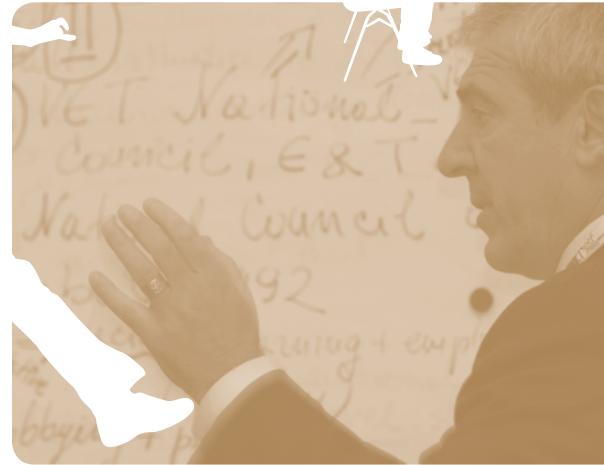
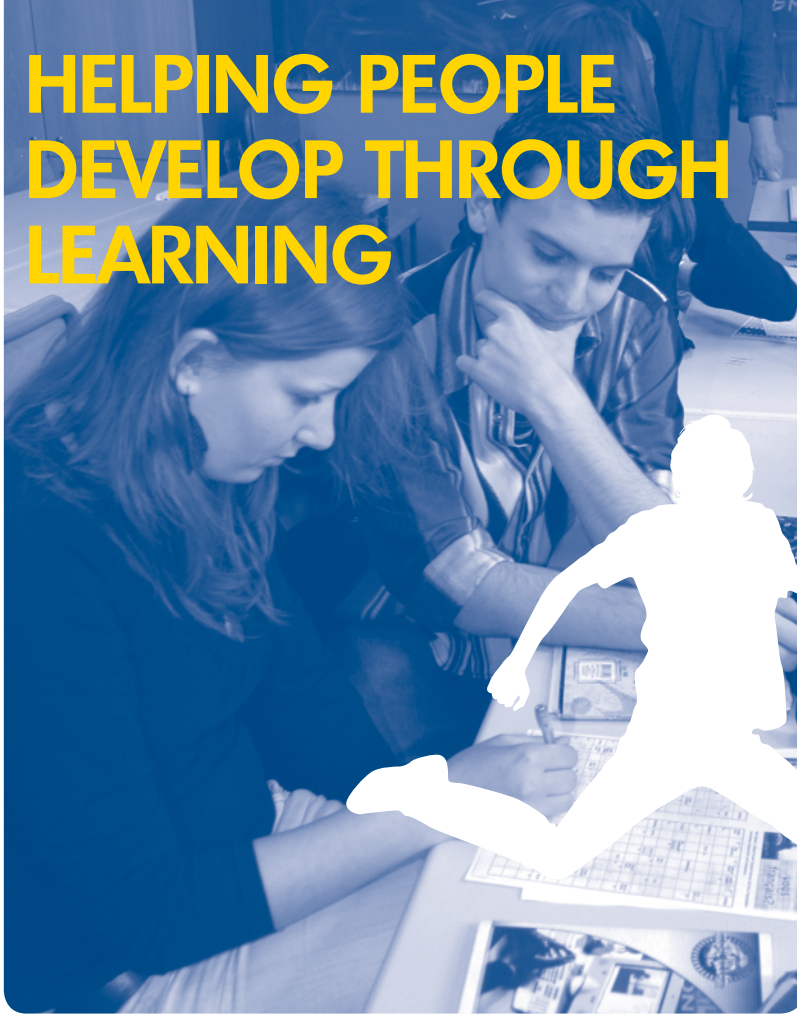


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FOREWORD

Jan Andersson, Chair of the Committee on Employment and Social Affairs, European Parliament

For more than 14 years now, the European Training Foundation has supported human resources development in countries in North Africa, the Near East, Eastern Europe and Central Asia.

The modalities of this work have gone through several phases, but they have always been framed firmly inside both the internal and external support to human resources development of the European Union.

As such the European Training Foundation has acted as a bridge between the considerable progress made in reforming education and training inside the EU in recent years and similar efforts happening in our neighbouring countries.

In spite of its importance, the work of the European Training Foundation is

sometimes difficult to define, but practical examples can do justice to its impact on EU support to human capital development in our neighbouring countries.

The agency's successful efforts to illustrate its activities through its magazine *Live & Learn* and its publications are therefore all the more commendable.

This publication illustrates not only the achievements of European support to skills development in the fledgling free market economies surrounding us, but also, *inter alia*, the invaluable importance of helping our neighbours develop some of the most basic conditions for peace, stability and prosperity: education and training.

Jan Andersson, MEP

Jan Andersson, MEP

INTRODUCTION

On 16 December 2008, the European Parliament approved a reformulation of the ETF's mandate to bring it into line with developments that are taking place in overall EU policy in vocational education and training and developments in the EU's external relations policies.

