implemented (i.e. employment, VET, NQF strategies)(SM) 11. Schemes to support migrants and returnees from the skills and employment perspective have been established and implemented (SM) 12. New qualifications promote international mobility (SM) 13. A NQF has been established and implemented (QF) 14. Qualifications have been placed in the NQF (QF) 15. Quality Assurance mechanisms have been established for the NQF (QF/QA) 16. Career guidance policies have been established and implemented to facilitate transition to work (L&T) 17. NEETs rate (15-29) (Empl)
External efficiency (social)	<ol style="list-style-type: none"> 18. Share of learners from low socio-economic background in VET and in general education (Soc Incl)
Internal Efficiency	<ol style="list-style-type: none"> 19. Share of VET teaching staff in professional development (L&T) 20. Work based learning policies have been developed and implemented. (L&T) 21. VET Learning and teaching policies have been developed implemented (L&T) 22. Participation in lifelong learning (25-64) (L&T) 23. Tertiary educational attainment (30-34) (L&T) 24. Low achievers in PISA performance (QA) 25. Share of VET students as % of total students at ISCED 3 (QA) 26. Completion rate in VET programmes (QA) 27. Early school leavers (18-24)(QA) 28. Public spending for VET (as part of total education spending, and per VET student) (Gov) 29. Share of private spending as part of total VET spending (Gov)
Governance	<ol style="list-style-type: none"> 30. Institutional mechanisms have been established and implemented for public-private financing of VET (Gov) 31. Appropriate coordination mechanisms for VET policy making, involving social partners have been established and implemented (at national level, at sectoral level, at regional level) (Gov) 32. Autonomy of vocational schools (Gov)

QF: Qualifications and qualifications systems; Gov: Skills and VET governance; QA: VET system quality assurance reform; L&T: Learning and teaching in VET; Empl: Employment, skills and employability; SM: Skills and migration; EL: Entrepreneurial learning and enterprise skills; Soc. Incl: Social inclusion.

⁹ For process indicators to be assessed according to ETF policy development stages: ad hoc, initial, structured, defined and consolidated (see annex 4).

Policy context

1. European policy context

In 2015, the Political Guidelines of the new Commission “Agenda for Jobs, Growth, Fairness and Democratic Change” are the basis for a series of initiatives and actions that concentrate on the areas where the European Union is able to make a real difference.

The documents mentioned in this chapter reflect the efforts the EU is making to shape the global agenda on education and training, promoting the international dimension of the European policies¹⁰.

Europe 2020

After four years of implementation, the Commission proposed, and the European Council of 20-21 March 2014 agreed, to initiate a review of the Europe 2020 strategy. On 5 March 2014, the Commission adopted a Communication “Taking stock of the Europe 2020 strategy for smart, sustainable and inclusive growth” drawing preliminary lessons on the first years of implementation of the strategy. Building on these first outcomes and in a context of a gradual recovery of the European economies, a public consultation was run to reflect on the design of the strategy for the coming years.

Education and training for growth and jobs

The contribution of education and training to economic competitiveness is a main EU priority for this decade. The Education and Training 2020 strategy (2009)¹¹ provides a strategic framework for European cooperation in education and training up to 2020. The Communication “Opening up education: innovative teaching and learning for all through new technologies and open educational resources” (2013) reinforces digital skills in education and training institutions and revisits learner assessments to ensure that all skills acquired through digital learning can be recognised.

Transparency and cooperation in VET between Member States are promoted by the Copenhagen Process, which links to the Education and Training 2020 strategy. Other initiatives in the field of VET include the EC Communications “A new impetus for VET (2010) and “Rethinking Education: Investing in skills for better socio-economic outcomes” (2012). A Review of the Bruges Communiqué (2010) with new short-term deliverables for the period until 2020 is under preparation¹².

Erasmus+ is the EU programme for boosting skills and employability through education, training, youth, and sport.

Development of skills

The labour market is constantly evolving as are the skills, competences, and qualifications that people need change over time. Work-based learning (WBL) is a fundamental aspect of vocational training – it is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life. The European Alliance for Apprenticeships¹³ promotes youth employment, while reducing the disparity between skills and labour demand. Actions to develop the

¹⁰ A more detailed account can be found in the MTP 2014-17, ETF-GB-13-015, pp. 12-16. This section updates the information on policy context presented in the MTP with recent developments

¹¹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

¹² Major consultations are ongoing in 2014 for the Europe 2020 and ET 2020 strategies, including for the Bruges Review. It is expected that new priorities for action will be defined in the area of education and training through a Joint Report to be adopted in 2015.

¹³ <http://bit.ly/1cMk9mZ>

provision of key competences for all as part of their lifelong learning strategies are part of the recommendation on key competences for lifelong learning¹⁴ (2006).

The European Area of Skills and Qualifications

The European Area of Skills and Qualifications is designed to provide a conceptual and operational framework for all European instruments and networks that facilitate understanding, appreciation and recognition of skills, competences and qualifications, thus supporting people in their learning pathways and careers.

The European Union has developed several instruments to support the transparency and recognition of knowledge, skills, and competences: the European Qualifications Frameworks¹⁵ (EQF), validation of non-formal and informal learning¹⁶, the European Credit system for Vocational Education and Training¹⁷ (ECVET) and European Quality Assurance in Vocational Education and Training (EQAVET)¹⁸.

Entrepreneurship

The policy agenda supports increasing levels of active citizenship, employability and new business creation. The European Union's Small Business Act¹⁹ and the Communication "Small Business, Big World — a new partnership to help SMEs seize global opportunities" (2011)²⁰, emphasise enterprise skills and entrepreneurship promotion through the education system.

The Green Action Plan for SMEs was adopted focusing on the efficiency of resources in entrepreneurship. On industrial policy, an implementation roadmap based on the January 2014 Industrial Policy Communication is under preparation, and is planned for adoption in early 2015.

External relations policies and instruments

The EU's Enlargement policy²¹ guides the process of expanding the EU through the accession of new Member States. The enlargement strategy and main challenges 2014-15 adopted on 8 October 2014 confirms an approach based on the fundamentals of the rule of law, economic governance and public administration reform. It also indicates that reforms should be intensified to achieve sustainable growth, improve the business environment and boost investment. High unemployment needs to be tackled, particularly among the young. The Instrument for Pre-accession Assistance (IPA II) aims at a more coherent and strategic approach to pre-accession assistance. The IPA II Regulation came into force on 16 March 2014 and is applicable from 1 January 2014. The IPA II Regulation is complemented by the Common Implementing Regulation (CIR), as well as the IPA II Implementing Regulation, adopted by the Commission on 2 May 2014. Through IPA II, the EU will provide €11.7 billion for the period 2014-20 to support the enlargement countries in their preparation for accession as well as regional and cross-border cooperation. IPA II increases focus on priorities for EU accession in the areas of democracy and rule of law as well as competitiveness and growth. IPA II also

¹⁴ <http://bit.ly/1g4bbvL>

¹⁵ <http://bit.ly/1IRpRGW>

¹⁶ <http://bit.ly/NVvgP3>

¹⁷ <http://bit.ly/1i2ArH8>

¹⁸ <http://bit.ly/1ltB8KC>

¹⁹ <http://bit.ly/7alt3C>

²⁰ <http://bit.ly/zPdelm>

²¹ http://ec.europa.eu/enlargement/pdf/key_documents/2014/20141008-strategy-paper_en.pdf

introduces a sector approach, incentives for delivery on results, increased budget support and prioritisation of projects.

The Neighbourhood policy²² is the EU's strategy for cooperation with 16 neighbouring countries. In 2015 the policy will be developed and strengthened to promote stability at Europe's borders and help neighbouring countries to develop and support stable democratic institutions and to become more prosperous, by drawing the full benefit from their association agreements with the EU. Ukraine, Georgia and Moldova took a big step toward closer ties with the EU as they signed Association Agreements with the EU on 27 June 2014. The agreements also include a Deep and Comprehensive Free Trade Area (DCFTA). The European Neighbourhood Instrument (ENI) adopted on 11 March 2014 supports closer economic integration with the EU and an effective and sustainable transition to democracy.

The "Strategy for a new enhanced partnership with Central Asia"²³ (2007) reinforced EU cooperation with the countries of the region while support is also offered to the EU-Central Asia Education Platform.

Other relevant policies

Among other policy documents relevant to the ETF's work is the communication "Increasing the impact of the EU Development Policy: an agenda for change"²⁴, the Communication on an open and secure Europe: making it happen (2014)²⁵, the Communication and the Council conclusions on the "Global Approach to Migration and Mobility" (GAMM), the Communication on the Task Force in the Mediterranean²⁶ and the Danube Strategy²⁷.

The EU acquis on migration provides a relevant legal framework, in particular the Directives on the conditions of admission of third country nationals for the purposes of studies and scientific research and the proposed recast of the two Directives, as well as the Directives on entry and residence of highly skilled migrants (the so called Blue Card Directive) and intra-corporate transferees.²⁸

2. Partner country context

South Eastern Europe and Turkey

The countries of South Eastern Europe – Albania, Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro and Serbia – and Turkey (SEET) see their future in an enlarged European Union (EU). The clear perspective of EU membership, subject to the fulfilment of the accession criteria and conditions, has a direct effect on their employment, education and social

²² Cooperation with the EU's neighbours is based on the principles set in the joint communications 'A new response to a changing Neighbourhood' and "A partnership of democracy and shared prosperity with the southern Mediterranean" (2011). The EU is also working on strengthening certain aspects of cooperation with the Eastern Partnership countries by negotiating Association Agreements and providing a sound political basis for advancing relations.. Association Agreements were already signed in 2013 with the Republic of Moldova and Georgia, The Association Agreement with Ukraine was validated in September 2014, although implementation of the application of the trade-related provisions has been delayed to the end of 2015.

²³ <http://bit.ly/1ctaSj9>

²⁴ <http://bit.ly/peXzD0>

²⁵ COM(2014) 154 final, 11.3.2014

²⁶ http://ec.europa.eu/dgs/home-affairs/what-is-new/news/news/docs/20131204_communication_on_the_work_of_the_task_force_mediterranean_en.pdf

²⁷ <http://bit.ly/1qs5UHg>

²⁸ For an overview of the legal migration acquis, see http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/immigration/index_en.htm

inclusion policies. These are framed by the broader policy objectives and targets of the EU 2020 strategy and the SEE strategy 2020, as well as the more specific policy objectives and targets of the EU Education & Training strategy (E&T2020), the Bruges/Copenhagen process for enhanced European cooperation in VET, the Bologna Process in higher education, the European Employment Strategy, the upcoming framework for monitoring employment and social reforms, and the SME Policy Index of the EU Small Business Act.

The South East Europe 2020 (SEE 2020) strategy adopted in Sarajevo on the 21 November 2013 is a regional growth and development strategy aiming to improve living conditions in the region and bring competitiveness and development back in focus, closely following the vision of the EU 2020 strategy. It emphasises the shared vision of the SEE economies to open up one million new jobs by 2020, by enabling employment growth from 39% to 44%, more than double the total regional trade turnover from €94 to €210 billion, increase the region's GDP per capita from 36% to 44% of the EU average, and insert 300,000 highly qualified people to the workforce.

The ETF has been actively involved in developing of the strategy and will continue to cooperate with the RCC and the regional ERI SEE and SEECCEL structures by providing thematic expertise in relevant areas.

Driven by national efforts, inspired by EU cooperation in VET and supported by the Instrument for Pre-Accession Assistance (IPA) and the ETF, the countries have made progress in areas such as qualifications, entrepreneurship, work-based learning and teacher/trainer training, but the challenges at system level remain significant. Low employment rates²⁹ (often accompanied by a large loss of skilled people through migration³⁰) and high youth unemployment³¹ have brought together actors from across the region to address the need for change in the world of skills. There is increasing pressure on education and training systems to increase their relevance and meet the demands of labour markets. However, despite alarmingly high unemployment rates, employers in many countries in the region report difficulties recruiting personnel with adequate skills due to a mismatch between education and training outputs and industry skills needs. Countries in the region also suffer from high early school leaving rates³², low levels of tertiary education attainment³³ and a scarcity of adult learning opportunities³⁴. In order to achieve significant progress in terms of access, relevance and quality of VET, more investment at system level is needed but the level of public investment in education and training lags behind the EU average³⁵, and resources are limited in most countries. Employment rates also lag behind the EU average and 2020 benchmarks throughout the region.

²⁹ Employment rates in the SEET range from 42.8% in Bosnia and Herzegovina (2013) to 53.4% in Turkey (2013), compared to an EU average in 2013 of 68.5% and the EU 2020 benchmark of 75%.

³⁰ Labour migration for tertiary graduates range from 29% in the former Yugoslav Republic of Macedonia to 5.8% in Turkey.

³¹ Youth unemployment levels are alarmingly high in all countries, but especially in Bosnia and Herzegovina (59.1% in 2013, up by 47.5% from 2008), Kosovo (55.9% in 2013), the former Yugoslav Republic of Macedonia (51.9% in 2013).

³² Early school leaving rates range from 6% in Montenegro (2013) to 31.6% in Albania (2012), and 37.5% in Turkey (2013) compared to an EU average of 11.9% in 2013 and the EU 2020 benchmark of 10%.

³³ Tertiary attainment refers to the share of 30-34 who have successfully completed university or university-like education and ranges from 14.3% in Albania (2012) to 27% in Montenegro (2013) compared to an EU average of 36.8% (2013) and EU 2020 benchmark of 40%. The definition of tertiary attainment includes tertiary-type B programmes. ISCED 5B programmes are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market. They last a minimum of two years full-time equivalent at tertiary level. Under the new ISCED 2011 definition, VET programmes that entail at least two years of post-secondary study will be classified as short-cycle tertiary ISCED5.

³⁴ The percentage of 25-64 year olds participating in lifelong learning ranges from 1.1% in Albania (2012) to 4% in Turkey (2013), compared with a 2013 EU 27 average of 10.5% and EU benchmark of 15%.

³⁵ Public expenditure on education ranges from 3.32% of GDP in Albania to 4% in Montenegro (national statistic sources) and an EU average of 5.25% (2011).

VET reforms conducted in the region have primarily targeted secondary VET. The main drive behind the reform processes has been the need to move away from the supply-driven model to develop VET systems that are more sensitive and responsive to labour market needs. New curricula, occupational profiles and qualifications standards have been developed (with the involvement of employers), piloted and are at different stages of up-scaling and mainstreaming. New VET legislation has been adopted and new governance institutions and/or bodies needed for its enforcement (e.g. VET centres, VET and adult education councils, etc.) have been set up. Efforts have been made to modernise and better equip vocational schools, often combining scarce public funding with donor assistance. (Education expenditure remains under 4% of GDP in all SEET countries, with the exception of Turkey and Serbia - 4.07% and 4.77% (2011) - as compared to an EU average of 5.25% in 2011³⁶). Teaching has not yet been reformed to respond to the challenges of changing societies and aspirations for EU membership. It still follows the traditional model of upfront pedagogy, with the teacher as a transmitter of knowledge functioning within the limited modality of lecturing–examination–evaluation. Extracurricular activities, learner-centred approaches, and new methods of teaching and learning (such as project-based teaching/learning and collaborative learning) are still isolated islands of good practice within the overall education system.

The key challenges at present are:

- Education and **VET reforms** have been strongly influenced by foreign donor interventions. Many policy papers and action plans have been developed through external programmes and delivered with the support of foreign technical assistance. This has been beneficial, because the countries have been exposed to a whole range of modern concepts and good practice. However, it has also led to systemic fragmentation and insufficient national ownership and sustainability. Countries in South Eastern Europe and Turkey need to find national solutions in a European context. Policy makers and practitioners must therefore develop the capacity to make better use of EU funds, while setting their own priorities, ‘shaping’ national policies and, most importantly, overcoming the barriers to implementation. In this regard in 2013-14, the high-level conference in Tirana in October 2014 demonstrated how the FRAME project helped each country to develop comprehensive skills visions and strategies shared among an enlarged group of stakeholders and better linked to economic, employment and social needs both nationally and regionally. The results of the FRAME project provide a basis for defining national priorities and roadmaps for implementation, including for future support through IPA II.
- Addressing **skills gaps and mismatches** – the countries will face the challenge of implementing the skills visions, strategies and roadmaps developed in 2014 through the FRAME project. In particular, it will be crucial to institutionalise skills anticipation to address skills gaps and mismatches so that the provision of relevant skills in the economic sectors driving economic growth will contribute to higher competitiveness. Progress and achievements in implementation have to be monitored and evaluated at regular intervals.
- Qualifications are an important entry point into the reform of VET systems. **NQF implementation** is under way in all countries and heavily relies on contributions from business. Employers are formally involved in the identification of qualifications, but collaboration still remains generally weak. This raises questions about the extent to which training agencies are able to engage with employers and address employer interests and how employers are organised and competent for this role. An exception is Turkey where sectoral bodies cooperate on the new certification system and invest their own resources in its development. Progress concerning the assessment and

³⁶ The last available data on Eurostat are for 2011, both for EU28 and for candidate and potential candidate countries.

recognition of skills, independently of how they were acquired, is limited – again with the exception of Turkey.

- It is commonly recognised that **vocational teachers and trainers** are key to developing a well-trained, employable and adaptable workforce. However, across the region, the social esteem of vocational teachers, their preparation and continuous professional development are not up to standard. Vocational teachers are (only in some cases technical) subject-matter specialists; some of them have read pedagogy. Supervised school induction periods exist in some countries but not in all. Their ability to use active learning techniques and their insight into company practices is often limited. Continuing professional development requires more funding but also suitable approaches, such as peer learning organised among teachers in occupational clusters or involving the whole school collective.
- Good neighbourly relations and **regional cooperation** are essential elements of the Stabilisation and Association process. Regional cooperation needs to be further strengthened, inclusive and regionally-owned. The South East Europe 2020 strategy provides the framework for future regional co-operation in all areas and is expected to enhance the capacities of the region as a player in an European and global context. In the context of the implementation and monitoring of the human resource axis of the SEE 2020 strategy, stronger cooperation between the RCC, ERISSE and SEECCL as the key regional actors is needed.

Southern and Eastern Mediterranean

Following the Arab awakenings and with few exceptions, the situation in the region has remained highly volatile and unstable which has affected the pace of reform. Much still needs to be done to address the aspirations and demands behind the uprisings.

The main challenges remain the very low activity rates and high levels of unemployment, in particular among youth and women, low return on education and training due to a high mismatch between the demand and supply of skills and inefficient governance and the poor image and relevance of VET systems.

Over 60% of the population of the Arab Mediterranean countries is under 30 years old. This exerts pressure on education and training systems and labour markets. If current trends continue, by 2020 the number of young people in the region will be close to 100 million. The region tops the world's youth unemployment statistics with peaks above 25%, in spite of very low activity rates. On average less than half of the working age population is economically active in the region, and one in three people are actually employed. This is mainly due to the low participation of women. On average, one woman in five is economically active (and one in six is employed), the world's lowest rate. Despite decreasing gender discrimination in the education system, women are treated unequally in the labour market. Even though there has been a slow but sustained increase in female activity (around 0.5% annually), the situation has been adversely affected by recent events.

Limited job opportunities in the private sector and shrinking public sectors have made the employment situation of university graduates extremely difficult (so called educated unemployment). Employers complain about the mismatch between their skills needs and education content which is overly-academic and humanities-based, with little emphasis on soft skills and key competences. High social expectations from young people about jobs and poor job-matching services aggravate the situation. The region has an entrepreneurial spirit with a high proportion of the working age population declaring a preference for starting an entrepreneurial activity (15% compared to 6% in the EU). Nevertheless, education and training systems are not well-equipped for providing entrepreneurial learning and skills. Access to training particularly suited to the specificities of micro and small companies remains a key challenge.

Migration is a complex phenomenon in the region, with Maghreb mainly sending emigrants to Europe and Mashrek to the Gulf States. On the one hand, for an individual, emigration is an alternative to informal low quality jobs at home. On the other, some countries are badly affected by the loss of qualified workers (e.g. Lebanon and Jordan), while others welcome skilled and unskilled immigrants (i.e. Jordan, Lebanon, Libya and Algeria) from neighbouring countries and Asia. It should be noted that South-South movements are also significant, with Mashrek hosting millions of refugees (Palestinians, Iraqis, Syrians) and Maghreb hosting an increasing number of sub-Saharan immigrants.

In the 2014-17 ENI-South programming, priority is given to issues linked to labour market reform (Algeria), employment and private sector development (Jordan), inclusive growth and competitiveness (Morocco, Tunisia, Lebanon) and support to youth (Libya). The amounts earmarked for these priorities, that will also target skills development, range between 20 and 40% of the overall country allocations. Sections below in the work programme explain possible requests from EU Delegations for design on some of these interventions.

An overview of the education and training systems underlines the following challenges:

- **Multilevel governance** remains a key challenge in terms of its highly fragmented institutional settings, limited involvement of social partners at all stages of the policy cycle; poor flexibility to adapt VET provision to local needs and local development;
- **Fragmented architecture of education and training sub-systems** leading to a disconnection between different education and training 'subsystems', and between education and training and labour. This fragmented architecture limits the attractiveness and social status of VET that is seen as a "dead end", limiting possibilities for learning opportunities within the education system in a lifelong learning perspective;
- **Low quality and relevance of skills development** that is provided to young people and adults for their socio economic needs as well as for those of small and medium-sized enterprises (SMEs);
- Beyond generating value-added through economies of scale and scope, **regional cooperation** provides an efficient forum for exchanging information and policy experiences, best practice and demonstration effects. In particular, regional policy dialogue in the field of VET can support sustainable development focussing on economic, territorial and social cohesion.

Eastern Europe

Political tensions have risen in the region since the second half of 2013. Before this crisis the Caucasus, the Republic of Moldova and to a lesser extent Russia showed a robust growth in GDP; since 2012, Belarus and Ukraine faced increasing economic problems. This year, in particular the Ukrainian and the Russian economies have been affected. The European Union is currently focusing its efforts on de-escalating the crisis in Ukraine, and is committed to a policy of sequenced engagement with Ukraine and to a close relationship that encompasses gradual progress towards political association and economic integration³⁷. The EU has proposed to step-up its support for Ukraine's economic and political reforms, including people to people links and education³⁸.

³⁷ EEAS- Fact sheet EU-Ukraine relations, 12/09/2014, 140912/01, http://www.eeas.europa.eu/statements/docs/2014/140514_02_en.pdf

³⁸ European Commission - MEMO/14/159 05/03/2014, http://europa.eu/rapid/press-release_MEMO-14-159_en.htm

In the last years there have been signals that economic growth after two decades has started to translate into employment growth and declining unemployment rates³⁹. Unemployment is relatively low except in Armenia and Georgia, where it is above 15% and youth unemployment well above 30%. The region has an aging population, except in Azerbaijan and Georgia and is characterised by substantial migration streams, in particular from Armenia, Georgia and the Republic of Moldova.

The countries have made substantial progress in developing VET legislation and strategies since 2010. VET has moved higher up the political agenda in most countries, but this has not led to a clear increase in vocational students. Except in the Republic of Moldova, education funding remains around the EU average or is well below it, in particular in the Caucasus countries. Participation in VET in the Caucasus is very low compared to the other countries in the region. Armenia and Georgia have concentrated investments in 12 to 14 vocational schools, which have made a quality jump. A lot of progress has been made in involving all stakeholders in VET discussions, in particular through the establishment of VET councils and in some countries also sector councils. A driving force behind the discussions has been the development of national qualifications frameworks. Employers have been engaged in discussions about occupational standards and labour market perspectives. The countries have also invested in curricula reforms and in equipping pilot schools. VET however remains largely school-based and only in ad-hoc cases practical training is provided in companies.

The EU gives priority to education in its 2014-20 ENI-East programmes for Armenia (€21 million support to VET), Azerbaijan ("Education Support Programme in Azerbaijan", €19 million), Georgia (Employment and VET budget support, €22 million), the Republic of Moldova (Technical assistance to VET, €5 million to be followed by further support) and Belarus (Employment and VET, €12 million). In Ukraine the EU has a twinning project to support the development of an NQF.

A number of key challenges remain:

1. Employers and policy makers perceive that there is a large **skills mismatch** both in terms of quantity (number of unemployed and open vacancies) and quality (qualification requirements and provision of education do not meet). More policy coordination and a better understanding of present and future skills needs is considered to be part of the solution.
2. **National qualifications frameworks** are conceptualised but require agreed methodologies and implementation strategies. NQF agencies or sector skills councils are supporting this process, but widespread capacity development will be a key element for building a trustworthy qualification system. Validation of non-formal and informal learning is part of this discussion and has a particular relevance also with a view to returning migrants and is considered a relevant measure of the Mobility Partnerships.
3. Although social partners are increasingly interested and involved in VET strategy design and implementation, the **cooperation between school and enterprises** remains mainly ad-hoc. VET is often considered too academic and opportunities for practical training are mainly provided in schools or are absent. Coherent strategies for work-based learning are missing. Although entrepreneurship education has been introduced in the curricula as a separate subject in VET, there are still few approaches for developing entrepreneurial learning as a key competence.
4. Demographic decline in most countries is leading to decreasing **numbers of students**. At the same time training provisions for an aging population are only modestly developed. Many

³⁹ However, the impact of the current crisis in Ukraine in economic growth could change this trend, i.e. Russia has experienced strong, yet unsustainable growth over the past years, but the current outlook could be changing in the context of the Ukraine crisis.

governments are considering approaches to rationalise education provision, to better match provision with regional and local economic demands and to better link initial and continuing VET.

Central Asia

Except in Kyrgyzstan where GDP declined in 2012, Central Asia has enjoyed strong economic growth in recent years (7-11%) as it has recovered from the economic recession and the loss of traditional markets experienced following independence. The region is characterised by its diversity of resource-rich and resource-poor economies. Demographic developments create a yearly pressure on employment creation. Unemployment rates are relatively low in Kazakhstan, Turkmenistan and Uzbekistan and around 8 and 11% in Kyrgyzstan and Tajikistan, where youth unemployment amounts to over 16%. Informal employment is widespread and in particular in Kyrgyzstan.

Migration remains a significant labour force characteristic of the region with many Tajik and Kyrgyz migrants seeking employment abroad – frequently to Russia (93% of Tajik migrants) or Kazakhstan. The VET systems of the region differ in terms of structure and capacity and reflect the economic situation in the country. All countries have expressed the intention to expand vocational education and training systems. Kazakhstan and Uzbekistan have for years systematically invested in the expansion of VET. In Kyrgyzstan and Tajikistan VET is still underfinanced. All countries, with the exception of Kazakhstan, will receive bilateral EU support for reforming VET in the coming years. At present EU projects are running or planned for Kyrgyzstan and Turkmenistan (€19.6 million and €6 million respectively for general education and VET).

Kazakhstan is linking its VET policies to the socio-economic innovation strategy and in particular explores work-based learning options. Uzbekistan has consistently invested large sums to improve VET infrastructure and provision, but has problems with the skills match and horizontal mobility in education. Turkmenistan has invested in modernising the curricula with EU support. Kyrgyzstan and Tajikistan have strengthened their evidence base, but are facing a fragmented VET system and the competition of short term courses with a view to migration. In all countries quality is the main concern. With ETF support vocational schools are slowly moving from repeating education programmes to more strategic initiatives linking schools to local communities and enterprises.

The key challenges in Central Asia are:

1. To strengthen the role of the private and public sectors in policy dialogue in order to increase the **relevance and quality of VET**. The introduction of social dialogue and sector councils in Kazakhstan and Kyrgyzstan may support this aim. Developing more coherent policies for school and business cooperation will enhance VET relevance at local levels.
2. To increase VET quality through strategic **school development** approaches and **teacher training**. The status of teachers is under severe pressure and vocational teachers and trainers do not receive targeted pre-service teacher training and little in-service teacher training.
3. To increase the **status of VET** by enhancing mobility in the education system in a lifelong learning context. Fragmentation of and competition between initial, secondary and continuing VET (including training for migrants) make VET inefficient and ineffective. Discussions about national qualifications frameworks make the demand side more visible and will challenge the fragmented system. Enhancing quality assurance mechanisms may have a similar effect.

PART III: MAIN INTERVENTIONS

The 2015 objectives, activities, actions and results have been identified from different sources:

- the country and regional progress monitoring produced through the Torino Process in 2014 combined with other analyses of developments in the countries⁴⁰ that conclude with a number of policy area needs [Part II]⁴¹;
- EU policy development [Part II];
- EU external assistance to the partner countries; and
- the work done in the partner countries by donors, and the complementarity among them in terms of the added-value they can bring.

The logic of intervention in each country is **differentiated** according to specific policy needs and internal criteria for prioritisation in the distribution of resources - both financial and human, and the principles of focus, differentiation and impact-orientation, namely:

- i. The strategic importance of **human capital development in EU assistance** for the country, including both the overall strategic importance of the country for the EU (i.e. existing contractual relations) and the role of human capital development in the development cooperation envelope;
- ii. The country's **readiness and willingness to cooperate** with the EU/ETF to meet mutual accountability and conditionality to secure the potential sustainability of EU/ETF interventions, including the importance of human capital development in national policies; the commitment of stakeholders to human capital reform, and specifically VET and skills development and the country's commitments to making resources available to implement reforms; and,
- iii. The **expected impact/added-value** of any ETF intervention, including the importance of human capital development in national policies, specifically VET and skills development; meaningful ETF interventions to support country needs through a focused, differentiated and impact-oriented approach and complementarity with other donors in human capital development; willingness to cooperate with the EU/ETF and the potential sustainability of ETF interventions. In addition, the impact of the ETF's interventions is guaranteed by the consistency and complementarity of its work with other actions at Community level, both within the community and in the provision of assistance to the partner countries (art. 14 of the ETF's mandate).

The result of this identification process is presented in this part III, which is organised, under each annual objective, by activities, specific objectives, actions, outputs and outcomes⁴². They are justified by the challenges set out in the current MTP as well as the achievements in the countries during the previous MTP and Work Programme 2014. The planned ETF's operations are aligned with the EU policy priorities and according to the partner countries specific context.

⁴⁰ NQFs inventory, Employability country fiches and SBA assessments

⁴¹ Social inclusion, competitiveness and, more generally, sustainable development are transversal policy objectives to be addressed across the different activities. Innovation is also a transversal issue, both in terms of continuously improving systems and new methodologies and tools to change VET practice.

⁴² Results are formulated for each strategic objective and for all countries; however, due to the differentiation principle applied by the ETF, in each country the results may differ from this overall formulation.

From 2015, the ETF clearly identifies the desired results based on the thematic scope of the European external policy instruments and article 1.1 of its founding Regulation (differentiating outputs-products and deliverables at the end of an action, from outcomes – which define the effect the activity has in the stakeholders’ capacity or policy development)⁴³. To measure the achievement of outcomes at country level, the ETF uses policy development stages matrixes (see Annex 4). Impact is defined by strategic goals and objectives and is measured through country progress indicators looking at the development of the partner countries, taking into consideration the cumulative impact, achieved by all relevant donor interventions, including the ETF (as presented in the table on p.12). With this, the ETF incorporates the results value chain at all levels of its planning, implementation and reporting, as defined by different organisations active in development cooperation (including DG DEVCO), as follows:

Results value chain	ETF Strategy 2020	MTP 2014-17	Annual WP 2015
Impact (progress made in the related human capital development policies of countries)	Country Progress Indicators p. 12		
Outcomes (effect outputs have on stakeholders)		Key performance indicators for core mission (Annex 8)	Outcomes 2015 (pp 10-11) and in Part III for each Activity; further measured at country level through the Policy Development Stages matrixes (annex 4)
Outputs (products and deliverables at the end of an action implemented through an AWP)			Presented in part III for each activity and action. Detailed list of publications and events in Annex 3

The annual objectives are defined on the **assumption** that the resources and staff foreseen in the EC proposal for a Multi-annual Financial Framework for the ETF will be available (see part IV). With the already severe decrease of the average allocation per country in Title 3 from €178,167 in 2012, €158,402 in 2014 and €148,090 in 2015, the ETF has reason to reiterate its concern about the achievement of impact at country level. Therefore countries will be prioritised and those ranked by the EU as having a high priority will be the ones for which the budget allocation will allow impact achievement.

The ETF is committed to achieving its mandate and the strategic objectives set in the MTP 2014-17 with high quality and cost-effectiveness in order to satisfy the expectations of its institutional governance and ensure maximum benefits to its partner countries and stakeholders. With the aim of making ETF more strategic and efficient, the organisation of the delivery of the activities described in this section III will be done through seven **Strategic Projects** that cluster ETF work around a limited number of high level strategic interventions (see Part III projects for the distribution of resources amongst the strategic projects and regions). These strategic projects have been selected in line with the following criteria:

- transformative impact and clear EU and ETF added-value in partner countries;
- integrate the three dimensions of ETF work: geographic, functional and thematic policy;
- multi-annuality (2-4 years of lifeline)

⁴³ The new Instrument for Pre-accession Assistance (IPA II), the European Neighbourhood Instrument (ENI) and the Development Cooperation Instrument (DCI) for Central Asia.

- critical mass in terms of countries, expertise and financial resources
- respect for ETF mandate, governance and strategic planning expectations

The proposed list of strategic projects for the period 2015-2017 is presented in the following table, with reference to the activities as presented in the next sections of this part III:

Strategic Project	Activities
1. Support to the EU policy and external assistance (IPA, ENI-South, ENI-East, DCI)	EU external assistance both in the formulation and identification of programmes and projects (Objective 1, activity 2.3) and in the implementation, monitoring and evaluation phases (Obj. 2, activity.2.4).
2. Policy analysis and system wide progress monitoring (Torino Process)	VET system analyses (Objective 1, activity.2.1)
3. Qualifications and qualification system	Action under activity Specific Policy Analyses (Objective 1, activity 2.2) and activity "Qualifications" (Objective 3, activity 2.1)
4. Skills and VET governance	Activity "VET Governance" (Objective 2, activity 2.1)
5. VET provision and quality	Activities "Quality assurance in VET" (objective 2, activity 2.2) and "Learning and Teaching in VET" (ob. 2 actv.2.3)
6. Employment , employability and mobility	Action under activity Specific Policy Analyses (obj. 1, act. 2.2) and Activities "Employment and employability" (obj. 3, act. 2.2) and "Skills and migration" (obj. 3, act. 2.3)
7. Entrepreneurial learning and enterprise skills	Action under activity Specific Policy Analyses (Ob1, Act. 2.2) and Activity Entrepreneurial learning and enterprise skills in Obj. 3 Act. 2.4

No changes are envisaged in the priorities or the logic of intervention set out in the MTP. The intervention logic starts with the Torino Process, which provides regular monitoring of the progress made at VET system level in each partner country and outstanding needs for policy intervention.

The policy areas identified are then subject to a further analysis aiming at distinguishing by whom their implementation will be addressed. A collective exercise leads to listing proposals for policy areas to be addressed through the EU external assistance programmes and projects, those which are already covered through the intervention of other international or local actors and those which could be addressed by the ETF through its own interventions.

In selected countries this process is supplemented from the long list of policy needs by the ETF and key stakeholders identifying the policy options that could become policy solutions through ex-ante impact assessment (see Jordan, Ukraine and the Bruges communiqué short-term deliverables exercise in Montenegro).

In 2014 the ETF's interventions were delivered through multi-annual country strategic perspectives for the period 2014-17 and annual country plans. In addition, other ETF interventions were organised in regional projects and thematic communities of practice. This resulted in nearly 50 different projects.

From 2015 it is proposed to change the method of delivery and consolidate the ETF's activities into the limited number of strategic projects presented in the table above.

The multi-annual country strategic perspectives will be updated in 2015, to take into account the results of the 2014 Torino Process progress monitoring in the different countries. They will then record the most recent information on the countries and the rationale for selecting the interventions and their modality (using the policy development stages matrices outlined in Annex 4).

Strategic Objective 1: Evidence-based VET policy analysis

1 2015 Annual objective

To reinforce capacity for human capital development policy in the partner countries through the use of evidence based policy analyses in (a) VET system analyses (Torino Process and Projecting Reform Impact in VET initiative (PRIME)); (b) Updating the qualifications inventory; (c) Employability reviews in SEET, SEMED and EE; (d) Small Business Act assessment in SEET and EE; and (e) Support to the EC in (IPA, ENI or DCI) programming and project identification and formulation and in EU policy dialogue with partner countries.

2 Activities

Evidence-based policy making is a key challenge across ETF partner countries. The principle ETF tool to support holistic policy analysis in the partner countries since 2010 has been the Torino Process. The first two rounds of the Torino Process in 2010 and 2012 confirmed that there is a deficit in structured, reliable evidence and statistics for policy making, and that countries lack the capacity to convert evidence into policy action in respect of the principles of effective public policy management. Inspired by the Bruges Communiqué, the Torino Process is a biennial process leading to an evidence-based analysis across vocational education and training (VET) policy in a given country. The process is intended to be led by the partner countries with wide stakeholder participation to generate a shared analysis on the vision for VET and its links with socio-economic development, the quality and efficiency of VET delivery, and governance structures. In this respect, the Torino Process is designed as a policy learning tool to build capacity in evidence-based policy making in partner countries from three dimensions. Firstly, the Torino Process analyses capacity for VET policy making; secondly, it features opportunities for stakeholders to strengthen their understanding and capabilities to make policy; thirdly, as of 2014, the Torino Process builds capacity to support countries to bridge the gap between analysis and defining options for policy action through the use of ex ante impact assessment methodologies. This initiative is known as Projecting Reform Impact in Vocational Education and Training (Prime) launched in three countries in 2014 (Jordan, Kosovo and Georgia). In addition to the Torino Process, as a holistic VET system policy analyses, the ETF analyses specific thematic areas (such as, qualifications, employment and entrepreneurship).

2.1 VET system analyses

Specific objective

To strengthen holistic, evidence-based policy analysis in partner countries through the Torino Process as a prerequisite for sustainable, country led and participatory policy making.

Actions

All regions

- Outcomes of 2014-15 Torino Process presented and discussed with key stakeholders;
- Outcomes of the 2014 ex-ante impact assessment initiative (Projecting Reform Impact in VET - PRIME) in Jordan, Montenegro and Ukraine, presented and discussed with key stakeholders and methodology consolidated;
- Torino Process analytical framework ready to be implemented in 2016 and ETF evidence and statistics framework for policy analysis consolidated.