In recognition of the fading borders between different levels and types of education, the mandate of the agency is broadened to human capital development in the context of lifelong learning. Furthermore, the regulation now makes reference to the European support framework that has been operational

since 2007, with new instruments such as the Instrument for Pre-Accession Assistance (IPA), the European Neighbourhood and Partnership Instrument (ENPI), and the Development Cooperation Instrument (DCI). These new instruments are reshaping the context of ETF activity in the partner countries.

The ETF has actively explored new territory, most notably through its innovation and learning projects. The broader move from project-based assistance to sector-wide approaches also affected its work.

Core work

Efforts to build stronger links between the education sector and the labour market have led to significant progress in many countries in South Eastern Europe, the Mediterranean region, as well as Eastern Europe and Central Asia.



In South Eastern Europe, ETF actions in entrepreneurship skills development have resulted in the establishment of curriculum and teaching frameworks oriented towards lifelong learning. Also in the Mediterranean region, the ETF's entrepreneurship learning projects have facilitated the development of enterprise capacities, while in Central Asia, the ETF helped to strengthen the contribution of education and training to poverty reduction.

New instruments

The three new European support instruments that provide the framework for ETF activity are:

- the Instrument for Pre-Accession Assistance (IPA)¹
- the European Neighbourhood and Partnership Instrument (ENPI)²

→ the Development Cooperation Instrument (DCI)³.

The IPA and ENPI support activities that promote closer integration with the European Union for stability and economic growth. For candidate and potential candidate countries covered by the IPA, the support provided may lead to accession within varying timescales. For other countries close to the EU, support will lead to closer links with the EU's internal market.

A number of countries in Central Asia are also ETF partner countries. They are covered by the DCI.

Six themes

In this publication, we have grouped key activities of the ETF around six key themes included in the new regulation.

These are:

- providing information, advice and policy analysis,
- supporting stakeholders,
- exchanging information and experience among donors,
- supporting EU assistance,
- networking and exchange of experience,
- analysing the overall effectiveness of training assistance.

These themes are 'illustrated' with a profile of a person whose professional life has been affected by the work of the agency – from a former *kholkoz* farmer turned ice-cream producer in rural Kyrgyzstan, to an Egyptian minister who is implementing reforms to the national vocational training system.

-
- 1 The countries and territories covered by the IPA are: Serbia; Montenegro; Kosovo; Albania; the former Yugoslav Republic of Macedonia; Bosnia and Herzegovina; Croatia and Turkey.
 - 2 The ENPI covers the countries of Eastern Europe (Belarus, Moldova, and Ukraine), the Southern Caucasus (Armenia, Azerbaijan and Georgia) and the Mediterranean region (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Syria, Tunisia, West Bank and Gaza Strip and eventually Libya). A similar partnership exists for Russia.
 - 3 Of the countries covered by the DCI, the ETF currently works with Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

1. PROVIDING INFORMATION, ADVICE AND POLICY ANALYSIS



1. PROVIDING INFORMATION, ADVICE AND POLICY ANALYSIS

Human capital is the prime resource for knowledge societies. Developing it effectively is a challenge that the European Union has prioritised ever since the formulation of its Lisbon Agenda in March 2000. Many countries surrounding the European Union face similar challenges.

ETF experts host a meeting on the development of a national qualification framework in Russia



Photo: © ETF/A. Ramella

All who are engaged in the development of human capital need information such as labour market data and analyses, demographic statistics and education performance indicators.

Many also need policy analysis and advice on how to tackle the reforms that are needed to address human capital development.

Indeed, providing strategic information, policy analysis and advice on human capital development issues is one of the core tasks of the European Training Foundation.

Clients at the receiving end of ETF-provided information, advice and analysis include on the one hand authorities and other partners in the

countries in the immediate vicinity of the European Union. Many of these are still in transition from centrally directed societies to free-market economies. On the other hand, the European institutions and Member States that reach out in support of these countries require assistance in their efforts. They too need information and advice on where help is most needed and how it can best be delivered.

Some examples of the ETF's work in this category include support to the development of national qualification frameworks in Russia and Ukraine, a cross-country analysis on human resources development in the Southern Caucasus countries, innovative work on the recognition of informal learning and a series of studies linking migration to education and training.

Aisha Abdel Hadi, Minister of Manpower and Immigration, Egypt

On 25 January 2008, Aisha Abdel Hadi, Egyptian Minister of Manpower and Immigration, visited the ETF to attend the presentation of its 2007 work on migration. Chair of the Supreme Council of Human Resources Development, Aisha Abdel Hadi has become one of the ETF's most appreciated allies in Egyptian education and training reforms.

Egypt was one of the first four countries covered by the ETF's innovation and learning project on skills for migration and the minister has already endorsed specific follow-up activities.

"The Egyptian government is trying to extend a helping hand to Egyptian workers abroad and those who want to apply for migration," said Aisha Abdel Hadi. "We can turn employment abroad into an active asset for Egypt by encouraging legal migration. Formal agreements between Egypt and destination countries – such as the one recently reached with Italy – allow us to better manage migration and indeed to capitalise on it."