Outputs⁴⁴

- Cross-country, four regional and key indicator reports on the 2014 Torino Process published and shared with ETF stakeholders
- High level conference on the results and future perspectives for the Torino Process organised under the Latvian EU Presidency in June 2015
- Revised guidelines for the 2016 Torino Process, shared with interested partner countries.
- Report on results, lessons learned and future directions for the PRIME initiative published
- Capacity of key stakeholders from in 27⁴⁵ partner countries built in evidence-based policy making through the 2014 Torino Process.
- Informed, evidence-based translation of policy diagnosis into policy in action facilitated (PRIME) in three countries (Jordan, Montenegro and Ukraine).
- Capacities and relevant instruments for monitoring VET reform, in particular in Palestine (if conditions allow) and Tunisia

Outcomes

- Partner country policy reform processes are increasingly evidence-based, holistic and participatory, and take into account the results of the Torino Process.
- ETF priorities and activities, and its contribution to EU assistance, are informed by the results of the Torino Process.
- Partner country commitment to participate in the Torino Process in 2016 (over 75% of ETF partner countries express interest to continue their involvement).

2.2 Specific policy analyses

Specific objectives

- To disseminate and share knowledge on **qualifications** system development in PCs
- To facilitate the design of suitable lifelong learning systems through the improvement of the level of understanding of **labour market** developments in the partner countries
- To promote employability, enhancing employment and strengthening competitiveness through **entrepreneurial learning**, in particular entrepreneurship as a key competence, and intelligence on enterprise skills.

Actions

Qualifications and qualifications systems

- Improve qualifications policies based on dissemination and knowledge sharing on qualifications systems development, through the online qualifications platform and an updated publication of the

⁴⁴ See also detailed list of publications and events in Annex 4

⁴⁵ Countries which have not confirmed their participation are Turkmenistan and Iceland, (tbc). Activities with Syria are currently suspended.

joint ETF-Cedefop-UNESCO inventory of qualifications frameworks. This activity includes participation in a conference in Riga.

Employment and employability

- The ETF will support DG EMPL by updating country employability fiches for the Eastern Europe and the Southern and Eastern Mediterranean and progress reports for South Eastern Europe and Turkey in their programming and bilateral policy dialogues. Country fiches and progress reports are designed to monitor developments in labour markets, education and training, employment and social inclusion.
- The ETF will also support DG EMPL in the regional policy dialogue on labour markets and employment through the dissemination of the regional report on active labour market policies to support youth employment in the Southern Mediterranean region. The work will feed into the UfM high level expert group on labour markets and employment, the UfM Initiative for Jobs and other regional policy fora and meetings.

Small Business Act assessment

- Undertake an assessment of the human capital dimensions of the Small Business Act for Europe in the seven countries of South Eastern Europe and Turkey (including mentoring experts);
- Undertake an assessment of the human capital dimensions of the Small Business Act for Europe in Eastern Europe region (six countries) by finalising the publication and discussing its results in a regional meeting under Platform 2 of the Eastern Partnership.

Outputs

- Updated inventory of NQF developments in ETF partner countries on the Qualifications Platform, brief Cedefop and review draft Cedefop reports on NQF developments of the ETF partner countries that are part of the EQF process.
- Second edition of the Global Inventory of NQF developments, including the thematic chapters and the presentation to the ASEM Ministers of Education Meeting in Riga.
- Draft study on quality assurance systems in qualification systems and frameworks.
- Policy briefing on legal and institutional arrangements for implementing NQFs.
- Enlargement and neighbourhood region progress reports on labour market developments and employability in SEET, SEMED and EE.
- South Eastern Europe and Turkey, and Eastern Europe SBA progress reports.

Outcomes

- Strengthened capacities of stakeholders and institutions developing NQFs, dealing with labour market developments and entrepreneurial learning contribute to a progress in respective policies and practice

2.3 Support to programming and project design of EU external instruments (IPA II, ENI and DCI) and to EU policy dialogue with partner countries⁴⁶

Specific objective

- To contribute to EU external assistance interventions to maximise their efficiency and impact, based on the ETF's country and thematic policy analysis.

Action 1: Interventions requested for South Eastern Europe and Turkey

Outputs:

- The ETF's support provided to the EC in the preparation of IPA II interventions aimed at the enhancement of the human capital development in the region.
- The ETF's support to the policy dialogue for Employment and Social Reform Programmes provided.
- Key stakeholders from the region integrated with the support of the ETF in relevant reporting, monitoring and dialogue processes for enhanced European cooperation in the area of VET (i.e. Bruges 2015 reporting, ACVT, DGVT and TWGs).
- The ETF's provision of support on request to the SEE education policy dialogue platform meetings led by DG EAC.

Action 2: Interventions requested for Southern and Eastern Mediterranean

- DG EAC policy dialogue with countries from the region when VET and youth employability issues are tackled (in particular follow up of the second meeting in June 2014) supported by the ETF.
- Design of a new EU project in Tunisia, finalised by the ETF through the formulation phase (identification done end of 2014).
- In Libya, design of a new support for young people that should include a VET component, with the ETF's contribution.

Action 3: Interventions requested for Eastern Europe

Outputs

- ETF contribution to regional policy dialogue and sharing of experience through support to the Eastern Partnership Platforms 2 and 4 as indicated under the thematic headings of employment, entrepreneurial learning and migration.
- Provision of support to regional ENI East project identification on request.
- In Belarus, continued support for identifying the new EU project on Employment and vocational education and training in Belarus.
- In Azerbaijan, in 2014 the ETF suggested that the identification of the planned project on employment could focus on skills anticipation, strengthened social partnership and/or occupational

⁴⁶ The interventions to support the EC external assistance to partner countries are presented within objective 1, when their purpose is to provide support its programming or project preparation (identification, formulation); and in objective 2 when they support implementation or monitoring.

standards and qualification development. The project identification fiche will be drafted in 2015 before it can actually start in 2016.

Action 4: Interventions requested for Central Asia

Outputs

- Regional policy dialogue on VET under the Central Asian Education Platform facilitated by the EC with the support of the ETF and provision to the Commission with inputs and suggestions for improving VET in Central Asia increasing Central Asian cooperation with the Eastern partnership countries.
- In Kyrgyzstan, support to the EU Delegation in project identification of the budget support for Education related to VET (links with labour market, transition to work, VET finance and relations to general secondary and higher education);
- In Tajikistan, support to EU project identification aiming at strengthening VET quality and its relevance to the labour market and seeking synergy between ETF activities on quality assurance⁴⁷ and the upcoming project;
- In Turkmenistan project identification of the EU programme aiming at improving relevance of VET to labour market and international standards, curriculum development and teacher training.

Outcomes

- The relevance of EU interventions in the partner countries on human resources development is increased with the ETF's support for programming and project design
- EU policy dialogue enhanced through ETF policy and thematic contributions.

Strategic Objective 2: Modernisation of VET system

1 Annual objective 2015

To increase internal VET efficiency⁴⁸ in the partner countries through (a) VET system multi-level governance, (b) quality assurance, (c) learning and teaching, and (d) support to the implementation and monitoring of related EC programming and projects.

2 Activities

2.1 Skills and VET governance

Specific objectives

- To support ETF partner countries to review their institutional arrangements on key functions of the VET system including financing.
- To support capacity development of key stakeholders (with particular emphasis on social partners, training providers and government agencies) to engage in more productive partnerships at national, sector, regional and local levels.

⁴⁷ Refer to Part III, section 2.2.2

⁴⁸ 'Internal' and 'external' (in objective 3) refer to the VET system efficiency in the partner countries and not to EU VET systems.

Action 1. Review of VET governance systems and functions in ETF partner countries

Outputs

- Publication of an inventory of governance of VET in ETF partner countries based on analysis conducted under the TRP 2014, GEMM and FRAME projects and country projects in the area of governance since 2012.
- Publication of a consolidated policy brief on the financial dimension of VET
- Implementation of Phase 2 of the 'Entrepreneurial communities' initiative'. Under the initiative the ETF continued populating the atlas of entrepreneurial communities (on-line platform) launched at the 2014 conference, develop a toolkit including tools and methodological instruments to support regional and local actors and organise an annual meeting⁴⁹;
- Publication of a short note on the involvement of civil society organisations in ETF partner countries in the area of VET and organisation of a specific consultation in cooperation with the Commission on the role of civil society organizations in VET.
- Knowledge and perspectives shared on the financial and costing dimension of skills development through an experts' meeting leading to a short publication on practices.

Action 2. Capacity development of stakeholders for improved multilevel governance (vertical and horizontal dimensions)

Outputs

Southern and Eastern Mediterranean

- In Morocco, continued ETF support for the multilevel governance project in the region of Tanger Tétouan. In 2015 the follow up of the vertical and local coordination mechanisms created in the first phase of implementation including at local level, a series of capacity building events and facilitation of the network of local stakeholders, and at vertical level, on the basis of the functional analysis conducted in 2014, of the VET Directorate, a dialogue on improving governance arrangements. Elements for establishing a regional observatory of jobs and skills proposed within the project, building on the results of the skills matching exercise in two selected sectors (logistics and automotive) in collaboration with relevant ministries and other partners. Furthermore opportunities explored for including an analysis in the perspective of facilitation of regional integration and increase of mobility of human resources.
- In Palestine, if conditions allow and depending on the arrangements and decisions regarding the VET institutional set up, continuation of the support started in 2014 to define the intuitional and functional arrangements of the new VET agency preparing and bridging the gap until the EU project implementation unit is in place (which is likely to be delayed given the developments in 2014). Support will possibly include finalising the Decree/Law to institutionalise the new agency, to help further define the Agency's mission, staff profiles, statutes, etc. or to expose Palestinian actors to different EU institutional models by organising visits or seminars in the country.

⁴⁹ The Entrepreneurial Communities initiative (launched at 2013 November's GB meeting, <http://bit.ly/1h8VAhD>) is inspired by the European Entrepreneurial Regions (EER) project of the Committee of the Regions and aims to capture "the elements of success of community level partnerships that use their strengths to create more and better jobs and ultimately local economic growth and development (<http://bit.ly/1nwJznl>). The initiative aims at identifying good practice in entrepreneurial communities and is open to SEET, SEMED and EE, based on the intrinsic interest of the proposals.

- In Tunisia, continuation of the work on multilevel governance, consolidating and disseminating the results of the Médenine project. Consolidation via the finalisation of a tool kit including the different methodological instruments used in Médenine and including inputs of other regional projects led by Tunisian stakeholders and other donors (e.g. for skills needs analysis, capitalisation notes on pilot experiences for example the best way to set up and facilitate a local observatory network, etc.) and dissemination workshops in other regions.
- Training and policy dialogue support to Libyan stakeholders provided by the ETF for the development of a shared vision and participation in VET policy development and implementation (if conditions will allow). Leading to the development of the national VET strategy.
- In the field of governance, cooperation with the Anna Lindh Foundation ARLEM and EESC which are key reference partners on multilevel governance in the region
- In addition, with ENPI funds, implementation by the ETF of the EU funded regional GEMM project, with a focus on multi-country capacity building and implementing pilot projects to put multilevel governance mechanisms at local level into action.

Eastern Europe

- In Belarus, development and implementation of the legislation in two pilot sectors of sector skills councils supported with ETF expert contribution
- In the Republic of Moldova, the implementation of sector skills councils continuously supported by the ETF through targeted advice on the mandate and tools of new sector skills councils and through an annual event designed to share experience and methodologies for skills needs analyses. The five current councils will increase to 13 in 2016.
- In Ukraine, finalisation of the ex-ante assessment of the optimisation of vocational school networks under the PRIME project, leading to a plan for restructuring VET supply, including the application of the costing methodology developed by the ETF in 2014.
- In Azerbaijan, capacity building provided by the ETF to strengthen the role of the private sector in VET in synergy with the EU (education support programme in Azerbaijan). The Ministry of Education supported by the ETF in analysing the costs of different policy reform options.
- In Georgia, a stronger social partner involvement in VET dialogue at national and sector levels supported by the ETF.

Central Asia

- At regional level, school development supported by the ETF by implementing a Central Asian Summer School as a capacity building instrument for VET policy makers and school directors using the training programme developed in the first phase of the project. The regional policy dialogue involving policy makers and school directors focussed on the effective management of information flows in Central Asia;
- In Kyrgyzstan, support to awareness raising on legal and institutional factors for the creation of sector skills councils through organization of specific seminars involving the National VET Council
- In Kazakhstan, dissemination and discussion with national and regional stakeholders of the results and recommendations of the education and business study contributing to the development of new policies fostering education and business cooperation;

- In Uzbekistan, continued support to private sector stakeholders to engage more effectively in VET with specific attention to their involvement in NQF development.

South Eastern Europe and Turkey

- Contribution to the functional analysis and development plan of the Serbian Council for VET and adult education in Serbia, through expertise support and facilitation of working meetings
- Support to the development of the VET law in Albania through expertise contribution

Action 3. Networking and knowledge sharing in the area of VET multilevel governance

Outputs

- Participation in the international dialogue on multilevel governance, sharing ETF experiences and practice. This includes networking and knowledge sharing with key actors such as the EC, Member States, Eurofound, Cedefop, the OECD, the ILO, ARLEM, EESC, ARADO, Anna Lindh Foundation, EGPA and organisations that are part of the advisory board of the ENTCOM initiative.
- ETF participation in the EC indicator expert group on education investment coordinated by DG EAC and in the sector skills alliance initiative led by DG EAC focusing on four pilot sectors (automotive, manufacturing, elderly care, energy saving construction and tourism).

Outcomes

- Participatory VET governance approaches with clear roles and responsibilities among actors, including employers, are planned/implemented/fully operational in selected countries (in accordance with the level of policy development)
- Actors at sectoral and sub-national (regional/local level) levels use the ETF activities and input to strengthen their role in skills development and in playing their role and function in the definition and implementation of modernised VET.
- ETF contribution in the area of costing and financing of VET leads to improved use of resources in selected countries by focusing on costing and financing VET, in the context of a well-functioning governance system.

2.2 VET system quality assurance reform

Specific objectives

- To support ETF partner countries to review their VET quality assurance policies and measures.
- To support ETF partner countries to develop capacities to renew or reform their VET quality assurance policies and measures.

Actions

Action 1. Review VET quality assurance policies and measures in order to assess their relevance and effectiveness with reference to VET reform.

Outputs

- An inventory of VET quality assurance policies and measures in ETF partner countries.
- A synthesis report on VET quality assurance policies and measures in ETF partner countries.

- An in-house paper on the ETF approach to VET quality assurance.
- A policy briefing on the ETF approach to VET quality assurance.

Action 2. Support VET quality assurance in the context of the renewal/reform of policies and measures

Outputs

- Participation in the EQAVET Steering Committee and the EQAVET Network.
- Networking internationally with experts/agencies for VET quality assurance.
- Information-sharing and peer-learning.

Action 3. Build capacities for VET quality assurance in selected regions/countries

Outputs

South Eastern Europe and Turkey

- In Bosnia and Herzegovina address the need for capacity building in line with the outcomes of the 2014 baseline study.

Southern and Eastern Mediterranean

- In selected SEMED countries support capacity building activities that are responsive to the outcomes of the GEMM mapping of the governance of VET quality assurance measures.

Eastern Europe

- In Belarus support the provision of capacity building for national and local stakeholders to implement the new quality assurance roadmap in anticipation of the new EU project.

Central Asia

- In Tajikistan support the development of a renewed VET quality assurance approach and quality indicators and the piloting of a self-assessment tool for training providers developed by the ETF.

Outcomes:

- Implementation of a coherent approach to support ETF partner countries in the renewal or reform of their VET quality assurance at system level in partner countries

2.3 Learning and teaching in VET

Specific objectives

ETF partner countries have been experimenting with modern teaching and learning methods to enhance the capacity of their largely school-based VET provision (with a predominance of rote and theoretical learning) to address the learning needs of citizens and skills needs of firms. The key issues to be addressed are:

- To multiply quality work-based learning opportunities and innovative teaching and learning through new technologies; and,
- To set up mechanisms for appropriate professional development opportunities for vocational teachers and trainers in schools and firms

Actions

Action 1. Networking and knowledge sharing on work-based learning, vocational teachers and trainers and career guidance

Outputs

For all regions

- Establishment of a network/expert pool among at least 12 partner countries on learning and teaching in VET putting particular emphasis on work-based learning, innovative teaching and learning through new technologies and the professional development of teachers and trainers (including company-based teachers and trainers) and drawing upon EU policies and actions. The purpose of the network will be (i) knowledge sharing among experts, (ii) to be used as a catalyst for policy innovation and (iii) a platform for further capacity building on learning and teaching (iv) to promote and facilitate work-based learning policy development. The network will hold 2 meetings in 2015.
- Development and implementation of a work-based learning capacity building activity targeted at VET policy makers and social partners (possibly in co-operation with ILO) through the one-week training event organised in cooperation with the ILO in October 2015.
- Development of career guidance through networking and capacity building of planners and decision makers through the contribution to the ETF-ILO course on career guidance policy and practice: a strategic tool for planners and decision makers'. New networks and projects will involve consultation with Commission Services
- Digital and online learning opportunities on the topic, needs and challenges and develop practical recommendations in initial VET in selected partner countries.
- Contribution to EU and international working groups and networks

Action 2. Support to the provision of work-based learning, teachers and trainers training and career guidance, in ETF partner countries

Outputs

South Eastern Europe and Turkey

- Launch of a regional project on continued professional development of vocational teachers and trainers (2015-17). In 2015 a regional meeting, and an analysis of existing approaches conducted as a basis for peer reviews in the countries and national action plans and pilots in 2016-17.
- In Montenegro, the Ministry of Education, the Bureau for Educational Services and the VET Centre supported by the ETF, through expert advice and facilitation of policy discussions, the improvement of the policy and implementation modalities of school based VET in-service teacher training.

Southern and Eastern Mediterranean

- Strengthened local capacities on career guidance in Lebanon and on apprenticeships in Jordan in the framework of the EU funded GEMM project and as part of the pilot projects component (see Part III section 2.2.1)

Eastern Europe

- At regional level, initiation of a three-year project on skills for enterprises. In 2015-16 a peer and policy learning exercise on work-based learning policies and practice in Eastern Europe. Analysis of apprenticeships and practical training modalities and how governments provide incentives to schools and enterprises.
- In Armenia the mapping of work-based learning activities at local level led to targeted capacity building of the career guidance/practical placements coordinators in the 12 pilot VET colleges and to recommendations for a national policy to enhance work-based learning. Policy advice to Armenia on strategic and co-ordinated approaches to career guidance (follow-up ETF project 2013-14).

Central Asia

- At regional level, under the 'school development initiative' delivery of improvement plans of six communities of practice through the network of communities of practice of vocational schools in Kazakhstan, Kyrgyzstan and Tajikistan coached by the ETF⁵⁰.
- At regional level, a policy debate on teacher training under the Central Asian Education Platform facilitated by the ETF through the organization of a networking event of key teacher training institutes in the region and the finalization of an action plan for regional cooperation

Outcomes:

- Targeted ETF partner countries have started to develop policies and implementation strategies to promote work-based learning and the professional development of vocational teachers and in-company trainers.
- The international debate on work-based learning, vocational teacher training and career guidance supports partner country development, with the active participation of the ETF.

2.4 Support to EU interventions in the partner countries in the implementation and monitoring of related EU projects⁵¹

Specific objective

Contribute to the implementation of EU external assistance and monitoring of interventions to maximise their efficiency and impact, based on the ETF's country and thematic policy analysis.

Action 1: Interventions requested for South Eastern Europe and Turkey

Output

- The ETF provision of support to the EC by supporting to the EU Progress Reports with country fiches for each country and by monitoring ongoing IPA projects aimed at enhancing human capital development in the region.

⁵⁰ The network might be further extended to Uzbek and Turkmen schools;

⁵¹ The interventions to support the EC external assistance to partner countries are presented within objective 1, when their purpose is to provide support its programming or project preparation (identification, formulation); and in this objective 2 when they support their implementation or monitoring.

Action 2. Interventions requested for Southern and Eastern Mediterranean

Outputs

- In all countries, an annual country note provided by the ETF as an input to the monitoring of implementation of ENP Action plans, focusing on VET and employment issues.
- In Egypt, monitoring the contribution of the TVETII programme to overall reform in the country (tbc for 2015 depending on the start date of the intervention) by the EU Delegation supported by the ETF.
- In Jordan, final evaluation of the sector programme 'Support to Employment and TVET Reform in Jordan' (expected to be concluded in June 2015) and yearly monitoring of the new EU sector support 'Skills for Employment and Social Inclusion' (tbc depending on the start date of the EU Delegation national policy dialogue on qualifications and social partnership supported by the ETF).
- In Libya, implementation of the ongoing EU-Libya TVET Delivery and Development Programme supported by the ETF through advice to the implementation unit on technical issues, participating in and facilitating workshops with national stakeholders, etc.
- In Lebanon, final evaluation of the EU project to support UNRWA VET and employment centres.

Action 3. Interventions requested for Eastern Europe

Outputs

- In Eastern Partnership countries, annual country notes as input to the monitoring of implementation of ENP Action plans / Association Agendas, focusing on VET and employment issues.
- Regional policy dialogue on progress in development of national qualification frameworks in the Eastern Partnership under Platform 4.
- Regional policy dialogue and network on skills anticipation and matching under Platform 2, focussed on how to develop mechanisms for better skills anticipation and matching drawing upon methodological instruments developed through previous ETF work with Cedefop and ILO.
- In Georgia and the Republic of Moldova, monitoring of the EU sector project by the EU Delegations, supported by the ETF in view of the fulfilment of the conditions for continued budget support (EU support to employment and VET reinforcement).
- In Belarus, the implementation of the new EU project on quality and qualifications in VET (employment and vocational education and training in Belarus) supported by the ETF.
- In Georgia, ETF continued support to the EU Delegation in the implementation of the new EU intervention on employment and VET (EU support to employment and VET reinforcement) developed in the framework of EU-Georgia strategy and MIP..

Action 4. Interventions requested for Central Asia

Outputs

- ETF contribution to the EU Progress Reports and bilateral committees for each country.
- In Kyrgyzstan the ETF will provide technical inputs for the monitoring of the budget support to education as regards VET.

- In Turkmenistan, monitoring of the upcoming EU education project that is expected to start in early 2015 and continuation of provision of technical advice on VET relevance, curricula implementation and teacher training Building on the network of pilot vocational schools that participated in the previous EU project provision of training with modules developed under the ETF School Development project.

Outcomes:

- Greater effectiveness and efficiency of the EU interventions in partner countries are achieved with the contribution of ETF support to their implementation and monitoring.

Strategic Objective 3: Innovative approaches for increased relevance of VET provision in respect of labour markets, economic and social cohesion

1 Annual objective 2015

To increase external efficiency of VET in partner countries through (a) qualifications, (b) employment and employability, (c) skills and migration, and (d) entrepreneurial learning and enterprise skills

2 Activities

2.1 Qualifications and qualifications systems

Specific objectives

- To proceed with the reform of qualifications systems, including developing new qualifications based on outcomes and standards, establishing NQFs, (27 partner countries have opted to set up national qualification frameworks) which facilitate lifelong learning, and developing quality assurance systems.
- To build or develop institutions; ensuring the strong involvement of sectors and social partners in the qualifications system, including development, governance and assessment.

Actions

Action 1. Support the external dimension of the EQF

Outputs

- The Qualifications Platform maintained and enhanced as an international on-line community of practice for practitioners from different countries.
- Networking, information-sharing and peer-learning with other experts in EU Member States and partner countries.
- Participation in the EQF Advisory Group and contributions to developments in the European Area for Skills and Qualifications.
- Advice to partner countries on the adaptation and application for national use of relevant EU policies and actively contribute to the implementation of the EQF in its external dimension and the development of a European Area for Skills and Qualifications. Support the referencing process to the EQF in Serbia, the former Yugoslav Republic of Macedonia, Montenegro, Turkey, through written contributions and the participation in events

Action 2. Targeted support to national actors, including capacity-building, to assist them in reforming qualifications systems, in line with specific needs and stages of development,

Outputs

South Eastern Europe and Turkey

- Preparation of Serbia to reference its QF to the EQF in 2016, supported by the ETF, including the provision relevant knowledge and sharing experience, as well as mapping existing qualifications necessary for referencing the EQF.
- Capacity building on the NQF in Serbia provided by the ETF to strengthen the existing sector skills councils and for establishing new councils for relevant sectors.
- In the former Yugoslav Republic of Macedonia, national stakeholders assisted by the ETF in the process of referencing the NQF to the EQF by supporting the implementation of the roadmap and providing advice on the report. ETF expert support to finalise the concept paper on non-formal learning and develop a roadmap for its implementation.
- In Albania, implementation of an NQF facilitated by the ETF, by supporting the establishment of pilot sector committees, the analyses of selected VET qualifications and their referencing against Albanian qualifications framework levels. The national authorities will be helped to publish information about VET qualifications online.
- In Bosnia and Herzegovina the Ministry of Civil Affairs and the agency for pre-primary, primary and secondary education supported by the ETF in implementing the qualifications dimensions of the 2014-20 Action Plan, including developing new qualifications facilitating the Baseline Qualifications Network (BQN) and enhancing the capacities of the Ministry of Civil Affairs and of the BQN Inter-Sector Committee.
- In Kosovo, the NQF's continuing implementation supported by the ETF, including support to developing new qualifications and comparison with the EQF.
- The Turkish Qualifications Framework and the National Vocational Qualifications System, in a lifelong learning perspective supported by the ETF by providing expertise input to EU funded projects and Turkey's related strategies (lifelong learning and VET 2020) implementation and contributing to the referencing of the Turkish QF to the EQF. The ETF will provide expertise to the network of VocTest centres on the certification of prior learning.

Southern and Eastern Mediterranean

- In 2015 in the Qualifications for the Mediterranean initiative involving Egypt, Jordan, Morocco and Tunisia, expected outputs include a comparison of sectoral qualifications systems, the finalisation of country reports comparing common profiles to national qualifications, the development of selected new common profiles and peer learning and capacity building. This will be done by working with each of the national teams (composed of representatives from sectors and national institutions in charge of qualifications) in using the methodology to develop the new profiles, compare national profiles to the common profiles and identify the gaps that will eventually lead to developments in national qualifications. There will be an important component of cross country sharing and learning, with peer learning activities in the EU and in the countries in the south and at least two regional project gatherings to assess progress at national and regional levels. The project could be extended to include Algeria in 2015.

- In Morocco, and in coordination with the new EU intervention, establishment of an NQF, continued support from the ETF with a focus on the legal aspects and institutional set-ups, and methodology for analysing qualifications and their insertion in the NQF.
- In Palestine, (if conditions allow) as part of the project to support the implementation of the NQF in close cooperation with GIZ local actors supported by the ETF in the development of qualifications for selected occupations (definition of occupational, qualification, education standards), the development and testing of validation mechanisms.
- In Jordan, the EU Delegation supported by the ETF in its work with the national authorities for developing an NQF.

Eastern Europe

- Regional policy dialogue on progress in developing national qualifications frameworks in the Eastern Partnership under Platform 4, facilitated by the ETF upon request through a regional conference on NQFs.
- In Azerbaijan⁵², implementation of the NQF supported by the ETF, in particular by supporting the population of the QF with new qualifications and creating synergies with the EU Education support programme and the new employment project, in order to prepare the EU TA and budget support Education Reform programme.
- In Belarus, the development of new vocational qualifications supported by the ETF in cooperation with the Ministry of Labour, the Institute for Labour, the Ministry of Education, the Republican Institute for Vocational Education pilot sectoral committees and the EU Delegation in order to prepare the practical work under the EU VET reform budget support programme.
- In Georgia, the government supported by the ETF in revising the NQF to take into account formal and non-formal learning, a revised list of professions and an improved methodology for developing occupational standards.
- In the Republic of Moldova, the implementation of the NQF supported by the ETF by advising and building the capacity of all stakeholders (Ministry of Education, Ministry of Labour, sectoral committees, the VET centre and quality assurance agency); and the accelerated development of new standards and qualifications, strengthening and widening the network of sector skills councils and supporting the regulatory framework in close cooperation with the EU technical assistance project.
- In Ukraine, the government supported by the ETF by informing the laws regulating the implementation of the NQF and building the capacity of the expected qualifications agency.

Outcomes

- Capacities of partner country actors to implement reforms of qualifications systems are strengthened, enabling partner countries to accelerate their reforms.
- Increased use of tools and approaches (e.g. qualifications frameworks, VNFIL, sector skills councils, quality assurance systems, occupational standards) advised by the ETF to support the reform of qualifications systems.

⁵² The Azeri NQF concepts expected to be approved in 2014

- Partner countries make progress through the stages of legally adopting, developing and implementing their NQFs. The four candidate countries progress with their implementation of the EQF, by developing and implementing their NQFs and referencing them to the EQF.
- International policy discussions on qualifications, moderated by the ETF, influence partner countries.

2.2 Employment, skills and employability

Specific objectives

- To further develop partner country skills anticipation mechanisms at macro, sectoral and regional (subnational) levels;
- To develop the understanding of skills needs/skills use among young people particularly those not in employment, education or training (NEETs);
- To improve the understanding of the informal economy for the implications to skills development policies in partner countries.

Actions

Action 1. Analysis and monitoring of labour market development and employment policies

Outputs

- Dissemination of the results of analyses made in previous years on the design, implementation, monitoring and evaluation of the skills dimension of active labour market policies (ALMPs) and enhancement of stakeholders' knowledge about their effectiveness in the ETF partner countries.
- Analysis of the potential role and use of skills development in informal sector which is large in many ETF partner countries through drafting a position paper on skills development in informal sector and possible approaches to tackle informality through education/training and labour market policies.
- Expert workshop on NEETs (and related good practices of the skills dimension of ALMPs), organised with the participation of international and national experts, to present and validate the results of the ETF analysis on the NEETs in partner countries.
- Analysis on assessing anticipating and responding to changing skills needs in the ETF partner countries with a focus on South Eastern European countries, and dissemination of the joint ETF/Cedefop/ILO work on matching supply and demand policy actions and practices.
- Contribute to the international debate on the above-mentioned topics in employment and employability by disseminating the results of the ETF's work in international fora, partner countries and knowledge-sharing e-tools, and providing contributions at international conferences and EC working groups.
- Support to EC programmes in the field of employment in Azerbaijan and Georgia.

Action 2. Support partner country employment policy development and matching and anticipation of skills needs

Outputs

South Eastern Europe and Turkey

- Policy advice provided through expertise contribution, in Kosovo both for the establishment of the Public Employment Service and for the annual monitoring and revision of the operational plan of the Sectorial Strategy for Employment and Social Welfare 2014-20.
- Advice and inputs provided through expertise contribution in the Former Yugoslav Republic of Macedonia on the establishment of a skills eco system and an integrated Labour Market Information System with reporting guidelines based on a set of indicators coherent with SEE 2020 and E&T 2020.
- Expertise input and policy advice provided in Turkey for the country-led activities on human capital development focused on enhancing employability and efficient labour market transitions by informing the EC-Turkey policy dialogue on Employment and Social Reform Programmes, engaging with institutions coordinated by ministries in charge of labour, education and social policies focusing on skills development, particularly of those not in education, training and employment (NEETs) and of groups at social risk.

Southern and Eastern Mediterranean

- Work on female employability under the Secretariat 'Union for the Mediterranean' umbrella, supported by the ETF through sharing its analyses of women's participation in the labour market in the region, and providing inputs and participating in regional gatherings.
- Contribution to addressing the challenge of NEETs through the ETF's analyses and targeted policy advice in Israel, Palestine and other countries (on request) through joint analysis based on statistical data and discussion of results with national stakeholders. This is closely linked to the previous work done by the ETF in the field of social inclusion in Israel.
- Strengthened local capacities on existing methodologies for matching skills' demand and supply, including pilot testing in a specific sector and location in Morocco, Tunisia, Algeria, Palestine, Israel and Libya in the framework of the GEMM project and as part of the pilot projects and capacity building components (see Part III section 2.2.1).

Eastern Europe

- Policy advice provided to the Ministry of Economy in Ukraine on developing a model for skills anticipation and carrying out a pilot forecast, to be used as a proposal on the use of skills forecasting for education policy planning.
- Analysis of matching and anticipation skills needs in the EE region and capacity building of key actors on developing mechanisms for skills anticipation and matching, based on instruments developed by the ETF (in cooperation with Cedefop and ILO), through a regional network of skills matching and anticipation experts (the "Make-it-Match" network) as support to the regional dialogue under Platform 2.
- Ministry of Labour in Georgia supported in setting up a labour market information system, in the development of ALMPs in particular for the training of unemployed people, and in strengthening the role of social partners in VET.

- Policy advice provided to selected countries in the region on skills development policies at sectoral level and on the work of sector skills councils.

Central Asia

- In Kyrgyzstan, the ETF will review its tracer study methodology (based on the ETF/Cedefop/ILO tracer study methodology) and document it in a handbook. The ETF will provide its expertise to the Asian Development Bank project that will mainstream the methodology to half of the VET schools supported by the VET Agency.

Outcomes

- Stakeholders increase their knowledge particularly about skills development, skills matching tools and evaluation tools and use this knowledge acquired from ETF analysis to reform education, training and labour market policies.
- Stakeholders enhance their capacity to use labour market information to further analyse the links between skills and employment, to understand NEETs issues in their countries and act accordingly, to anticipate future skills needs, to tackle the issue of difficult youth transition from school to work, and to take into consideration the role of the informal sector from a skills perspective).

2.3 Skills and migration

Specific objectives

- To move forward into the design of skills development/ skills use interventions that (i) promote legal circular migration, and (ii) ensure that skills of returning migrants are used well.
- To raise awareness on the importance of developing NQFs, with links to the EQF, to facilitate easier mobility and portability of skills and qualifications within the Mobility Partnerships.

Actions

Action 1. Dissemination of policy analysis and evidence support to the skills dimension of the Mobility Partnerships and/or Migration Dialogues between the EU and the ETF partner countries

- Publication and dissemination of the “inventory of migrant support measures from an employment and skills perspective (MISMES)” shared with partner countries.
- Publication and dissemination of the five MISMES case studies on skills-related measures for migrants in Armenia, Georgia, the Republic of Moldova, Morocco and Tunisia
- Publication and dissemination of the ETF position paper on migration and skills and a policy briefing for decision-makers with key MISMES policy conclusions.
- The results of the MISMES project widely shared through national workshops in relevant partner countries, with specific attention to Morocco and Tunisia, and attending international events with presentations.
- An international conference targeting the six Eastern Partnership countries on skills related policies and services for migrants (as a support to EaP Platform 2). For a cross-fertilisation of experience, Southern Neighbourhood countries with mobility partnerships might also be invited.

- Specific expertise and policy advice provided on developing NQFs and links with EQF, the validation of non-formal and informal learning pilot projects and an analysis of the effectiveness of services for returnees in the interested partner countries with the Mobility Partnerships.
- Ad hoc input provided to the skills dimension of the Mobility Partnerships and/or Migration Dialogue between the EU and the ETF partner countries, upon the request of the EC.

Action 2. Support to the skills dimension of Mobility Partnership implementation in ETF partner countries

Outputs

Southern and Eastern Mediterranean

- The skills dimension of Mobility Partnerships with Morocco, Tunisia and Jordan supported by the ETF as well as bilateral dialogue on migration with Lebanon and possibly Algeria, Egypt and Libya on request.
- As a support to the national debates on the skills dimension of migration in the Mobility Partnerships, sharing of the results of the MISMEs project through national workshops in Morocco and Tunisia.

Eastern Europe

- As a support to the Eastern Partnership Platform 2 Panel on Migration and Asylum, sharing experience through a conference on labour migration focusing on skills related policies and services for migrants.
- Mobility Partnerships with Armenia, Georgia, the Republic of Moldova and possibly Azerbaijan continuously supported by the ETF through the validation of non-formal and informal learning pilot projects and an analysis of the effectiveness of services for returning migrants. The ETF could support a possible bilateral dialogue on migration and mobility with Belarus on request.
- Under the EaP Platform 2 a dissemination event targeting EE, EC services and relevant international organisations on the topic organised by the ETF. Participation of the Mobility Partnership countries in SEMED in this meeting through targeted ETF budget. The countries which have signed mobility partnerships with the EU are a prime target and the focus of the discussions will be how to design and implement migrant support measures. The preferred option is one integrated event.

Outcomes

- Knowledge and expertise on best policy measures to support migrants and returnees for legal circular migration consolidated and widely shared with the EU and relevant partner countries.
- Increased awareness and inter-institutional coordination in selected partner countries for managing the skills dimension of mobility and the policy measures addressing the skills development/ skills use of citizens (including migrants and returnees).
- Policy learning for partner country measures to support migrants/ returnees from the skills and employment perspective.
- The skills dimension of migration and mobility increasingly implemented in Mobility Partnership agreements and/or migration dialogue between the EU and relevant partner countries for a better functioning of circular migration management.

2.4 Entrepreneurial learning and enterprise skills

Specific objectives

- To further policy awareness and commitment of ETF partner countries to the human capital dimensions of the Small Business Act for Europe, in three areas: a) youth entrepreneurship, b) women's entrepreneurship and c) internationalisation of small businesses.
- To determine how policy makers in particular can make better use of good practice in each of the three areas to allow for more cost-effective policy solutions.

Actions

Action 1. Identification of good practice

Outputs

- Identification of 12 examples of good practice in three policy areas (training for youth entrepreneurship, training for women's entrepreneurship and skills for internationalisation of SMEs), and in particular how each of the three areas interface with digital skills. A particular focus will be on how good practice informs policy. Publication of results
- An on-line ETF forum on policy improvements based on good training practice.
- Regional and country-specific recommendations on entrepreneurial learning and enterprise skills set against the findings of the SBA assessments in the pre-accession and Eastern Neighbourhood which kick-off in late 2014.

Action 2. Support to entrepreneurial learning development in ETF partner countries

Outputs

South Eastern Europe and Turkey

- In Albania, the Ministry of Economy supported to elaborate a national strategy for entrepreneurial learning in coordination with SEECCEL networks.
- In Montenegro, the Ministry of Education, Science and Technology supported with the operationalization of the Strategy for Lifelong Entrepreneurial Learning 2014-18, with particular reference to entrepreneurship key competence developments and integration within national qualifications.

Southern and Eastern Mediterranean

- Building on the results and recommendations from the 2013/14 SBA policy assessment DG ENTR supported by the ETF with respect to the SBA human capital dimensions.
- More specifically, (i) ETF participation in the Working Party on Euro-Mediterranean Industrial Cooperation (about one meeting per year) and (ii) contribution to work undertaken by the National SBA Coordinators to further align the original policy monitoring instrument - the Euro-Mediterranean Charter for Enterprise - with the SBA.
- In cooperation with an EU funded project managed by GIZ, and in close coordination with DG ENTR and DG DEVCO, ETF contribution to capacity building and sharing of good practice on the human capital dimensions of the SBA. This will also involve adding, whenever relevant, to the

Euro-Mediterranean database of good practices and encouraging the use of databases of good practices (Small Business Act, Euro-Mediterranean Charter for Enterprise) .