A key question that was repeatedly asked at the Turin conference was whether migration should be perceived as a threat or as an opportunity.

"Migration is a natural human phenomenon. People will always move from one place to another to follow labour opportunities and for Egyptian citizens this freedom of movement is a constitutional right. Migration is generally only considered a threat if it is illegal. It can be an opportunity if it is organised in such a way that it offers benefits to both the receiving and sending countries."

One clear conclusion of the first results of ETF work on migration is that much more can be done to convert the skills of returning migrants into a benefit for the sending countries. Aisha Abdel Hadi recognised this need but stressed that Egypt is already trying to generate added value from migration through a number of existing initiatives.

"Egypt's strategy for gaining as much as possible from returning migrants is primarily to boost relations with them while they are abroad. We should develop these initiatives further, for example by organising events that allow our citizens to benefit from Egyptian expatriate experts."

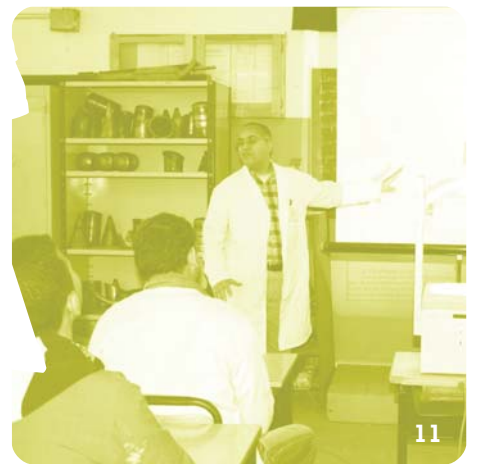
In Egypt, the ETF's work on migration will be followed up by a sectoral skill needs analysis that is co-funded by the Italian Trust Fund.



Photo: © ETF/A. Rarnella

*Aisha Abdel Hadi,
Egyptian Minister
of Manpower and
Immigration, visits
the ETF*

2. SUPPORTING STAKEHOLDERS



2. SUPPORTING STAKEHOLDERS

The ETF helps stakeholders in the partner countries to modernise education and training and to take advantage of opportunities under the EU's external assistance instruments.

A project in Central Asia strengthens the contribution of education and training to poverty reduction. Under the guidance of coaches trained by the network, schools are developing their partnerships with local actors, improving their training services and developing a more entrepreneurial outlook.

The ETF's entrepreneurship learning projects in South Eastern Europe, North Africa and the Middle East support the European and Euro-Mediterranean charters for small and medium-sized enterprises by improving skills development policies aimed at improving entrepreneurial capacities. This work was complemented by the key competences project in South Eastern Europe, which helped institutions in Albania, Croatia, the former Yugoslav

Republic of Macedonia, Montenegro and Serbia to examine how entrepreneurship and learning skills development can be incorporated into the secondary school curriculum.

In Egypt, career guidance activities were launched as a spin-off of the ETF-managed regional Education and Training for Employment project (MEDA-EET). They build on the enthusiasm of the Egyptian partners in a MEDA-EET sub-group on the subject. This work is ongoing, with planned pilots, expert visits and workshops for 2008.

Another example of ETF support to stakeholders is the work in Jordan carried out with the help of the long-term secondment of an ETF expert to the Jordanian Ministry of Labour which

oversees VET reform. One of his tasks in Jordan was to work with the broadest range of stakeholders on the organisation of a development and coordination unit and action plans.

In 2007, the ETF also conducted joint analyses with stakeholders in Albania, Kosovo and Turkey on the challenges of implementing vocational school reforms. The analyses were peer learning exercises set up along a matrix that had proven its value in previous years. These peer learning exercises concluded, among other things, that educational leaders at all levels can play a more effective role in the reform process if they are aware of how the change process unfolds and if they are alert about the opportunities and obstacles that may arise.



Participants of the MEDA-ETE project meet in Rome for their annual plenary forum

Photo: © ETF/ET, Cristofari

Taalaikul Sadbakasova, farmer and teacher, Kyrgyzstan

Taalaikul Sadbakasova is equally at home milking her cows or teaching a class of sometimes boisterous little girls and boys at the village kindergarten she heads. And today she is just as comfortable running a stall at the weekly market where she sells home-produced butter, yoghurt, sour cream, kefir, milk and other dairy products.

She gained her new skills from an agricultural business development project that the ETF has been involved in. The initiative was part of a poverty reduction project that helps the rural poor develop small businesses to improve their living standards. It was run via a local vocational training school but the practically-based training was delivered right on her doorstep.

“Straight away I knew that was what I wanted. I signed up without a second thought,” Mrs Sadbakasova said.

Agricultural reforms in Kyrgyzstan have given every rural resident of a collective farm a piece of land commensurate with the size of their former *kholkoz*. Although Soviet central planning allowed for a range of agricultural, veterinary and technical

support for farmers, the division of labour and bureaucratic structures meant few people had the knowledge or skills required to run their own farms.