- The above will also provide material for the 2016 regional training seminar organised in the framework of the EU project that will focus on entrepreneurship (including entrepreneurial learning) of the SBA. At country level, the ETF will ensure continuous dialogue with the SBA National Coordinators to follow up on developments regarding implementation of the SBA assessment recommendations. Set against specific requests from partner countries, the ETF will provide customised guidance to improve the SBA human capital dimensions, including sign-posting of good practices from EU and wider ETF partner country regions, as appropriate.
- Specifically for Lebanon, the national authorities supported in addressing issues and options for integrating entrepreneurship as a key competence within the national curriculum (in cooperation with UNESCO, ILO and local non-governmental support organisations) at national level, including exploring other forms of non-formal entrepreneurial learning.
- In Tunisia national stakeholders supported in drawing on existing national good practice (using ETF methodology) to support the elaboration of a national policy framework for entrepreneurial learning across the education and training sector.
- Close work with the Union for the Mediterranean on issues linked to skills for SMEs by, for example, participating in the Mediterranean Initiative for Jobs Advisory Committee and the Euro-Mediterranean Business Development Centre Initiative managed by the EMDC Foundation in Milan.

Eastern Europe

- Under the Eastern Partnership Platform 2, a regional conference organised to review progress in the area of entrepreneurial learning against the recommendations from the 2013 SBA conference and against the outcomes of the second round of the SBA assessment. ETF will also in 2015 organise a laboratory on women entrepreneurship, building on the Laboratory on Innovative Policy and Practice for Women's Entrepreneurship organised in November 2014.
- Belarussian education authorities supported in integrating entrepreneurship as a key competence within the national curriculum.

Outcomes

- An action plan for integrating entrepreneurship as a key competence within the national curriculum in Belarus and Lebanon, including implications for national qualifications borrowing particularly on experience and developments from the EC Thematic Working Group on Transversal Skills (entrepreneurial learning outcomes component).

Communication

Communication is an important area of the ETF's work to ensure that the organisation, its services, activities and achievements are well known across the European Union and the partner countries.

1 Specific objective 2015

ETF corporate communication activities support policy development and knowledge-sharing in the ETF's field of competence and responsibility, enhance the impact of the EU external assistance programmes, and provide information to citizens in line with the European Commission's communication policies. In its communication activities, the ETF works in partnership with the EU

institutions and bodies on mainstreaming information and encouraging dialogue and debate, and ensures employee engagement within the organisation.

2 Key messages and target groups

The ETF's main emphasis will be on communicating its achievements and activities within its strategic projects through information and exchanges of expertise, knowledge-sharing and experience. By communicating its key messages, the ETF will underline its work in the context of the EU's external relations policies and its contribution to reform vocational and education training systems in a lifelong learning perspective.

As a centre of expertise in human capital development, the ETF communicates with a variety of stakeholders and audiences, of which the most prominent are policy makers at European, national, regional and local governments, practitioners, experts and the general public

3 Actions and channels

3.1 Digital communication

Outputs

- In 2015 the ETF's website maintained and upgraded to take advantage of the technologies being introduced into the organisation, including Microsoft Sharepoint for document management. The site will be optimised for global search engines and use on mobile devices (SEO);
- The intranet site maintained and minor new features designed and implemented at the request of other in-house services;
- Audio visual communication enhanced with new videos and online presentations (at least 10 new videos on YouTube);
- The ETF's social media presence maintained and developed.

Outcomes

- The ETF's online presence gives access to information about the organisation around the clock.
- Interaction with stakeholders is made possible through social media and audio visual materials.

3.2 Publications and content

Outputs

- Torino Process reports published and made available (one cross regional, four regional and national reports for each participating country) ;
- Expertise publications and policy briefings as mentioned above quality checked and published, including an updated series on the ETF's thematic work (10 expertise publications and six policy briefings);
- The ETF magazine, Live and Learn written, printed and distributed (four times per year);
- The website and ETF social media channels regularly updated with new content on ETF activities and results (weekly updates to the website and social media channels, live tweet streams from corporate conferences).

Outcomes

- The impact of the ETF's work is improved through the targeted dissemination of publications of different types on the activities and results of the ETF's operational work.

By communicating activities and results, the ETF contributes to international and national debate on policy developments in the field of human capital development

3.3 Dissemination and promotion

Outputs

- The ETF's presence at relevant fairs and other external events, such as Expo '15 in Milan and the World Conference of Chambers of Commerce in Turin;
- Articles published in external magazines and publications (at least four per year);
- Targeted advertising placed in relevant contexts;
- Media activities including a visit for journalists.

Outcomes

- Information gathered by the ETF is made freely available to the EU institutions, the Member States, partner countries and all other interested parties
- The ETF is better known to the relevant general public and among key stakeholders.

3.4 Events and meetings

Outputs

- Corporate event - Torino Process 2015: Moving Skills Forward Together;
- Regional meetings and conferences (four regional meetings);
- Operational workshops and meetings as described above (25 operational events);

Outcomes

- Increased mutual understanding
- Increased awareness of the importance of policy reform needs ;
- Results of ETF operational work discussed and shared.

Projects

Distribution of Title 3 and FTEs by projects

Summary of proposals	South Eastern Europe and Turkey			Southern and Eastern Mediterranean			Eastern Europe			Central Asia			Total		
	T3	FTE	Mis	T3	FTE	Mis	T3	FTE	Mis	T3	FTE	Mis	T3	FTE	Mis
2015 Projects															
Support to the EU policy and external assistance (IPA, ENI-South, ENI-East, DCI)	105.6	13.5	88	93.6	13	81	95.8	10.3	69	45.7	6	37	340.6	42.8	275.2
Policy analysis and system wide progress monitoring (Torino Process)	303.6	4.8	35	304	4.1	40	253	3	14	152	2	33	1012	13.9	138.5
Qualifications and qualification system	281.6	2.7	27	325	3.5	33	159	1.9	13	7.73	0	0	774	8.1	72.2
Skills and VET governance	46.28	2.4	16	83	2.5	30	32.7	1.6	13	237	2	13	399	8.5	55.6
VET provision and quality	303.44	5.1	16	48.7	1.5	13	370.5	2.1	16	36.7	1.8	15	759	1.7	17.8
Employment , employability and mobility	82.08	1.3	19	57.6	2.2	25	131.6	1.8	15	24.3	0.2	2	295.8	5.5	61.6
Entrepreneurial learning and enterprise skills	37.82	0.2	2	113	1.2	16	12	2.3	18	0	0	0	163	3.7	35.5
Total	1160	30	203	1025	28	239	1054	23	158	503	12	100	3742	93	700
Total %	31%	32%	29%	27%	30%	34%	28%	24%	23%	13%	14%	14%	100%	100%	100%

T3 and Mission columns, in thousands of Euro. FTE= Full Time Equivalent

PART IV: GOVERNANCE, MANAGEMENT AND RESOURCES

1 Governance

The ETF has a Governing Board with one representative of each EU Member State, three representatives of the European Commission including the chairperson (the Director General of DG Education and Culture), as well as three independent experts nominated by the European Parliament⁵³. In addition, the EEAS and other European Commission DGs participate as observers. Three representatives of the partner countries may also attend the meetings of the Board. The Board will meet twice in 2015.

2 Stakeholder relations

Cooperation with stakeholders is a key part of the ETF's activities. By engaging with a range of stakeholders at European and partner country level, the ETF aims to ensure that its work programme is fully relevant to its institutional environment and avoids overlapping or fragmentation. At partner country level, in 2015 the ETF will continue to involve enterprises, chambers, business associations, social partners and civic society organisations into existing networks of public sector actors.

Cooperation with European Union institutions and bodies

According to its Regulation, the ETF cooperates with the European Commission, Council and the European Parliament –the key primary stakeholders that are ensuring the ETF governance. The ETF closely cooperates with the EC services (DG EMPL(as parent DG from 1 January 2015), DG EAC, DG ELARG (members in the ETF Governing Board) as well as with other Commission services like DG DEVCO, DG ENTR, DG HOME and the European External Action Service (EEAS))⁵⁴.

The on-going collaboration with the Commission services and EEAS under the coordination of the parent DG will be the coordination mechanism for developing new project ideas, either statutory for the ETF or going beyond its usual tasks; embedding in the work programme and systematically sharing ad hoc requests for support from international, national or local partners; and – pro-actively making available to the EU services all new products of its interventions, which inform policy making. More specifically, the Commission, through the parent DG, will be consulted on the scope, objectives and expected results of the implementation plans for the new planned activities and projects with the respective Commission's services and national stakeholders in order to ensure alignment with the specific needs in the partner countries and coherent policy interventions as regards the EU policy priorities and developments.

At the same time, the ETF collaborates with various committees of the European Parliament.

In 2015, the ETF will continue to liaise with the European Committee of Regions and their initiatives ARLEM (SEMED) and CORLEAP (EE) that aim to strengthen the territorial dimension and multilevel

⁵³ Article 7 of Regulation (EC) № 1339/2008.

⁵⁴ The Commission proposed by President-elect Juncker establishes the responsibility for relations with the ETF with DG Employment, Social Affairs and Inclusion (DG EMPL) together with the transfer to DG EMPL of the parts of Unit EAC A3 (Skills and qualification strategies; multilingualism policy) and of Unit EAC B2 (Vocational training and adult education; Erasmus +) dealing with vocational training and adult education policy, move from DG Education and Culture (EAC).

In addition, DG ELARG becomes European Neighbourhood Policy and Enlargement Negotiations and Directorate DEVCO F (Neighbourhood) moves from DG Development and Cooperation – EuropeAid (DEVCO) to DG ELARG.

The decision on ETF's Parent DG, the chair of the ETF Governing Board and the three DGs representing the European Commission in the Governing Board will be the subject of a Commission Decision once the Juncker Commission is confirmed.

governance in the Neighbourhood Policy. The ETF will also work together with the European Economic and Social Committee and representatives of the social partners at European level.

The on-going close collaboration with Cedefop is presented in the annual joint work programme for 2015 (Annex 5). In addition, the ETF will continue to develop its thematic cooperation with Eurofound based on the annual joint action plan. The ETF aims to be more efficient through joint actions especially in the areas of training, recruitment and procurement and sharing experience and good practice management promoted with the relevant other bodies or agencies.

Cooperation with EU Member State stakeholders

The ETF will continue to cooperate with stakeholders from the EU Member States by disseminating information, encouraging networking, promoting the exchange of experience and good practice between the EU Member States and partner countries, and strengthening the synergies of approach developed in the partner countries.

The ETF will continue to invest in the cooperation with the British Council and dvv international Germany based on the cooperation agreements in force. The ETF will also continue to exchange knowledge and expertise with Member State institutions and will seek to develop the established cooperation with the German Agency for International Cooperation (GIZ)⁵⁵ through shared objectives, actions and monitoring and evaluation in selected partner countries as well as e.g. Agence Française de Développement, the Austrian Federal Ministry of Education and Women's Affairs, Kulturkontakt Austria, Estonian Ministry of Education.

Cooperation with international and regional actors

Seeking to share knowledge on methodological and thematic approaches as well as for the coordination of the operational activities at country and regional level in view of ensuring synergy and complementarity of interventions, in 2015, the ETF will continue to develop its working relationships with international organisations and development banks active in the area of human capital development in the partner countries, like UNESCO, ILO, UNDP, OECD, World Bank group, Council of Europe, EBRD, EIB, the Asian Development Bank, the African Development Bank and the Islamic Development Bank.

The ETF in cooperation with the EC will support the dialogue with international organisations, EU bilateral development agencies and other actors aiming to share lessons learned, to build a shared resource for donors and to identify opportunities for further cooperation in the field.

The ETF will continue to contribute to the inter-agency group on vocational education and training together with European Commission, UNESCO, the ILO, the OECD, the World Bank and the Asian Development Bank.

In 2015, the ETF will contribute to the projects or activities developed in the area of human capital development by international regional bodies such as the Union for Mediterranean Secretariat, the Regional Cooperation Council for South Eastern Europe, SEECEL, ERI SEE, Centre for Mediterranean Integration (Marseille), as well as to networks, groups and civil society organisations like the Anna Lindh Forum.

Inter-agency cooperation

The ETF will build on its successful peer learning exercise on administrative issues with Cedefop to broaden its exchange of information and good practice between agencies. It will continue its cooperation with other EU agencies after the implementation of a common human resources

⁵⁵ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

information system (Allegro), and explore further opportunities for efficiency gains with the EC and the interinstitutional offices.

3. Management

Performance-based Management Framework

In 2012 the ETF moved to an integrated quality assurance and control framework with the adoption of a performance management framework (PMF) The PMF represents the ETF institutional commitment to quality, transparency and accountability.

The PMF “is a systematic approach to performance improvement through an ongoing process of :

- Establishing strategic performance objectives;
- Measuring performance;
- Collecting, analysing, reviewing, and reporting performance data; and
- Using that data to drive performance improvement and to demonstrate what has been accomplished”.

The PMF is inspired by the logic of the Plan-Do-Check-Act (PDCA) improvement cycle and is embedded at all organisational levels. The five levels are: a) corporate strategic, b) corporate organisational, c) departmental, d) project, and e) individual.

Following the “cascade” principle, the various components of the ETF Performance-based Management Framework provide triggers to ensure the flow of information on performance data between the different levels in both directions (top-down and bottom-up). This means that all elements and components of the framework are interlinked and the levels themselves interrelated.

The ETF planning process links the strategic objectives of the ETF from the Mid-Term Perspective 2014-17 through its annual Work Programme that provides a corporate framework for the further development of departmental plans which objectives cascade down into project plans and individual objective planning.

Audit and risk management, monitoring and evaluation, and reporting all contribute to checking implementation and results, identifying the measures to mitigate risks and ensuring that the ETF performs to the standards to which it is committed.

In 2015, in addition, and according to article 24 of the founding regulation, the EC plans to undertake an interim external evaluation of the ETF.

The PMF provides the quality references to which the organisation aims to achieve efficiency and effectiveness in its operations. The ETF objective in this area, in 2015, is therefore to continue ensuring the effectiveness of the framework by strengthening the areas for improvements identified during the year through its cycle process.

In addition, at corporate organisational level and departmental level in particular, in the area of knowledge management and internal innovation the following is planned:

- Operation services tag projects, events, missions and publications so knowledge can be retrieved;
- Virtual library services maintained to provide ETF colleagues ready access to international knowledge;
- Cappuccino programme for exchanging knowledge internally maintained;

- ETF interactive tool box for capacity building maintained; advice for interactive processes in partner country provided;
- ETF social computing platforms, blogs, wikis supported;
- Report on 2014 Innovation Projects finalised and lessons learned disseminated for input to 2016 planning.

Data Protection

The ETF operates in compliance with Regulation 45/2001 on the protection of personal data. ETF activities involving the processing of personal data are therefore mapped and recorded in standardised processes and submitted for prior checking to the European Data Protection Supervisor as applicable to assess compliance with Regulation 45/2001. The EDPS also provides advice, guidance and training on the processing of personal data.

Ombudsman

The ETF supports the Ombudsman upon request in case of enquires. It also pays particular attention to the Ombudsman Annual Report to adapt as applicable, relevant practices and procedures. The Ombudsman often participates in the network of agency procurement officers (NAPO) and provides advice and guidance on procurement related issues.

Management of resources

Financial resources

The adopted activity-based budgeting that integrates planning, budgeting, management and reporting processes has reached stability and has prepared the grounds for the next step. In 2015 the ETF will consolidate the zero-based budgeting approach implemented in 2014 aiming to move from input-focused budgeting (cost oriented) to result-focus budgeting.

In 2015 the ETF will increasingly seek cost beneficial deployment of EC financial management systems. Following the introduction of e-invoicing in 2014, other electronic means of communication will be evaluated in the area of finance and procurement with the intention of adopting e-procurement solutions.

For 2015 the ETF expects to receive a total of €20.144 million from the EU budget⁵⁶.

(m€)	Budget 2015 (million €)
ETF Subsidy Title 1 & 2	15.701
ETF Subsidy Title 3	4.443
Total Subsidy	20.144
ETF Title 4 (GEMM),	0.400

The total subsidy of €20.144 million will be made up of an amount of €19.944 million coming from the EU contribution entered in the European Union's budget and an amount of €0.2 million coming from the recovery of the previous surplus. According to the ETF founding regulation (art. 16.5) the budget is adopted by the Governing Board and becomes final once the general EU budget is adopted by the Budget Authority and adjusted if necessary. Of this subsidy, 78% corresponds to Titles 1 and 2 (staff

⁵⁶ As foreseen in the ETF proposal for the Legislative Financial Framework 2014-20

expenditure and building, equipment and miscellaneous operating expenditure), while 22% corresponds to Title 3 (expenses relating to performance of specific missions through outsourcing of services)⁵⁷. This reflects the ETF's profile as a centre of expertise, whose main asset is the expertise of its staff.

Other project-related revenue may be added to this budget from other EC funds, bilateral aid or international organisations⁵⁸.

The ETF will fulfil its mandate, prioritising activities in a result-oriented perspective in line with the expectations of its stakeholders and making efficient use of all its financial resources.

Human resources

Besides its usual adapting policies, processes and procedures in line with best practices while respecting legal framework, particular efforts will be made in the following three priority areas:

- Long-term staff development, investing more in training and re-training staff to match ETF evolving needs, investing on internal resources,
- Improving and widening support to staff (social welfare, communication etc.), contributing to their wellness and therefore increasing their efficiency
- Implementing the personalised development path for managers, contributing to staff satisfaction and therefore their efficiency.

The ETF's human resources are its most valuable organisational asset. In 2015, the ETF will deploy the following staff.

Contract	2015
TA	92
CA	39 ⁵⁹
LA	2
SNE	1
Total	134

Since the adoption of its recast mandate in 2008, the ETF has been striving to reduce the number of staff in central administrative functions while at the same time maximising the number of experts it deploys. Following the major reorganisation of its central administration in 2010-11, which resulted in a reduction in the percentage of staff working in selected central administrative functions from 33% to 22%, 2015 will be a year of consolidation and incremental improvement in order to initiate a 5% reduction of its staff over four years (2014-17) with no impact on the ETF's delivery of core business

⁵⁷ See annex on regions and titles.

⁵⁸ See art. 15.3 and 15.4 of the Council Regulation (EC) no. 1339/2008

⁵⁹ in FTE

activities⁶⁰. Any further staff cuts decided by the budget authority will mean a corresponding reduction in the ETF's expertise capacity.

In order to optimise the contribution of staff, the ETF will continue to invest in the professional development and motivation of staff and will foster in-house dialogue and knowledge sharing.

Facilities management

After many years of deferring expenditure on the building owing to the uncertainty about its premises, in 2015 ETF will continue the improvements initiated in 2013 and 2014, to the fabric and furnishing of its premises.

Information and communication technology

A major focus in 2015 will be put on ICT infrastructure improvements (e.g. Local Area Network) and further consolidation of ICT systems.

Enhanced mobile services will provide ETF staff with improved access on the move.

The reinforcing of ICT governance will ensure improved control and direction of current and future use of ICT by evaluating and directing the plans for the use of ICT to support the ETF in the best way.

Business continuity

In addition to its annual business continuity trial, the ETF will concentrate in 2015 on leveraging cloud services for disaster recovery.

⁶⁰ Temporary agents in 2013 – 96; in 2014 – 94; assumption for 2015 – 92.