“Our small farms were fine but we did not always know how to medically treat our cattle, horses and other livestock. We had no idea how to expand our businesses, to develop marketing to make new products. We all took such a lot from this course – particularly veterinary knowledge.”

The scheme gave her the necessary know-how to manufacture dairy products on a small scale, and the contacts and backing to raise the necessary state food quality

certificates and hygiene approvals. Mother nature gave her the rest: she bought a pregnant heifer for 18,000 Kyrgyz Som (€320) and spent the rest on top grade fodder.

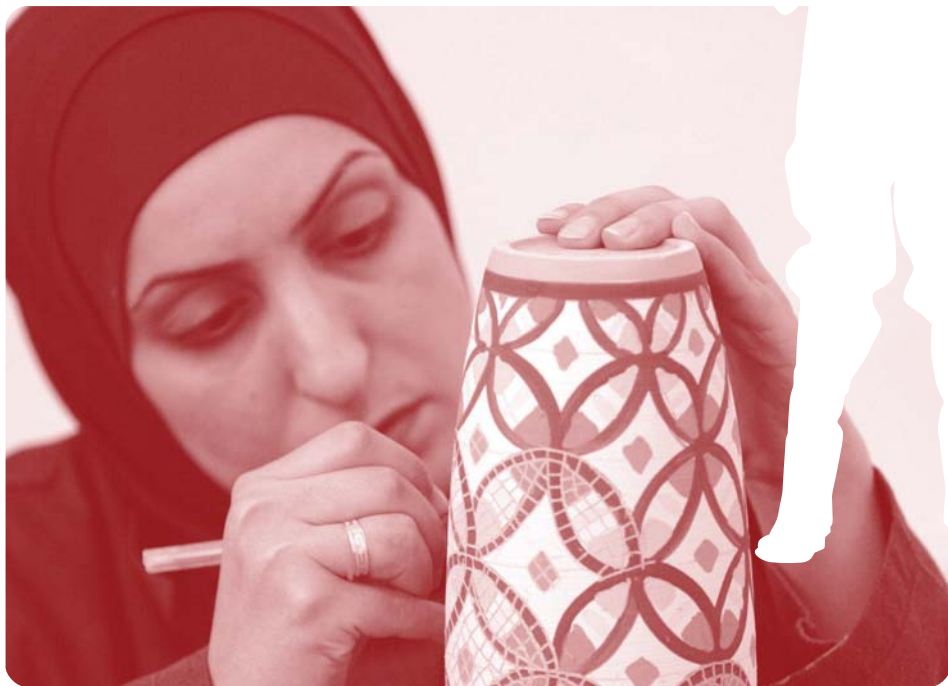
With just one more payment to go after a profitable year to repay the 20,000 Som (€355) credit she is confident she will raise the additional 100,000 Som (€2,000) credit she needs to buy a 100 litre capacity electric powered ice-cream making machine from Bishkek. The big freezer is ready.

*Taalaikul Sadbakasova,
farmer and kindergarten
teacher, Kyrgyzstan*



Photo: © N. Holdsworth

3. EXCHANGING INFORMATION AND EXPERIENCE AMONG DONORS



3. EXCHANGING INFORMATION AND EXPERIENCE AMONG DONORS

As it becomes increasingly broadly acknowledged that project support to human resources development can only deliver small scale solutions that often lack clear roots in local situations, donors – including the European Union – increasingly look at ways to deliver system-wide support. This dramatically raises the importance of donor cooperation.

In the spirit of the Paris Declaration of 2005, through which more than 100 ministers, heads of agencies and other senior officials committed themselves to harmonising and aligning aid, the European Training Foundation continues to step up its efforts to achieve more coordination among donors engaged in human capital development.

It has continued its dialogue with the World Bank on the relevance of vocational education in secondary education and the impact of qualification frameworks on lifelong learning, particularly in Eastern Europe and Central Asia.

Formal institutional collaboration with the World Bank was complemented with the placement of an ETF staff member in Washington in 2007 to exchange expertise on sector-based approaches and current European developments.

The ETF has also worked closely with the British Council on its initiatives in South Eastern Europe, and with the Danish International Development Agency, Danida, in the area of teacher training. Cooperation is also ongoing with GTZ, the German international cooperation enterprise, the UK's Department for International Development (DFID), the OECD, the International Training Centre of the ILO, and the Italian Ministry of Foreign Affairs amongst others.



Siria Taurelli, ETF expert at the World Bank

To explore possibilities for further cooperation, in 2007 the ETF sent a member of staff to Washington to experience first hand the work of the world's biggest development lender and to strengthen links.

ETF expert Siria Taurelli was proposed for the secondment. She set off to work for 13 months in two of the World Bank's departments that cover the ETF partner countries from the Mediterranean and Eastern Europe and Central Asia regions.

"During the first part of my stay I contributed a chapter on vocational education and training in Morocco to a publication on skills development and social security within an integrated strategy for employment," said Siria Taurelli.

She dedicated time specifically to the development of links for the ETF and from this work, a number of activities followed that will be carried out in cooperation with the World Bank in the time ahead.

"One is a joint publication on migration that comes out of the work the ETF is doing in this field at the moment," she

said. "And we have also agreed to work together on a labour market review of Kosovo and the former Yugoslav Republic of Macedonia as well as on an education conference in Tirana, Albania."

A host of other ideas are now in the air. These will be further developed in the months ahead.

Siria Taurelli helped to develop a better understanding of European agendas in Washington by delivering presentations to departmental staff on topics such as the Copenhagen Process and the European Qualifications Framework. ETF Director Muriel Dunbar visited Washington twice in the same period to back up Siria's work with higher level talks and negotiations.

Martina Rathner of the Tempus Department also worked on secondment outside the European Training Foundation, spending her time out at the Evaluation Unit of UNESCO – an organisation that she thinks has a lot of potential for joint work, particularly in gender issues, poverty reduction and soft skills.

"We need to be better at looking beyond the EU family of institutions and agencies," she said. "Other organisations are also moving away from project work and into sector-based strategy work. This offers new opportunities for donor cooperation that should not be missed."

ETF expert Siria Taurelli spent a year at the World Bank in Washington



Photo: © ETF/A. Ramella

4. SUPPORTING EU ASSISTANCE



4. SUPPORTING EU ASSISTANCE

As an agency of the European Union, the European Training Foundation works in the framework of overall EU assistance to third countries. It supports the different Directorate Generals of the Commission directly insofar as their work covers territory that lies within the mandate of the ETF.

Key clients within the Commission are, for example, DG External Relations, DG Education and Culture, and DG Employment.

The EC Delegations are active on the ground in the partner countries and they may also request the assistance of the ETF in matters that concern the development of human capital.

Furthermore, the ETF can support other agencies in their work where this overlaps with its own fields of activity. In candidate countries, for example, the ETF works in close collaboration with Cedefop in preparation for EU accession.

In 2007, the EC Delegation in Cairo asked the ETF to undertake an

assessment of the current situation in vocational training in Egypt and the impact of the European Commission's TVET Reform Programme. The conclusions were supported by stakeholders and fed back into the programme, which is ongoing.

In the IPA region, the ETF has supported local stakeholders as well as EC Delegations by providing feedback and technical advice on IPA planning documents, progress reports, technical analyses and material generated by EU assistance projects. The ETF also updated its reviews and analyses of human resources development policies in the candidate countries for the European Commission.

In Kosovo, the ETF has built itself a special reputation and extremely well developed links with top level authorities, thanks to its provision of continued support to the country. The success of its work in the small Balkan country resulted in DG Enlargement and the European Agency for Reconstruction asking the ETF to take responsibility for facilitating the country's IPA 2008 programme for Education and Employment.



Participants from South Eastern Europe meet at the ETF to discuss social inclusion issues with Commission representatives and other organisations working in the region

Photo: © ETF/JJ, Anstey

Levon Mkrtchyan, former Minister of Education and Science, Armenia

Levon Mkrtchyan was just 33 the first time he became the Armenian Minister of Education in 1998 but he has gained a tremendous amount of experience since. He retook the post three times, the last of which was in 2006.

He believes that transition led to a steep decline in demand for training skilled labour throughout the 1990s when the country was in a deep economic crisis. As a result, many technical education institutions were closed down and the status of vocational education dropped dramatically in the public eye.

That all changed dramatically around the turn of the millennium.

“Today, vocational training is again seen as key to economic growth and to the mitigation of poverty and inequality,” said Levon Mkrtchyan. “Further development of this sector is one of our top priorities. Enhancing the quality of preliminary and middle vocational education programmes and tuning them with the goals of socio-economic development in the country is essential to the process of structural economic change.”

The country is now ready to convert the results of years of experimental project work into sector-wide reforms supported by the European Union.

In all of this, the European Training Foundation has played and will continue to play an important role.

“I first came across the ETF in 1998 when the National Observatory was established in Armenia. It significantly contributed to vocational training reforms in the country,” said Dr Mkrtchyan.

“So far, all of the reforms in the vocational training sector have somehow been linked to projects supported by the ETF. The expertise it provides is invaluable for our efforts to become more efficient and targeted.”

The European Union will implement a Sector Policy Support Programme in the years ahead. Armenia has already established a National Centre for Vocational Training Development. The programme will now help to refurbish and equip 12 selected colleges. These will be transformed into regional multifunctional vocational training centres. Vocational

education standards, new curricula, training modules, and other documents will be developed, as will the general capacity of the ministry and its vocational training department.

“I believe all of this will significantly advance the development of the Armenian vocational training system and assist in providing the country’s labour market with a skilled labour force in a relatively short period of time,” said Dr Mkrtchyan.