ANNEXES

Annex 1: Collaboration with other EU agencies

1.1 Collaboration with Cedefop in 2015

Core Themes	Specific themes for 2015	Exchange of information and good practice	Joint actions	Knowledge sharing seminars and major events
Vocational education and training system development and provision	VET policy reporting, including lessons learned and follow-up action on entrepreneurial learning	Exchange of information and experience on EU and third country policy and operational issues		Thessaloniki KSS (ETF – Cedefop) Torino KSS seminar (ETF-Cedefop)
	Work-based and work-placed learning			
	Qualifications development		Co-operation on: <ul style="list-style-type: none"> ■ the external dimension of the EQF including international qualifications ■ exploiting the Qualifications Platform ■ the development and implementation of the European Area of Skills and Qualifications focussing on permeability - the referencing of candidate country NQFs to the EQF ■ updating NQF reporting for candidate countries,, including via Cedefop's annual EU 2020 countries NQF update. ■ completion of new edition of Global NQF Inventory and its presentation at ASEM Ministers' meeting in Riga or other event 	
	Skills matching and anticipation		Co-operation in the development of methodologies	
Administrative issues	HR, procurement, finance, budget, ABAC implementation	Exchange of good practice	Iterative process	
Strategic issues	Participation in the Governing Board meetings Performance management in the agencies	Cedefop GB: June 2015 ETF GB: June 2015 and November 2015		

1.2 Collaboration with Eurofound in 2015



DRAFT

Annex to the Collaboration Agreement

between

The European Foundation for the Improvement of Living and Working Conditions, Dublin (“EUROFOUND”) and

The European Training Foundation, Turin (“ETF”)

1 – ACTION PLAN FROM JANUARY TO DECEMBER 2015

In accordance with Article 6 of the Collaboration Agreement, Eurofound (EF) and the ETF have agreed the following action plan to cover the time period from January to December 2015:

Actions	Activities	Contact persons
1. Areas of cooperation between the two agencies	<p>NEETS EF will share the outcomes of the EF project “Exploring the diversity of NEETS”; ETF is inviting EF to share results and methodologies during a two days event in spring 2015 with selected partner countries on NEETS;</p>	<p>ETF contact: Daiga Ermsone EF contact:</p>
	<p>2. Entrepreneurial learning and enterprise skills EF will share the results of the projects “Job creation in SMEs” and “Start-up support for young people”; EF may provide input to the ETF work on identification of good practice in the field of SMEs growth and internationalisation. EF will be invited to one of ETF good practitioners meeting in 2015.</p>	<p>ETF contact: Anthony Gribben EF contact:</p>
	<p>3.Social partners ETF and EF will continue the exchange information on representativeness of the social partners. EF and ETF will continue sharing information under the EF project “New topics, new tools, innovative approaches by the social partners”.</p>	<p>ETF contact: Manuela Prina EF contact:</p>
2. Organisation of one annual joint meeting with the possibility of organising also a teleconference	The consolidated versions of the work programme of the two agencies will be shared in October.	
3. Participation in other meetings	ETF and EF to explore possibilities of organising a joint meeting once a year on a specific topic of interest for cooperation	

Annex 2: ETF Logical framework

MTP 2014-17 Intervention Logic	Work Programme 2015
<p>Overall objective</p> <p>To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, focussing on competitiveness and social cohesion.</p>	
<p>Purpose</p> <p>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.</p>	<p>Overall objective</p> <p>To contribute harnessing the potential of ETF partner countries' human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy.</p>
<p>Expected Results</p> <ul style="list-style-type: none"> ■ Evidence-based VET policy analysis developed. ■ VET systems modernised in a lifelong learning perspective. ■ Increased relevance of VET provision in respect of labour market, economic growth and social cohesion through innovative approaches. 	<p>Purpose</p> <ul style="list-style-type: none"> ■ Capacity for human capital development policy reinforced in the partner countries through the use of evidence based policy analyses in: VET system analyses (Torino Process policy analyses, Projecting Reform Impact in VET initiative-PRIME); (b)Updating the Qualifications Inventory; (c) Employability reviews in the SEET, SEMED and EastE; (d) Small Business Act assessment in SEET and EastE and (e) Support to the EC in (IPA II, ENI or DCI) programming and in project identification and formulation. ■ Increased internal VET efficiency in partner countries, through VET system multi-level governance, quality assurance, Learning and Teaching, and support to the implementation and monitoring of related EC programming and projects. <ul style="list-style-type: none"> ■ Increased external VET efficiency in partner countries through (i) Qualifications, (ii) Employment and employability, (iii) Skills and migration, (iv) Entrepreneurial learning and enterprise skills and (v) support to the implementation and monitoring of related EC programming and projects.
<p>Activities</p> <p><i>Thematic Areas:</i></p> <ul style="list-style-type: none"> ■ Qualifications and qualification systems, ■ Governance in education and training ■ Learning and teaching in VET, ■ Quality in VET, ■ Employment and employability, ■ Skills dimension of migration and mobility ■ Entrepreneurial learning and enterprise skills 	<p>Expected Results (Outcomes)</p> <ul style="list-style-type: none"> ■ Partner country policy reform processes are increasingly evidence based, holistic and participatory, and take into account the results of the Torino Process ■ ETF priorities and activities, and its contribution to EU assistance, are informed by the results of the Torino Process ■ Strengthened capacities of stakeholders and institutions developing NQFs, dealing with labour market developments and entrepreneurial learning contribute to a progress in respective policies and practice ■ Participatory VET governance approaches with clear roles and responsibilities among actors, including employers, are planned/implemented/fully operational in selected countries (in accordance with the level of policy development) ■ Actors at sectoral and sub-national (regional/local level) levels use the ETF activities and input to strengthen their role in skills development and in playing their role and function in the definition and implementation of modernised VET. ■ ETF contribution in the area of costing and financing of VET leads to improved use of resources in selected countries by focusing on costing and financing VET, in the context of a well-functioning governance system ■ Development of systemic VET quality assurance in selected partner countries ■ Targeted ETF partner countries have started to develop policies and implementation strategies to promote work-based learning and the professional development of vocational teachers and in-company trainers.

MTP 2014-17 Intervention Logic					Work Programme 2015				
					<ul style="list-style-type: none"> ■ The international debate on work-based learning, vocational teacher training and career guidance supports partner country development, with the active participation of the ETF. ■ Capacities of partner country actors to implement reforms of qualifications systems are strengthened, enabling partner countries to accelerate their reforms. ■ Increased use of tools and approaches (e.g. qualifications frameworks, VNFIL, sector skills councils, quality assurance systems, occupational standards) advised by the ETF to support the reform of qualifications systems. ■ Partner countries make progress through the stages of legally adopting, developing and implementing their NQFs. The four candidate countries progress with their implementation of the EQF, by developing and implementing their NQFs and referencing them to the EQF. ■ International policy discussions on qualifications, moderated by the ETF, influence partner countries. ■ Stakeholders increase their knowledge particularly about skills development, skills matching tools and evaluation tools and use this knowledge acquired from ETF analysis to reform education, training and labour market policies. ■ Stakeholders enhance their capacity to use labour market information to further analyse the links between skills and employment, to understand NEETs issues in their countries and act accordingly, to anticipate future skills needs, to tackle the issue of difficult youth transition from school to work, and to take into consideration the role of the informal sector from a skills perspective). ■ EC services have updated information on labour market related issues in PCs and use this information to draft their projects and programmes and to conduct their policy dialogue with the countries. ■ Knowledge and expertise on best policy measures to support migrants and returnees for legal circular migration consolidated and widely shared with the EU and relevant partner countries. ■ Increased awareness and inter-institutional coordination in selected partner countries for managing the skills dimension of mobility and the policy measures addressing the skills development/ skills use of citizens (including migrants and returnees). ■ Policy learning for partner country measures to support migrants/ returnees from the skills and employment perspective ■ An action plan for integrating entrepreneurship as a key competence within the national curriculum in Belarus and Lebanon, including implications for national qualifications borrowing particularly on experience and developments from the EC Thematic Working Group on Transversal Skills (entrepreneurial learning outcomes component). 				
					Resources Subsidy: 2014-2017 (m€) T1+2: 64.423 T3: 20.318 GEMM: 2.00 Staff				
	2014	2015	2016	2017	System policy analysis Qualifications and qualifications systems VET governance Quality assurance Learning and teaching Employment and employability Skills and migration Entrepreneurial learning and enterprise skills Support to EU external assistance IPA, ENI-South, ENI-East and DCI-CA				
Total	135	134	133	132					

MTP 2014-17 Intervention Logic	Work Programme 2015					
Resources: (m€) Budget 2015 ETF Subsidy Title 1 & 2: 15.701 ETF Subsidy Title 3: 4.443 Total: 20.144 GEMM:	2015	TA	CA	LA	SNEs	Total
	Staff	92	39	2		133

Annex 3: List of events and publications planned for 2015

South Eastern Europe and Turkey events

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
NQF Inventory in Serbia	Qualification	Belgrade	26-27 January	
Continuous Professional Development (CPD) for teachers and trainers in the SEET region : launching event	Learning & teaching	Belgrade	11-12 March	DG EMPL, DG EAC
Building in good practices - A systemic approach to quality assurance in VET adopted through the establishment of a Qualification Framework and quality assurance mechanisms	Qualifications Quality	Sarajevo	17 March	EU Delegation
EQF Referencing (co-organised with British Council)	Qualifications	Skopje	19 May	EU Delegation
Dissemination and Follow up event on Torino/Bruges Process in Montenegro	Evidence-based policy making	Podgorica	June	DG EAC, DG EMPL
Validation of non-formal and informal learning in Western Balkans and Turkey (date and place tbc). Financed completely by TAJEX	Qualifications	Istanbul	26 October	EU Delegation
ETF Inventory – Database of Qualifications	Qualifications	Former Yugoslav Republic of Macedonia	October	

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
Workshop on HRD IPA II- Policy dialogue on enhancing employability and efficient labour market transitions of youth and other vulnerable groups (special focus on those not in employment, education or training)	Employment	Turkey	Q3-Q4	DG EMPL
Albanian ministerial conference on progress in employment and skills	Governance	Tirana	November	DG EMPL, DG NEAR, EU Delegation
Workshop on governance – building a robust, sustainable Council for Vocational and Adult Education	Modernisation of VET systems – Governance	Belgrade	December	

Southern and Eastern Mediterranean events

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
Qualifications for the Mediterranean (Q4M)	Qualifications	Turin	25-26 February	
TRP dissemination event	TRP	Cairo	March	EU Delegation
Restarting the NQF	NQF	Rabat	March	
PRIME Phase II completion in Jordan: validation meeting	Ex-ante impact assessment/female transition to labour market	Amman	15 April	EU Delegation
PRIME Phase III (final phase) completion in Jordan: final meeting	Ex-ante impact assessment/female transition to labour market	Amman	27 May	EU Delegation

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
SP EU Support Jordan - Workshop to support policy dialogue in social partnership	Support to the Commission	Amman	3 June	EU Delegation
Competence based CVT in Palestine (event and dates TBC)	Qualifications	Ramallah	9 November	EU Delegation
GEMM				
Atelier final de dissémination des résultats du projet régional à Tanger-Tétouan	Governance	Tanger	29 January	DG NEAR
Study visit EU (group 2) on Partnerships for Quality Assurance	Governance	The Netherlands	10-12 February	
First GEMM pilot projects cross-country event (Jordan)	Governance	Amman	16-18 March	DG NEAR
GEMM regional conference on Matching VET Supply and Demand through Labour Market Information Systems	Governance	Casablanca	4-8 May	DG NEAR, DG EMPL
Study visit on Governance for VET Reforms in Partnership	Governance	Casablanca	May 2015 (back-to-back to regional event)	DG NEAR
Second GEMM pilot project cross-country event on Skills needs analysis and career guidance	Governance	Lebanon	September	DG NEAR

Eastern Europe events

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
Workshop on NQF in Belarus	Qualification	Minsk	25 February	EU Delegation
SP EU SUP Armenia - First round-table on formulation for budget support on VET in agriculture	Support to the Commission	Yerevan	24 March	EU Delegation
PRIME Phase II completion in Ukraine: validation meeting	Ex-ante impact assessment/female transition to labour market	Ukraine	26 March	EU Delegation
PRIME Phase III (final phase) completion in Ukraine: final meeting	Ex-ante impact assessment/female transition to labour market	Ukraine	20 May	EU Delegation
Skills anticipation (EaP Platform 2)	Employment	EU Member State	May	DG EMPL, DG ENTR
Skills dimension of migration and migrant services international conference (EaP Platform 2) + UfM	Migration and Skills	Brussels	22-23 September	DG ENTR, DG EMPL, DG HOME, DG NEAR
NQF conference EaP Platform 4 - Qualification Reforms in Eastern Europe from stocktaking to action	Qualifications	Tbilisi	6-7 October	DG EAC, DG EMPL, DG NEAR
SP EU SUP Armenia - Second round-table on formulation for budget support on VET in agriculture	Support to the Commission	Yerevan	7 October	EU Delegation
EL Conference EaP Platform 2 (organised by DG DEVCO)	Entrepreneurial learning	Ireland	December	DG ENTR, DGEAC, DG DEVCO

Central Asia events

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
First workshop on project identification in VET and rural development in Uzbekistan	VET and sustainable development	Tashkent	26 March	EU Delegation
First workshop Identification project for reform of VET system in Turkmenistan	Support to the Commission	Ashgabat	22 April	EU Delegation
QA and TT conference Central Asia (with CAEP) - Organised with DG DEVCO	Learning and Teaching	TBC	June	DG DEVCO, DGEAC
Second workshop on project identification in VET and rural development in Uzbekistan	VET and sustainable development	Tashkent	30 June	EU Delegation
Central Asia VET Academy	Learning and Teaching	Turin	2-4 November	DG DEVCO, DGEAC
Second workshop Identification project for reform of VET system in Turkmenistan	Support to the Commission	Ashgabat	21 October	EU Delegation
Summer Academy	Learning and Teaching	Kyrgyzstan	Q3	DG DEVCO, DGEAC

Corporate events

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
Torino Process 2015: Moving Skills Forward Together	TRP, Evidence-based policy making	Turin	3-4 June	DG EAC, DG DEVCO, DG NEAR, DG EMPL

Thematic Expertise

TITLE	THEMATIC AREA	PLACE	DATE	DESIRED DG PRESENCE
Meetings of the Advisory Board of the Entrepreneurial Communities	Governance	Turin	18 February and 2 June (back to back with TRP Conference)	
Workshop 'Keeping young people in education, training or employment' (NEETs knowledge sharing event)	Employment	Turin, ETF	24-25 March	DG EMPL, DG EAC, DG DEVCO, DG NEAR
ETF on Migration and skills	Migration and Skills	Brussels, EP	11-12-13 May	DG EMPL, DG NEAR, DG HOME
Meeting for the candidate countries' ACVT/DGVT representatives		Turin	20 October	DG NEAR, DG EMPL
Women Entrepreneurship Laboratory	Entrepreneurship & Enterprise Skills	UK	October	DG DEVCO, DG ENTR
Policy Practitioners Good Practice Forum	Entrepreneurship & Enterprise Skills	Turin	November	

South Eastern Europe and Turkey publications

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
Demand side analysis: What should be offered in which region/ by which VET provider in Albania	Qualifications	Albania
Background analysis to revise VET legislation in Albania	Governance	Albania
Quality and Quality assurance in VET in BiH	Quality	BiH
EQF Referencing report	Qualifications	FYROM

Southern and Eastern Mediterranean publications

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
Policy brief on VET regional governance (1)	Multilevel governance	Morocco-Tunisia
Regional project: Guide for approximation of training to labour market for territorial development (methodology, studies, regional stakeholders' networking) working document		Morocco
TRP Report 2014 – working document	Policy analysis	All countries except Libya
Regional Projects: GEMM		
Compendium of GEMM Pilot projects (TBC)	Multi-level governance	SEMED Region
Final report on Capacity Building (TBC)	Multi-level governance	SEMED Region
UFM		
Israel country note on employment and ALMPs – working document	Employment	Israel
Lebanon country note on employment and ALMPs working document	Employment	Lebanon
Morocco country note on employment and ALMPs working document	Employment	Morocco
Egypt country note on employment and ALMPs working document	Employment	Egypt
UfM Employability Review on ALMPs	Employment	Regional overview

Eastern Europe publications

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
EaP Country notes on employment – working document	Employment	All EaP countries

Central Asia publications

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
Teacher Handbook VET School Development	Governance	Central Asia
Education & Business study in KAZ	Governance	Central Asia
Tracer study methodology in KYR	Employment	Central Asia

Corporate publications

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
4 Regional Torino Process Reports	TRP, Evidence-based policy making	All
Cross-country Torino Process Report	TRP, Evidence-based policy making	All
Key Indicators Torino Process Report	TRP, Evidence-based policy making	All
4 Matching Guides	Employment/Matching	All

Thematic Expertise

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
MISMES Global Inventory- migrant support measures from employment and skills perspective	Migration and skills	All
MISMES Armenia country study	Migration and skills	Armenia
MISMES Georgia country study	Migration and skills	Georgia
MISMES Moldova country study	Migration and skills	Moldova
MISMES Morocco country study	Migration and skills	Morocco
MISMES Tunisia country study	Migration and skills	Tunisia
MISMES policy brief	Migration and skills	All
Position paper on Informal Economy	Employment	All
Study on quality assurance systems	Qualification	All
Policy brief on legal settings	Qualification	All

TITLE	THEMATIC AREA	GEOGRAPHIC FOCUS (country, region, all)
Working paper on the Analysis of Governance in ETF partner countries	Governance	All
Policy brief financing	Governance	All

Annex 4: Policy development stages matrices

The ETF has developed this tool to ensure the application of the principles of focus, differentiation and impact-orientation in the planning and implementation of its interventions in a specific country and policy area. In summary, the tables help the ETF to decide the modality of its interventions in different countries according to their specific contexts.

The tables in this annex present the seven thematic areas identified for the Mid-term Perspective 2014-17 in five different stages of policy development (from ad-hoc to initial, structured, defined and consolidated). Each stage is defined by a descriptor, a modality of work consistent with the stage, target intervention and a set of institutional capacity progress indicators.

Once a policy area has been identified as a priority for ETF intervention through the Torino Process in a given country, an assessment of the policy stage conditions (descriptor) is done to determine at which development stage the policy is. The table indicates which modality of intervention could be more suitable, with which target interventions (e.g. needs analysis, training of actors, pilot actions, review, etc...) and how to measure progress in terms of institutional capacity. These interventions and targets are then planned in the implementation plans. When a number of countries with one of the thematic areas as a priority, at similar stage of development, with similar type of interventions are at similar stages, the ETF may organise common activities or similar activities. When several countries, with a priority in the same thematic area, have different stages of development the intervention will be customised to each country context.

While the matrices for qualifications and qualifications systems, skills and VET governance and entrepreneurial learning and enterprise skills were developed already in 2013 and have been used in the identification of activities in the 2015 Work Programme, for the other areas they have been developed in parallel with the identification of activities, so they may still require some fine-tuning.

QUALIFICATIONS AND QUALIFICATIONS SYSTEMS

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	Policy discussions, where discussion or debate is taking place regarding change, but there are as yet no clear plans for a policy or implementation programme.	Awareness raising	Define needs including institutional capabilities, and, if in line with the government's agenda define a road map for action. Institutional capabilities needs assessment	Awareness of NQF purposes and issues among local actors.
INITIAL	Policy, where the direction is set, perhaps through legislation or a high-level decision, but there are as yet no clear plans or strategies for implementation	Conceptualisation	Training of actors in content, tools and methods. Development of strategies and legal framework, and creating institutional architecture	Actors have acquired knowledge and skills to increase ownership of NQF development process. Presence of policy networks (often in specific sectors) Clarity of roles and functions of actors described in a legislation or other forms
STRUCTURED	Implementation, where the infrastructure to effect change is in place and elements such as the choice of a leading organisation and funding arrangements have been decided on	Implementation	Pilot of actions to support policy implementation, and the establishment of routine performance tracking and delivery mechanisms at all levels in the system. Work on extended network for improved delivery	A set of tools and approaches are available to support the reform of qualifications systems, the implementation of NQFs and the redesign of vocational qualifications.
DEFINED	Change in practice, where through pilot schemes and full-scale application of initiatives, education providers or other stakeholders take policy through to the final stage, which is full implementation	Implementation/ monitoring the policy cycle in place	Support of review processes and partnership approach, including consolidation of capacity across network for consolidation preparation.	New, outcomes-based qualifications available; occupational standards developed. NQF populated with qualifications. Greater range of qualifications types available. NQF supported by QA systems.
CONSOLIDATED	Effect, where the new system brings benefits to learners, stakeholders, organisations or society, and where reform or policy change can be evaluated Curricula, assessment, teaching and learning adapt to new qualifications. Individuals use new qualifications for career progression and mobility.	Independent policy learning	Exit – act as external evaluator/critical friend. Impact evaluation and self-renewal	

SKILLS AND GOVERNANCE OF VET

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	The roles and responsibilities of the actors are not clear, processes are difficult to track, partnership is not developed and actors are not organised and/or are disconnected. There is no clarity in approach or in terms of strategies. Consultation among individuals belonging to different groups exists on an ad-hoc basis	Awareness and mapping	Mapping of governance structure and modalities, identification of targets. Awareness of role and benefits of cooperation and social partnership in the context of VET. Institutional capabilities need assessment and mapping of capabilities by groups of actors	Availability of information and data on governance structure, roles and functions and mapping of needs is clear and validated among actors
INITIAL	Single actors need to develop, and roles and functions have to be clarified to better contribute to the governance of the system. Access to information for all actors is still problematic which prevents coalition building, strategy formulation and implementation, in addition to convergence over the approach used. Consultation mechanisms are sporadic, informal and inconsistent at this level	Conceptualisation and institutional/ organisational development	Institutional/organisational development. Definition of legal frameworks, procedures, institution building. Strategic development, and definition of approach. Institutional capabilities and those of single actors developed (at different governance levels and within specific functions to be specified in the intervention logic). Establishment of institutional performance targets and monitoring mechanisms	Coalitions are built and role of actors, vision and position vis-à-vis policy domains is clear, providing the basis for a sound social dialogue on skills policies cycle
STRUCTURED	Actors have good capabilities and development processes are in place, however delivery is weak and coordination and policy networks are to be strengthened. Access to information is defined though not always shared by all the actors in the system, and may be randomly used for formal negotiation on policy decisions.	Implementation, including delivery of functions according to the mandate, with defined roles (at different governance levels). Coordination mechanisms are to be developed and	Pilot of actions to support policy implementation, establishment of routine performance tracking and delivery. Pilot and consolidate coordination mechanisms (among actors, vertically and horizontally). Competences of actors in relation to participation, negotiation, partnership mechanisms and policy networking are developed	Increased number of actions, pilot projects and reform actions carried out by actors in the system, under a coordinated approach and clear governance accountability and reporting. Presence of monitoring system is shared among actors

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
		strengthened to improve delivery and implementation as well as efficiency and effectiveness. The creation of policy networks to be supported.		
DEFINED	System functions, roles and responsibilities are clearly mapped and in operation. Coordination mechanisms are up and running and policy networks are active. Accountability in implementation and joined-up policies and bottom-up processes need still to be streamlined. Innovation is to be embedded in the system to ensure the further adaptation and development of governance modes.	Implementation and monitoring are in place, with the introduction of innovative tools for governance and functions delivery and monitoring.	Support given to monitor implementation and analyse potential efficiency gains. Introduction of innovative tools, methods and arrangements to strengthen and develop the governance area. Support given to policy networks. Evaluation of trade-off and cost-benefits – analysis of efficiency gains and capacity development for innovation.	Social dialogue is in place and multilevel governance arrangements allow for increased relevance of VET policies and impact on HCD development.
CONSOLIDATED	Consultation is at the core of the system, while transparency and access to information is ensured at all governance levels. Government strategy is clear, monitored and improved for the benefits of the sector.	Independent policy learning	Exit – act as external evaluator/critical friend. Impact evaluation and self-renewal.	

VET SYSTEM QUALITY ASSURANCE REFORM

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	VET system level quality assurance has not been adapted to meet new needs. There are some innovative but isolated quality assurance initiatives at provider level. The discussion on VET system-level quality assurance reform involves few stakeholders, is not nationwide and there is no clear plan.	Information gathering Awareness raising	Mapping existing VET system level quality assurance mechanisms and identifying needs. Mapping innovative quality assurance initiatives at provider level and identifying good practice. Awareness raising on reform needs - reaching out to all stakeholders. Addressing policy dialogue needs. Capabilities: needs analysis.	Robust evidence to justify the need for quality assurance reform at system level available. Good practice identified to inform policy developments at system level. Main stakeholders commit to system level quality assurance reform Capabilities: needs analysed.
INITIAL	There is a nationwide policy debate on VET quality assurance reform at system level involving all stakeholders with the aim to develop the policy direction.	Conceptualizing Planning	Vision building and negotiation amongst stakeholders Mapping capabilities needs for implementation. Joint vision and direction definition. Capabilities development.	Policy development forum established. Shared vision agreed among key actors. Policy/ strategy papers produced and widely shared. Capabilities for governance and management of system reform developed.
STRUCTURED	The policy direction (strategy) for VET system quality assurance reform is agreed. Governance mechanisms are clear.	Regulating Framing	Regulatory framework and institutional architecture development. Developing system level VET quality assurance mechanisms. Small –scale piloting to support policy implementation at system level. Capabilities development.	All relevant stakeholders engaged in reform process. Regulatory framework and institutional architecture developed. Pilot action undertaken. Capabilities for implementation developed through pilot action.
DEFINED	Policy (operational) for VET quality assurance reform at system level is in place. Implementation plans are agreed.	Operationalizing Monitoring	Wide-scale piloting of system level measures by mainstreaming and building on, good pilot action. Capabilities development.	Wide-scale capabilities development. Wide scale piloting of system-level measures. Monitoring and evaluation procedures in place.
CONSOLIDATED	Quality assurance reform at VET system level is implemented in full and working and stakeholders are actively engaged. (Introduction phase finished with review of achievements).	Evaluating Reviewing	Developing strategies for impact evaluation and policy review. Capabilities development. Undertaking impact evaluation and policy review.	Evaluation of piloting completed Policy reviewed and impact assessed. Measures are introduced system wide. Capabilities for continuous improvement of reform developed.

LEARNING AND TEACHING IN VET

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	No strategic approach to learning and teaching in VET (WBL, CPD of teachers/trainers, online/digital learning, career guidance) notable. Isolated initiatives exist, mostly donor-driven. IVET/PSVET characterized by school based structures, CVT poorly developed.	Testing the ground Mapping the situation First dialogue with selected stakeholders Identification of needs	Identification mission Baseline analysis of the situation (incl. structures and needs) at both supply and demand levels (education and business)	Baseline information available on learning and teaching in VET (including qualitative analysis and basic data) and known by several stakeholders
INITIAL	Further learning and teaching initiatives continue to emerge and policy interest grows. Stakeholders, specifically employers show interest for reform and to co-operate. Initial discussion and about the strategic relevance of private sector driven human capital development takes place. VET delivery remains still traditional.	Awareness raising Capacity needs analysis of VET institutions and private sector organisations	Policy and practice reviews Dissemination of ETF tools Initiating and bringing different stakeholders together Identification of appropriate co-operation mechanisms Supporting a policy dialogue among different stakeholders (in the knowledge triangle – policy maker, practitioner, research), i.e. through network, CoP Analytical work on policy capacity and challenges	Information base has improved Awareness has increased among key stakeholders Reform ideas emerge and/or are already initiated
STRUCTURED	There is a structured national policy debate in place, involving key stakeholders. Consensus is reached to follow a strategic approach and to develop a policy towards more private sector driven human capital development. Clear outlines of policies are still missing. Innovative ad hoc activities or first pilots take place in economic sectors agreed by stakeholders.	Conceptualisation Planning and monitoring pilot efforts Drawing conclusions on further capacity development needs	Vision building and strategy development Intensified policy dialogue amongst a wide range of stakeholders Design and implementation of learning / training events on key issues at stake for capacity development Support to innovation/pilots (i.e. design, monitoring/evaluation)	Strategic documents have been drafted Co-operation between stakeholders is structured Traditional VET delivery is complemented by a number of innovative (pilot) activities with promising results

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
DEFINED	A vision, strategy and conceptual outlines (partly sector specific) are defined and agreed. All relevant stakeholders have a good understanding, motivation and interest in learning and teaching issues in VET. Key elements for proper implementation are in place. Wider action is defined and initiated for testing and implementation.	Implementation	Capacity building in relation to strategy implementation phases and regulations (incl. sustainability) Piloting to support policy implementation at system level Monitoring and evaluation Exit strategy	Strategic documents are approved, widely known by all stakeholders and start to have an impact on the implementation level Learning and teaching in VET is high on the implementation agenda
CONSOLIDATED	Consolidated policy strategy and well working implementation mechanisms. Systemic innovation is in place monitored and governed on a multi-level. Positive results of the newly adopted human capital development strategies on learning and teaching, productivity and private sector stabilization notable.	Implementation Review Evaluation	Continuous and autonomous policy learning takes place Exit – act as external evaluator/critical friend Farewell event !	Learning and teaching in VET has significantly improved in the view of key stakeholders (i.e. employers, students, parents and teachers, VET management) A culture of continuous further improvement is emerging

EMPLOYMENT, SKILLS AND EMPLOYABILITY

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	<p>No employment policy strategic vision exists, no clear employment strategy available, only some ad hoc policy measures without a clear policy direction.</p> <p>No evaluations are carried on. Employment programmes tend to be repeated over the years without major changes or improvements. ALMPs are implemented on a very limited scale, no passive measures are foreseen. LMI systems do not exist or data are collected on an ad hoc basis. Consultation with relevant stakeholders is limited and transparency / monitoring of performance is limited. Roles and responsibility of actors are not clear and strategies are rather scattered and not coordinated among themselves.</p>	Awareness and mapping	Mapping the role of different institutions in charge of employment and skills policies, review their capacities, identify targets, elaborate and/or increase awareness on methodologies to design, implement, monitor and systematically carry on evaluations of employment policies	Main labour market stakeholders in the countries have knowledge and tools (or are aware of their development needs) that can consider to improve their policies and start to use them in the policy making process. Awareness is raised on the role of different actors, in particular PES.
INITIAL	<p>Employment policy strategic vision exists or under drafting but it shows weak links with other policy areas (i.e. education; economic development), it is mainly descriptive with underdeveloped financing, monitoring and evaluation sections. A national discussion has started to develop a clear employment strategy, but there is no comprehensive understanding yet to link employment policy/ strategy with other sectors (education, economy, SMEs etc). Basic employment</p>	Conceptualisation, planning and institutional/ organisational development	<p>Training of actors involved in employment policies on their roles and functions, providing fora for discussion, supporting the implementation of basic capacity building measures, developing manuals for internal and cross-actors cooperation.</p> <p>Establishing institutional performance targets and monitoring mechanisms</p>	Shared visions for employment policies are agreed among key actors (networks in place), lead the elaboration of concrete implementation plans and are widely shared with the public. PES start to consolidate their role in the elaboration and implementation of the employment measures.

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
	<p>programmes and ALMPs are in place and implemented, different actors are aware of their role and function to define employment policies but exert their functions to a limited extent only. Passive measures are not foreseen. Stakeholders are usually only informed while policy decisions are taken and evaluations are performed on an ad hoc basis, with few results being incorporated in following programmes. Communication among stakeholders takes place regularly but is not yet organized efficiently and does not follow formal rules. Reporting is developed but not shared with all actors involved and felt as an administrative burden rather than as a policy tool.</p>			
STRUCTURED	<p>A clear employment policy/ strategy is developed after a national discussion and consensus building among key stakeholders, some priority areas are defined. However, this strategy is not yet operationalised in the form of actions plans, with clear roles, responsibilities and resources allocated to stakeholders. Policy documents and strategies to enhance employment are developed and available to all actors, however implementation remains a key challenge due to conflicting priorities and limited resources. ALMPs are implemented systematically and</p>	<p>Implementation, with a specific focus to improve coordination among stakeholders (also through the creation of networks).</p>	<p>Piloting actions to support policy implementation of policies, providing innovative tools to be implemented by national authorities, providing support for the consolidation of capacity across networks.</p>	<p>Stakeholders have actions plan to implement employment policies which foresee clear roles and responsibilities for each activity and the activities start to be implemented. PES's role is consolidated and job counsellors use the knowledge acquired in the training received in their daily activities.</p>

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
	some basic passive measures exist and are implemented. Actors are involved in the decision making process but their inputs are not always considered before taking final decisions. LMI exist and national surveys are performed regularly, with raw data not disclosed to the public.			
DEFINED	<p>Employment policies are closely linked to other sectoral strategies, there is a continuous coordination and cooperation among institutions. Employment structures are in place, employment policies are clearly stated, and institutions have clear division of roles and responsibilities and concur to elaborate meaningful employment programmes and policies. Both ALMPs and passive measures are foreseen and implemented. Stakeholders are involved in policy decisions at an early stage and provide regular inputs to improve programmes. Evaluations results are partially incorporated in new programmes.</p> <p>Implementation works but still needs optimisation. LMI information are in line with international standards and raw data are publicly disclosed and available.</p>	Implementation of employment policies, with the introduction of specific programmes targeting vulnerable groups (in particular women, youth, minorities and elderly people) and with the support provided for monitoring and evaluation.	Providing direct support to institutions in charge of employment policies to find innovative solutions for employment creation and skills matching, building on international best practices, providing capacity building for properly budgeting and financing policies, and use evaluation results in policy making.	<p>Innovative approaches linked to employment policies and programmes are introduced, which allow job creation and unemployment reduction.</p> <p>PES members are provided opportunities to participate in international networks and use the experience acquired in their daily activities.</p>
CONSOLIDATED	Employment policies clearly defined and are implemented in line with the most advanced international standards, innovative approaches are embedded in the system, actors have	Independent policy learning	Exit – act as external evaluator/critical friend. Impact evaluation and self-renewal.	

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
	<p>clear roles and responsibility and partnership and consultation are at the core of the system.</p> <p>Both ALMPs and passive measures are foreseen and implemented systematically.</p> <p>Data are gathered and disclosed publicly and public debate over employment policies is regularly organized. Evaluations results are fully incorporated in new programmes and policies are properly budgeted in planning documents.</p>			

SKILLS AND MIGRATION

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	The country has considerable migration and is a sending or receiving country in large numbers. There is no strategic approach to migration except ad hoc responses to situations. No reference to skills development issues linked to migration, no link between skills and migration policies.	Mapping the situation of migration Identification of needs	A situational analysis is needed whether the country is 'reactive' or 'proactive' regarding migration flows and their skills dimension. Discussions with relevant stakeholders, identifying the stage of policy development and their needs for support.	Available data on size and skills profile of international emigration/ immigration: both stocks and flows Structure/number of migrants (sex, age, education, destination) Data on Remittances received and use in skills development Mapping of potential actors/roles and functions
INITIAL	Only few individual discussions observed in some national or international fora on the skills-migration linkages and taking migration into account in skills development policies. No national debate structured for policy development and implementation on migration and skills	Awareness raising Capacity analysis	Awareness-raising of policy-makers on the role of skills in migration policies and vice versa. Reaching out to all relevant stakeholders, initiating a dialogue among them and making an analysis of policy capacity.	Meetings /policy discussions held on the skills dimension of migration Relevant stakeholders in the country have knowledge and tools (or are aware of their development needs) Dialogue on migration and mobility with the EU and other international partners is starting Creation of policy network
STRUCTURED	There is a national policy debate and most stakeholders are involved in a structured dialogue with the aim to develop a new policy direction, with some policy papers. However no clear plan and strategy developed and adopted yet. Only ad hoc interventions as a response to the emergency situations to support migrants.	Conceptualisation Planning Capacity development needs	Vision building and negotiation amongst all relevant stakeholders, training/ policy learning for the skills dimension of migration policies, developing a policy strategy to link migration and skills development policies. Identifying capacity development needs.	Structured dialogue on migration policies and its skills dimension within the country and external partners (EY and other receiving/sending countries) Involvement of all relevant stakeholders including the ministries of employment and education – network consolidation

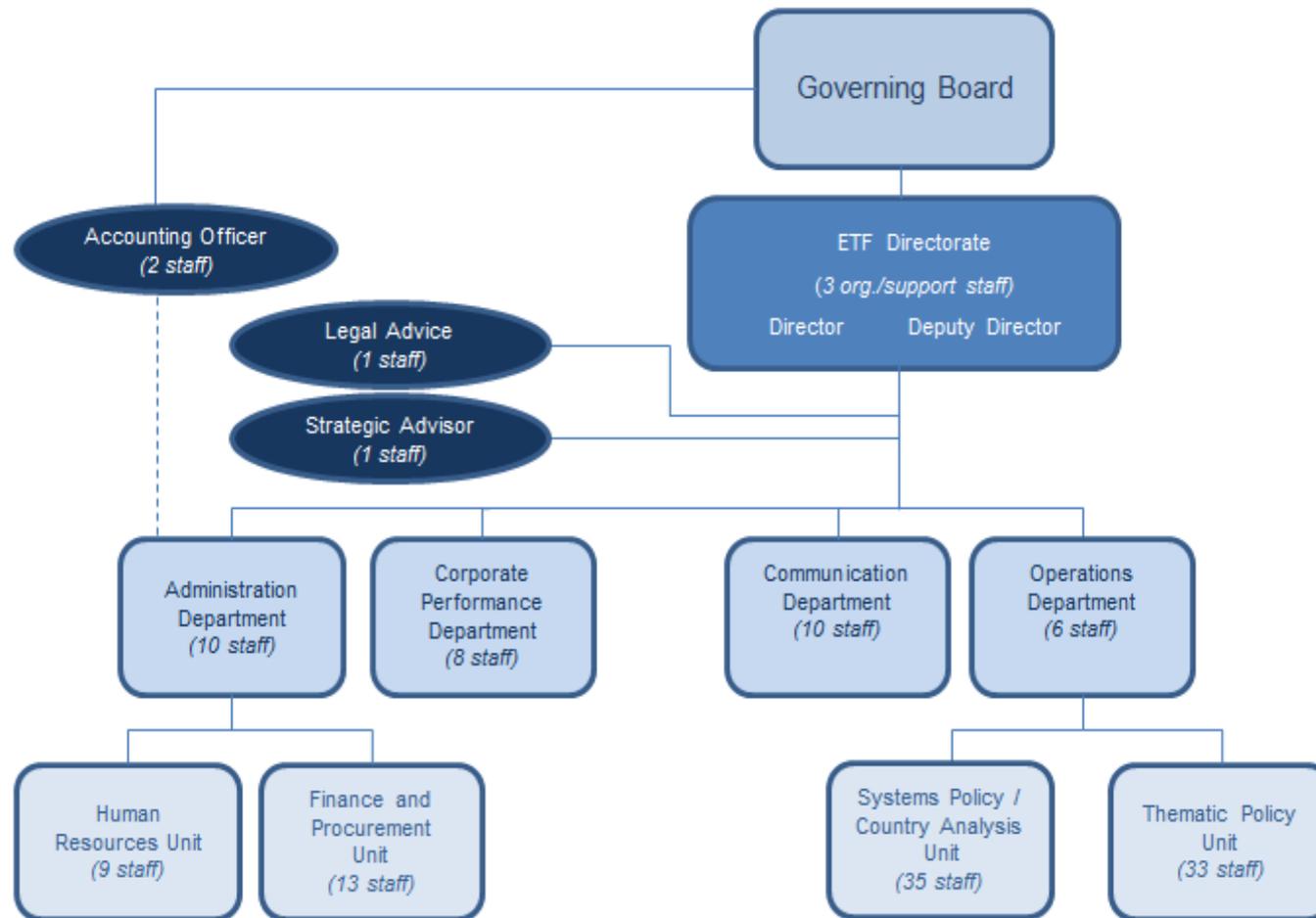
Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
DEFINED	Skills development policies with developmental impact of migration is defined and agreed. All relevant stakeholders have a good understanding of the links and mechanisms, clear change in discourse. Key elements for proper implementation are in place, pilot actions are initiated for testing and implementation.	Regulation Framing Pilot schemes	Capacity building in relation to strategy implementation phases and regulatory framework. Piloting to support policy implementation at system level, operationalising of the policy. Migration factor is to be embedded in domestic labour market and VET policies. for performance tracking and innovation.	Policy/ strategy papers which links skills development policies with migration (i.e. employment, VET, NQF strategies) Pilot schemes to support migrants' skills
CONSOLIDATED	Full shift from policy strategy to policy implementation. Systemic implementation is in place, migration is embedded in LM/ VET policies, regular schemes of migrant support measures from employment/skills perspective are available. Monitoring and evaluation aspects become the main aspects of policy implementation.	Independent policy learning	Exit – act as external evaluator/critical friend.	