Levon Mkrtchyan, Armenian Minister of Education and Science from May 2006 to June 2008

5. NETWORKING AND EXCHANGES OF EXPERIENCE

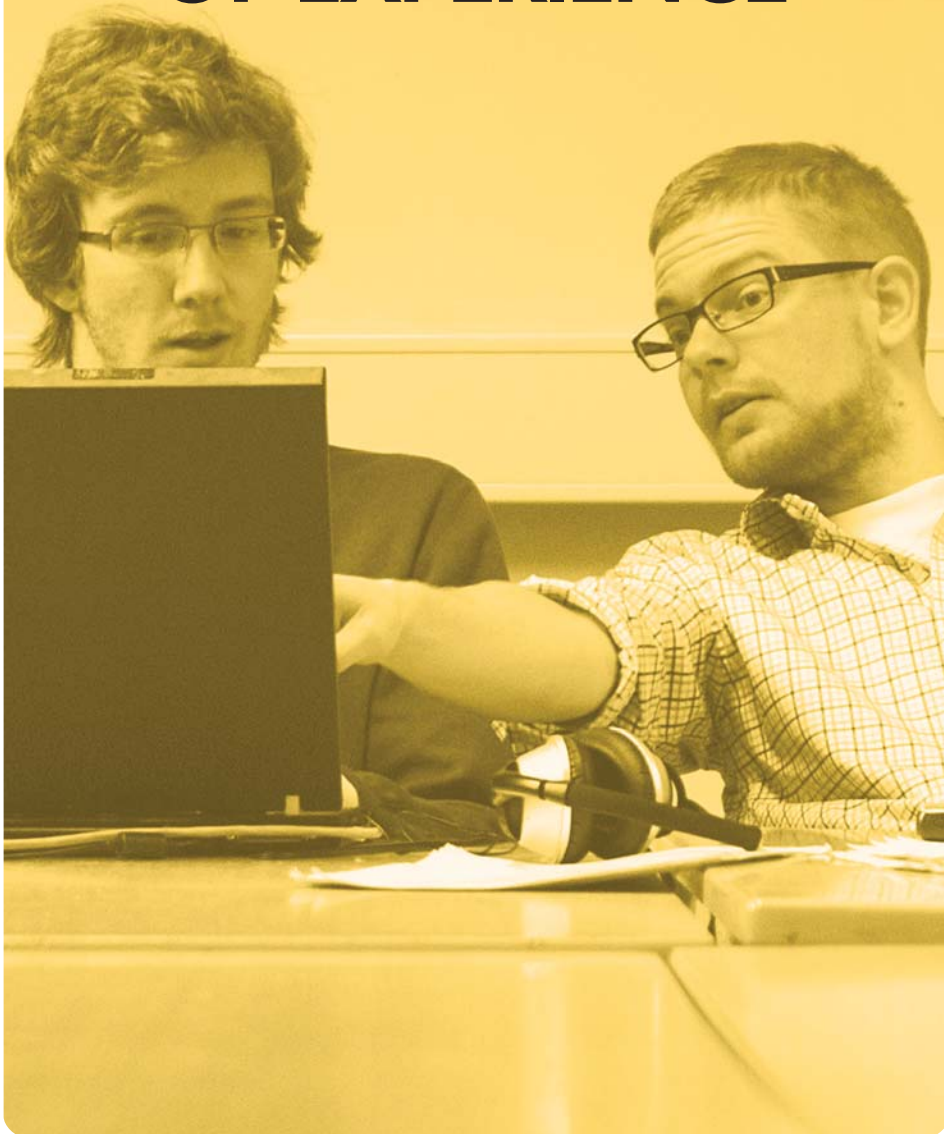


Photo: Pragmagraphr



5. NETWORKING AND EXCHANGES OF EXPERIENCE

To support policy development, the ETF operates as a clearing house of good practice in education and training. It helps decision makers and stakeholders in partner countries gain access to expertise and experience from the European Union as well as from other partner countries.

In both the Neighbourhood and pre-Accession regions, the ETF helped to spread the word about emerging European practice in education and training, mainly through its project Education and Training 2010 and through its support to the development of national qualification frameworks which are seen as key to the development of lifelong learning systems.

Study visits played an important role in bringing partner country policymakers into contact with peers and experiences in Member States and in other partner countries facing similar policy challenges.

As one example the ETF-supported Vocational Teacher Training Network in South Eastern Europe visited Lisbon in

September 2007 to study Portugal's current massive recertification scheme.

Another example was a study visit in December 2007 to Denmark by two high level delegations from Armenia and Moldova who acquainted themselves with the country's dual training system.

Workshops help ETF partners to identify and address their education and training reform needs. Topics covered through workshops include national qualification frameworks, accreditation practices for vocational schools and programmes, the use of human resources development in supporting poverty reduction, the modernisation of apprenticeship schemes, and the introduction of career guidance systems.

The regional network of experts in human capital development in the Mediterranean countries established through the MEDA Education and Training for Employment project (MEDA-ETE) continues to be strengthened through plenary meetings, study visits and workshops.