ENTREPRENEURIAL LEARNING AND ENTERPRISE SKILLS

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
AD- HOC	<p>Weak understanding amongst key stakeholders of potential of EL to development of competitiveness and jobs</p> <p>Little or no policy dialogue involving primary stakeholders (govt)</p> <p>Examples of EL practice but no direct influence on policy environment.</p>	Awareness raising	<p>Cross-stakeholder policy awareness seminars</p> <p>Advocacy capacity building targeting civic interest groups</p> <p>Press engagement and high-profile, targeted information campaigns</p>	<p>Improved stakeholder interest and engagement in entrepreneurial learning agenda</p> <p>Clearly defined and committed civic advocacy groups to a national entrepreneurial learning agenda</p>
INITIAL	<p>Structured dialogue involving key stakeholders on policy options</p> <p>Systemic build-up of good practices to inform policy development</p> <p>Media coverage of policy dialogue / consultation</p>	Conceptualizing Planning	<p>Facilitation of cross-party dialogue on political feasibility of strategic EL developments</p> <p>Policy partnership building workshops</p> <p>Development of good practice guidelines</p> <p>Good practice peer review seminars</p> <p>Creation of an entrepreneurial learning press interest group</p>	<p>Key political parties commit to national EL vision</p> <p>Good practice database, publically supported and maintained</p> <p>Prominent press and social media coverage of entrepreneurial learning on policy options and implications</p>
STRUCTURED	<p>Lifelong entrepreneurial learning policy adopted by government</p> <p>Stakeholder responsibilities clearly defined within policy instrument or associated document</p>	Regulating Framing	<p>Technical assistance for elaboration policy implementation action plan and budget allocation</p> <p>Stakeholder workshops on policy ownership, policy accountability & policy responsibilities</p>	<p>Guidelines available for each stakeholder on policy implementation</p> <p>Budget commitment for activities defined with action plan</p> <p>Protocol of commitment of stakeholders for their contribution to EL strategy</p>

Policy Stage	Descriptor	Modality of Work	Target Intervention(s)	Progress indicators
DEFINED	<p>Comprehensive implementation of EL action plan set against policy objectives</p> <p>EL practice monitored through implementation of action plan</p>	<p>Operationalizing</p> <p>Monitoring</p>	<p>Technical assistance to establish baseline evidence-based monitoring with dedicated monitoring tools</p> <p>Peer review workshops on entrepreneurial learning activities relevant related to action plan</p>	<p>Recommendations for corrections /realignment of measures within action plan followed through</p> <p>Active engagement of entrepreneurial learning practitioners in policy review process.</p>
CONSOLIDATED	<p>Independent empirical analysis of EL policy at least every 36 months focusing on results and impact (qualitative and quantitative)</p> <p>Policy improvement recommendations recommence policy cycle</p> <p>National evaluation policy and guidelines</p> <p>Findings from independent evaluation of action plan demonstrate achievement of policy objectives</p> <p>Policy evaluation considered by stakeholders as essential and integral component of all EL policy development</p>	<p>Evaluating</p> <p>Reviewing</p>	<p>External evaluator – Critical friend</p> <p>EXIT</p>	

Annex 5 ETF management and organisation



NB: Staffing information is indicative

Annex 6: ABB by region and core theme

The tables in this section present the distribution of the total ETF subsidy assumptions according to the geographic scope and the thematic areas (as from articles 1 and 2 of the ETF founding regulation): Regions (South Eastern Europe and Turkey, Southern and Eastern Mediterranean, Eastern Europe, Central Asia and Core Themes (A Evidence-based VET policy analysis; B Modernisation of the VET systems and C. Innovative approaches for increased relevance of VET provision in respect of labour markets and economic and social cohesion). The distribution is made according to the direct costs planned in these different categories: (Title III, operational expenses and missions) and the planned human resources. On the basis of this distribution, the rest of the indirect costs have been attributed on a pro-rata basis.

Therefore, the concrete amounts in the different ABB tables do not coincide with the figures in the table in section III.3 in the column Project Funds. The reason for that is that while the later just inform on the Operational expenses (Title 3 funds) and related FTEs, the former also distribute the supporting staff costs and the cost not directly attributable to the different planning categories, as described before, on a pro-rata basis.

The communication budget is distributed transversally and proportionally across the themes and regions.

ABB by Themes and Regions

(k€)	Southern Eastern Europe and Turkey		Southern and Eastern Mediterranean		Eastern Europe		Central Asia		Total	
A	2558	13%	2592	13%	2032	10%	1035	5%	8217	41%
B	2903	14%	2031	10%	2139	11%	1550	8%	8624	43%
C	934	5%	1333	7%	977	5%	59	0%	3304	16%
Total	6396	32%	5956	30%	5148	26%	2644	13%	20144	100%

ABB by Thematic Areas

Thematic Area	K€	%
A. Evidence-based VET policy analysis		
VET system policy analysis	3702	18%
Global Qualifications inventory	607	3%
Employability fiches	264	1%
Small Business Act assessment	417	2%
Support to EU external instruments programming and project design	3226	16%
Total A	8217	41%
B. Modernisation of VET systems		
VET Governance	1937	10%
VET Quality Assurance	448	2%
Learning and Teaching in VET	2295	11%
Support to implementation and monitoring of EU interventions in PCs	3943	20%
Total B	8624	43%
C. Relevance of VET provision in respect of labour markets and economic and social cohesion		
Qualifications and qualifications systems	1821	9%
Employment and employability	793	4%
Skills dimension of Migration	273	1%
Entrepreneurial Learning and Enterprise skills	417	2%
Total C	3304	16%
Total	20144	100%

Annex 7: Procurement 2015

Projects will be implemented either through contracts in force (Table 1) or through new contracts to be awarded following a public procurement procedure (Table 2). The full annual procurement plan covering all budget titles will be published on the ETF's website by 31 March 2015. This plan is updated and republished on a monthly basis.

Table 1. Contracts in force

Activities to be procured under contracts in force	Estimated value in € ⁶¹	Contract tool
Services to support ETF project activities in partner countries ⁶²	€ 1,500,000.00	Framework contracts
Provision of expertise to support ETF initiatives for human capital development	€ 1,000,000.00	Framework contract
Development of a methodology and a mathematical model for the anticipation of the future demands for educated and skilled workforce in Ukraine	€ 50,000.00	Fixed contract
Supply of books, serials and e-resources	€ 37,000.00	Framework contract
Provision of creative design services	€ 150,000.00	Framework contract
Provision on content services	€ 50,000.00	Framework contract
Provision of technical editing services in the field of human capital development	€ 6,000.00	Framework contract
Provision of branded promotional material	€ 35,000.00	Framework contract
Provision of media and local events services	€ 15,000.00	Framework contract
Provision of Professional Conference Organisation Services	€ 1,500,000.00	Framework contract
Provision of digital communication services	€ 50,000.00	Framework contract

⁶¹ Estimated commitments for 2015

⁶² Lebanon, Morocco, Republic of Armenia, Jordan, Turkey, Kyrgyz Republic, Tajikistan, Belarus, Azerbaijan, Bosnia and Herzegovina, Serbia, Palestine, Kosovo, Egypt, Tunisia, Ukraine.

Meeting design and facilitation	€ 36,000.00	Framework contract
Translations	€ 210,000.00	Service level agreement
Audits and controls	€ 50,000.00	Inter-institutional framework contract
Provision of consultancy services in the field of monitoring and evaluation	€ 150,000.00	Framework contract

Table 2. Indicative planning of procurement procedures needed for the implementation of the projects

Activities to be procured with new contracts	Estimated value in € for 4 years	Contract tool	Tentative launch timeframe (quarter)
Provision of film direction and editing	€ 200,000.00	Framework contract	Q1
Service to support ETF activities in Georgia	€ 200,000.00	Framework contract	Q1
Service to support ETF activities in Russia	€ 100,000.00	Framework contract	Q1
Audits and controls	€ 200,000.00	Inter-institutional framework contract	Q1
Service to support ETF activities in Albania	€ 100,000.00	Framework contract	Q2
Provision of creative design services	€ 750,000.00	Framework contract	Q2
Service to support ETF activities in the former Yugoslav Republic of Macedonia	€ 150,000.00	Framework contract	Q4
Service to support ETF activities in Montenegro	€ 150,000.00	Framework contract	Q4
Service to support ETF activities in Republic of Moldova	€ 200,000.00	Framework contract	Q4

Depending on the actual implementation of the Annual Procurement Plan, the award and the consumption of framework contracts could take place beyond 2015.

Annex 8: Key performance indicators

8.1 Core mission key performance indicators 2015

KPI area	Indicator
	Overall - 95% level of achievement of planned activities according to quantitative and qualitative indicators.
Reinforce partner country policy analysis capacity in the field of HCD through the Torino Process and in other policy area analyses (SBA, Employability, NQF)	<ul style="list-style-type: none"> ■ No of participating partner countries: ■ conducting self-assessments in Torino Process (70% by 2014) ■ participating in the inventory on NQF (80%) ■ SBA assessments completed and recommendations issued in the ETF chapters (100% in EE) ■ EC requests for employment analyses completed (100%)
Modernise VET systems in a lifelong learning perspective	<ul style="list-style-type: none"> ■ Development of multi-level governance in VET in the partner countries ■ EU VET quality assurance policy and tools adapted to the context of partner countries ■ 90 % of planned outputs in relevant projects completed i.e. handbooks, tools, information notes etc. ■ VET policies at regional level supported in Morocco, Tunisia and Ukraine ■ Increase in networking and knowledge sharing amongst stakeholders at corporate conference (70% conference feedback) ■ Work-based learning assistance ■ 90% QA policy development activities completed according to plan and in particular in Belarus, Tajikistan and Bosnia and Herzegovina as well as SEMED through GEMM.
Increase the relevance of VET provision through innovative approaches.	<ul style="list-style-type: none"> ■ 90% or project activities planned completed in: ■ Qualifications development ■ Development and use of labour market information for policy making ■ Multi stakeholder involvement in 95% of relevant ETF project activities ■ Concept notes for thematic areas produced (100%) ■ 90% of relevant project outputs completed i.e. best practice, flagship publications, and disseminated to multi stakeholders in partner countries. ■ 80% level of satisfaction from EU requests.
Communication	<ul style="list-style-type: none"> ■ Average > 10 % annual increase in targets on set indicators: ■ No. of people reached through digital media channels; ■ No. of subscriptions to digital media channels; ■ No. of downloads of ETF publications; ■ No. of ETF publications distributed; ■ No. of news articles and blogs published; ■ No. of citations of ETF in external media; ■ Search engine optimisation (i.e. Google referrals); ■ No. of referrals from other websites; ■ No. of people participating in ETF corporate and regional events and participation rate (participants/invitees).

8.2 Non-core mission key performance indicators 2015

KPI area	Indicator
Financial management	<ul style="list-style-type: none"> ■ Overall budget commitment (Subvention: T1, 2, 3), target >98% ■ Administrative budget execution (paid/committed of administrative budget T1,2), target >80% ■ Operational budget execution (paid/payment appropriation of operational budget T3), target >98% ■ Consumption of carry forward (administrative budget T1,2), target >85% ■ Payments paid within due date, target 80%
HR management	<ul style="list-style-type: none"> ■ Average nr. of training days per staff member, target 8 days ■ Posts filling rate, target >95%
Corporate services	<ul style="list-style-type: none"> ■ Availability of IT critical systems, target >99% ■ Annual reduction of building cost/m2, target >1% (after correction for inflation and energy costs)
Organisation	<ul style="list-style-type: none"> ■ Effectiveness: overall achievement of planned activities (outputs), target >90% ■ Efficiency: FTE ratio central administration/organisation, target <30% ■ Staff engagement (based on annual staff survey), target >70% ■ Implementation of improvement actions plans, target >95%

The “Non-core mission” indicators may be the subject of modification following the outcome and conclusions of the EU Agencies Performance Network Working Group on “Common principles for performance measurement and list of harmonised administrative indicators” and provisions n.28 of the Roadmap for the follow up for the implementation of the Common Approach on Agencies.

Annex 9. ETF Risk Register WP 2015

Risk no.	(ETF Risk Framework Areas) / WP 2015 Goals ⁶³ and Objectives	Description of potential risk	Inherent risk	Mitigating controls already in place (sub-processes involved)	Residual risk	Additional control planned (sub-processes involved)
RR WP 2015 01	<p>(1. Risks related to the external environment)</p> <p>2015 annual Objective 1: Capacity for human capital development policy reinforced in the partner countries by use of evidence based policy analyses</p> <p>2015 annual objective 2: Internal efficiency in VET increased in the partner countries</p> <p>2015 annual objective 3: External efficiency in VET increased in the partner countries</p>	<p>01. Disruption in the external environment limits partner country engagement in ETF activities and leads to failure/delays in achieving related objectives:</p> <p>Cause 1) Changing priorities of individual countries - either due to institutional political changes in the country or differences in the national agenda - resulting in limited ownership of ETF activities;</p> <p>Cause 2) Changes in EU external policies towards a given country;</p>	High	<p>01. Constant follow up and communication with partner countries by ETF managers and project teams.</p> <ul style="list-style-type: none"> - Dashboard IT system enables day to day monitoring of project progress and quarterly reporting to managers; - Priority matrix built up driving different responses in each country situation; - Adaptation to agenda of specific country; - Coordination with the European Commission and the European External Action Service and delegations. 	Medium	<p>The preventive and mitigation actions put in place by the ETF bring the risk to an acceptable level and beyond which the risk is out of ETF control</p>
RR WP 2015 02	<p>(2. Risks related to planning, project management processes and systems)</p> <p>Goal 4: Organisation development: to be a reliable and efficient EU organisation by maximising results and increasing efficiency</p> <p>2015 annual objective 1: Capacity for human capital development policy reinforced in the partner countries by use of</p>	<p>02. The increased demand for specific expertise in HCD fields in partner countries, combined with insufficient ETF experts in house and high quality external experts may impact the quality of ETF deliverables.</p>	High	<p>02. -Quality controls in place (e.g. quality check on Terms of Reference and the selection criteria);</p> <ul style="list-style-type: none"> -The assessment of the selection criteria has been strengthened through training to procurement actors provided by FINPROC; -Improved management of contracts and more efficient and effective use of deliverables in relation to ongoing contractual instruments; -Anticipated planning and increased publicity; 	Medium	<p>As recommended by IAS, the ETF will implement the following actions⁶⁴:</p> <p>2.1 The ETF will refer to the contractual clauses in the Terms of Reference for dealing with low quality work and delays of the deliverables of the external expert hired by the ETF (liquidated damages for late delivery, partial payment for partial delivery).</p> <p>2.2 The ETF will organise and implement training sessions and issue guidance to staff in order to ensure the adequacy of terms of</p>

⁶³ Goal 3 and Goal 4 of the ETF Strategy 2014-2020 are key horizontal principles of the MTP 2014-2017 that underpin all activities carried out by the ETF.

⁶⁴ The IAS recommendation from 2013 IAS audit on expert management and missions is no. 3 "introduce a quality check for TORs adequacy" (important). ETF actions to address this risk and the related IAS audit recommendation are recorded on the ETF Performance Improvement Plan under the respective IAS audit recommendation

Risk no.	(ETF Risk Framework Areas) / WP 2015 Goals ⁶³ and Objectives	Description of potential risk	Inherent risk	Mitigating controls already in place (sub-processes involved)	Residual risk	Additional control planned (sub-processes involved)
	evidence based policy analyses 2015 annual objective 2: Internal efficiency in VET increased in the partner countries 2015 annual objective 3: External efficiency in VET increased in the partner countries			-Tender specifications for new contracts for the provision of expertise request that the contractor: 'shall at least twice a year actively seek to expand the database of national experts through targeted advertisements in nationally available media and report through the quarterly reports'		reference and specific expertise sought 2.3 The ETF will consider developing a system to record the assessment of the output(s) of the different assignments in line with data protection regulation. This will provide quality assurance information and an opportunity to share experience and knowledge within the organisation
RR WP 2015 03	Goal 4: Organisation development: to be a reliable and efficient EU organisation by maximising results and increasing efficiency	03.The risk of further budget cuts to the ETF budget 2015 and the reduction of staff could put the quality and impact of ETF interventions at risk due to limited resources.	High	03.-The ETF, with support of the ETF Governing Board, will continue the dialogue with EU institutions to explain the support needed in terms of allocation of financial resources.	Medium	3.1 Propose negative priorities for the WP 2015 in order to mitigate the risk of reduced quality and impact of ETF interventions. 3.2 The ETF is currently undertaking a review of its structure with the aim of being more strategic, increasing transparency, efficiency and effectiveness and minimising impact of staff and budget cuts.
RR WP 2015 04	(2. Risks related to planning, project management processes and systems) (3. Risks related to people and the organisation) Goal 4: Organisation development: to be a reliable and efficient EU organisation by maximising results and increasing efficiency	04. ETF monitoring reports highlighted potential problems relating to unbalanced workload and distribution of work. In addition, the ETF's most recent staff survey 2013 highlighted problems of fragmentation of tasks and weak coordination, with many unplanned requests and unexpected changes in priorities which could have an impact on the quality of ETF work and its capacity to deliver	Medium	04.-Enhanced coordination of operational planning documents through regular Management Team and Enlarged Management Team meetings; -Regular review and assessment by management of the feasibility of planned activities during a given quarter; -Ongoing simplification of mapping of processes; -Monthly resources meetings.	Low	4.1 The ETF is currently undertaking a review of its structure which will also address this issue by introducing strategic projects which will reinforce planning and coordination of activities and enhance decision making and transparency whilst reducing fragmentation. 4.2 The ETF will launch the next staff satisfaction survey in 2015. An action plan will be developed to follow up and address any new issues raised.

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