Photo: © A. Jongsma

Danish education minister, Bertel Haarder, speaks to a delegation of high level officials from Armenia and Moldova during a visit to Denmark organised by the ETF

Mustafë Borovci, brick factory owner, Kosovo

Mustafë Borovci runs one of Kosovo's five brick factories. He does so employing Kosovar Serbs and Albanians in equal numbers. A man with a sense of community, he was one of the driving forces behind the NEP partnership in Kamenica, a local development pilot run by the ETF with the support of the Italian Trust Fund.

"We were six on the board of the project: two from the local Business Association, the mayor, and representatives from the technical school, an enterprise agency and the employment office."

The ETF supported the group in learning about local partnerships in EU Member States.

The project partners were OAK Partnership, a local development company in Ireland. They showed their own local projects and the different mechanisms by which they worked.

The partnership started operations in 2005 with a project training 20 unemployed people into electricians. A later project involved farmers who were encouraged to grow barley for the local brewery, which until then had to be

bought from the competition in Peja – about as far away as one can travel in Kosovo.

Another initiative in which the ETF played a key role assisted unemployed people in starting up their own businesses. It coincided with other ETF entrepreneurship training activities in the region.

But the partnership showed its real added-value by attracting support beyond the guaranteed ETF project funds. It won a €39,000 UNDP tender for projects fighting unemployment with a proposal that combined the experience with the farmers and entrepreneurship training.

"We gave 12 farmers half a hectare of land, planted it with the beginnings of an orchard and got them going."

Mustafë Borovci is now looking for a new office to house the network. He wants to continue the work but it isn't the big money flowing into Kosovo development projects that interests him.

"No," he said. "These partnerships are so good because they are great at achieving small things."

Statistics that are negligible on the budget lines in Brussels and even in Prishtina, can make a massive difference locally.

"If we employ 20 people, we have reached our objective. And we don't even need a lot of money for it. If we have an office and the right people we can achieve things that are meaningful at a local level."

*Mustafë Borovci,
brick factory owner,
Kosovo*



Photo: © A. Jongsma

6. ANALYSING THE OVERALL EFFECTIVENESS OF TRAINING ASSISTANCE



6. ANALYSING THE OVERALL EFFECTIVENESS OF TRAINING ASSISTANCE

Just as the European Commission can call on the ETF to identify and design support opportunities, it can employ ETF expertise to evaluate the overall effectiveness of training assistance.

Bulgaria and Romania joined the EU on 1 January 2007



Such evaluation can be an important way of learning from the past and the Commission is keen to apply past lessons in future interventions. Support to the pre-accession countries, for example, can be made much more effective if lessons learnt in what now are the new Member States of Central and Eastern Europe are taken into account. But also the support to other countries can be much improved by taking in past experiences.

The ETF has evaluated past support to Egypt, Romania, Turkey and the former Yugoslav Republic of Macedonia. These evaluations looked at the contribution of EU support to education modernisation and identified key areas where this could be optimised.

The ETF also undertook a review of its own project identification methodologies through an analysis of 27 project specifications it had prepared for the Commission between 2003 and 2007.

The projects amounted to approximately €40 million worth of EU assistance to partner countries. The review revealed an increasing demand for policy-related support and a stronger focus on lifelong learning.

It included a comparison of ETF processes with aid agencies from Denmark (Danida) and Norway (Norad) and highlighted the increasing importance of knowledge management both within the ETF and between the ETF and its stakeholders.

Septimia Dobrescu, formerly EC Delegation, Romania

Evaluations can be used as active learning exercises and as such they are excellent tools for policy learning.

In 2007 the third evaluation of EU Phare support to human resources development in Romania was finalised. Septimia Dobrescu, who was responsible for employment, education and training at the EC Delegation in Bucharest was the counterpart for the ETF who carried out all three evaluations.

“In our Phare projects, we always tried to repeat the things that had worked in one year and change or abandon the things that were less successful,” she said. “We needed these evaluations to find the areas where there was scope for improvement, for example areas where our institutions still lacked the capacity needed to take maximum benefit from the European Social Fund. So although they were retrospective activities, we used them with an eye on the future.”

“The 2007 evaluation was typical of this. Its outcome was not just a report. It was an interactive exercise, with Romanians evaluating under the guidance of ETF and other EU experts, and with a closing seminar that involved a broad range of stakeholders in education and training, including those who were supposed to

have a role in the European Social Fund after Romania’s accession, either as administrators or beneficiaries. So the ETF did not just evaluate, it also helped to develop evaluation capacity in the country.”

Septimia Dobrescu worked with the EC Delegation from 1999 until she left Romania for Brussels in 2006. She now works in the Commission’s DG Employment. For her there is little doubt that the ETF is best placed to do these evaluations.

“The ETF could combine a sound knowledge of the countries with subject expertise and access to good practice in the European Union. During my days in the Delegation, ETF staff were my most important sparring partners. My colleagues all worked in different fields so often the only place to get advice and answers was in Turin.”

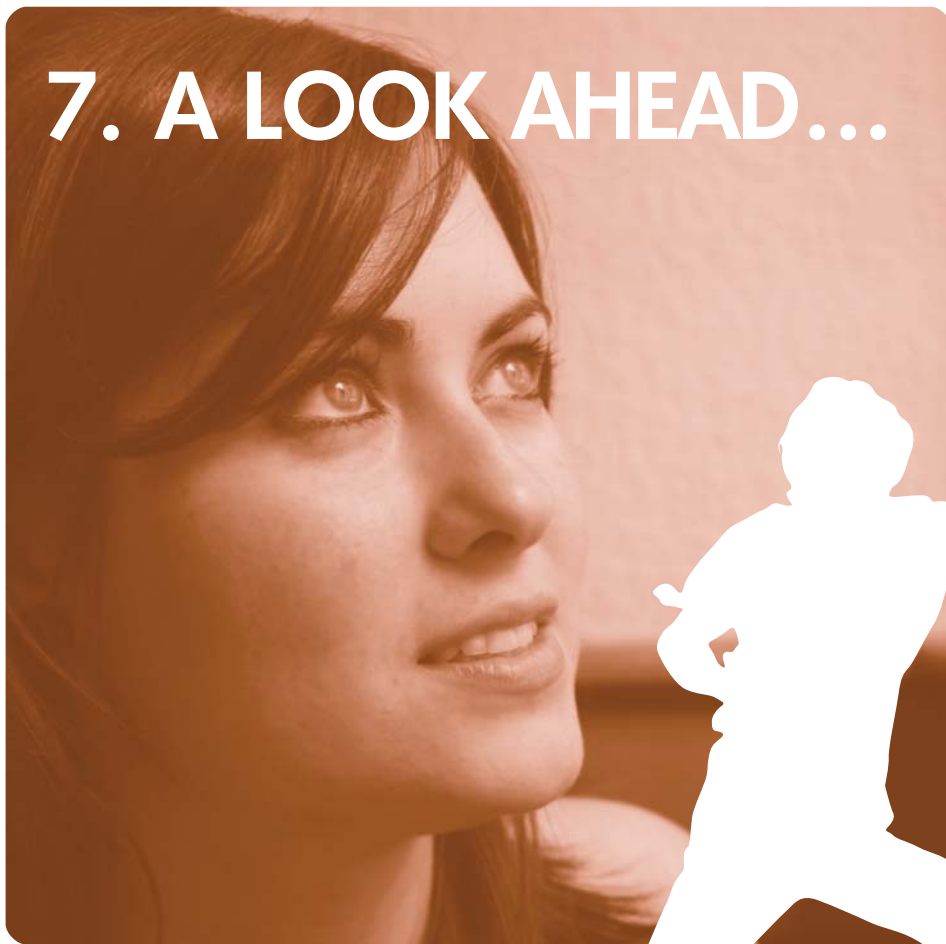
“But it’s not just the expertise that sets the ETF apart. I have always been impressed by the commitment of the staff in Turin who were involved in our work in one way or another. For me, that is the thing that makes the real difference: not just knowledge and expertise, but also a desire to contribute and do something positive for Romania.”



Photo: © ETF

*Septimia Dobrescu,
former employee
of the EC
Delegation in
Romania*

7. A LOOK AHEAD...



7. A LOOK AHEAD...

In the coming years the ETF will first and foremost face the challenges brought about by its new mandate.

The ETF's recast regulation recognises the fact that vocational education and training cannot be considered in isolation of other sub-sectors of education and of the labour market. It stakes out new, wider boundaries for ETF involvement in lifelong learning and related labour market issues.

Because the original regulation linked the ETF to existing EU support programmes, such as Phare and later Tacis, CARDS and MEDA, and because these programmes have been replaced by new instruments, the new regulation will also allow the ETF to operate more broadly in countries which are covered by a Community instrument or international agreement that includes a component of human capital development.

The financial statement accompanying the recast foresees a budget framework

for the ETF that supports a stronger emphasis on policy analysis. This will increase the need for very specific expertise and is likely to require additional recruitment and staff development.



Projects that are already underway will be consolidated. Capacity building actions in Morocco, Kyrgyzstan, Turkey and Ukraine will continue as part of the ETF's policy learning project. Support for policy development in South Eastern Europe will be strengthened through further dialogue on social inclusion measures for minority groups through education and training.

Following the approval of the European Qualifications Framework and other progress related to the continuing Copenhagen Process, the ETF also anticipates more interest from partner countries in qualifications and mobility issues.

A broad recognition of the need for lifelong learning and ongoing demographic change in ETF partner countries will increase the need for support for formal and informal sector partnerships, measures that promote transparency in the international recognition of qualifications, linkages between different sectors of education,



and labour market measures that specifically support employment policies and workforce development.

The 2008 edition of the ETF *Yearbook* focuses on policy learning in action and includes not only chapters from ETF staff but also top international experts.

Last but not least, projects in the framework of the ETF's own Innovation and Learning programme will focus on education and training for competitiveness, gender issues and policy learning.

EUROPEAN TRAINING FOUNDATION

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