

## UKRAINE

### ETF country plan 2009-11 (update 2010)

#### 1. Socio-economic background

Since 2000, Ukraine's economic performance has been strong and poverty has declined dramatically. GDP grew by an annual average of 7.2% during the period 2000 to 2003<sup>1</sup>. The industrial sector, private consumption and exports of goods and services were the major growth drivers in 2004. However, after a boom in 2005 (official GDP growth estimated at 12%), economic development slowed down dramatically, with the growth rate falling to 2.6%. The growth rate accelerated again in 2006 to be above 6% and the real growth rate reached 7.3% in 2007<sup>2</sup>. Increased investment and the upturn in external demand have compensated for the supply shock provoked by higher gas prices, which turned out to be less detrimental for the Ukrainian economy than was initially expected. Domestic demand, with a shift from private consumption to investment, will be a key contributor to GDP growth. The WTO adopted Ukraine's "accession package", thereby successfully completing the fourteen-year negotiations which allowed Ukraine to enter the WTO in 2008.

**The Ukrainian economy has contracted sharply, adjusting to negative terms of trade developments and the reversal of capital inflows.** Real GDP dropped by 20.3% in Q1 2009, with fixed investments and private consumption falling by 48.7% and 11.6% year on year. Real exports fell by 15.9% while the decline in domestic demand and the real exchange rate adjustment led to a sharp contraction of imports (-35.6%), making the contribution of net exports to growth positive. Output indicators remained sluggish through the second quarter, with industrial production contracting by about 31% over the first six months of the year<sup>3</sup>.

There is no doubt that transition has brought with it dramatic changes in all aspects of life, and that the social costs have been considerable. The positive economic developments of recent years, have not compensated for the fact that, for many people, living standards have declined, and poverty and unemployment have become a reality.

Although Ukraine has made significant progress in some areas of human development, in other areas it has been negligible. Efforts should be concentrated on: (i) reducing relative poverty; (ii) addressing the causes of the serious decline in male life expectancy; (iii) reversing the spread of HIV/AIDS and tuberculosis; (iv) ensuring lifelong quality education (and monitoring its essential indicators); (v) improving gender equality, especially the issue of the underrepresentation of women in politics, and (vi) improving environmental protection standards<sup>4</sup>.

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<sup>1</sup> World Bank, World Development Indicators 2006

<sup>2</sup> CIA, The World Factbook

<sup>3</sup> World Bank Ukraine Economic Update, July 16, 2009

<sup>4</sup> UNDP: Human Development Report Ukraine: Human Development and Ukraine's European Choice, 2008

Until 2002, the impact of the economic recovery on poverty was disappointing. A number of consumption-based measures of poverty indicate that the number of Ukrainian incomes falling below the poverty line may actually have increased slightly until 2001, before starting to decline<sup>5</sup>. While absolute poverty is low by international standards (25% of the Ukrainian population is living on less than 4 US\$ a day, compared to 52% and 82% for Russia and Moldova, respectively), the local definition of poverty indicates that around a quarter of the Ukrainian population is living below the poverty line. The poverty rate has responded slowly to substantial increases in real wages (resulting from an improved economic situation) and gains in real pensions (resulting from greater financial discipline and the gradual elimination of pension and wage arrears).

Unemployment figures reflect the slow pace of economic restructuring, which has failed to create sufficient jobs in new and transformed sectors of the economy. Although unemployment has decreased in recent years, from around 9% to 7% in 2006<sup>6</sup> where it remained until the global economic crisis, the youth unemployment rate is high, and redundancies particularly affect women. An upsurge in employment growth is mainly due to the expansion of the informal sector which provides employment opportunities for young, poorly educated and low skilled manual workers.

**Economic recovery needs to be assisted by structural reforms aimed at improving productivity.** Ukraine's 2010 and medium-term growth prospects depend heavily on its ability to improve productivity growth by removing regulatory obstacles for business entry, reducing regulatory operational costs, fostering fair competition, and signalling reform commitments in the energy sector (e.g. tariff and Naftogaz governance reforms) and the public sector (e.g. public procurement, justice system, public administration and management of SOEs). Moreover, the real sector needs to be supported by an upgraded transport infrastructure and better export facilities. With foreign capital more risk averse and selective, Ukraine will need to compete for resources by providing an enabling environment for FDI and business development. In tandem, the recovery will also require a consolidated and deepened financial sector under strengthened regulation and supervision<sup>7</sup>.

The data show that positive economic development in general has not yet resulted in the creation of new jobs. Therefore, employment growth is negligible despite substantial output growth since 2000 (so-called "jobless growth") where firms increase output without hiring new workers, or improve competitiveness by firing surplus staff. This in turn has resulted in productivity improvements and been translated into higher wages and other benefits for workers.

However, the unemployment rate may increase in the future as a consequence of the further restructuring of large industries and privatisation of state-owned companies. The public sector is still a major employer in Ukraine, with education, healthcare, and the civil service accounting for many job opportunities. Agriculture and the manufacturing sector are shrinking while construction and services are growing in terms of employment. Further effort is required to expand the number of small and medium-sized enterprises to combat the negative effects of economic restructuring.

According to a survey by the International Organisation for Migration, a relatively large number of Ukrainians were considering going abroad or had taken steps to prepare themselves for doing so. In terms of labour migration, official figures show that, in 2003, 1.3% of the population emigrated from Ukraine. However, most Ukrainians went abroad only temporarily, preferring short-term labour migration to emigration. According to the data of the recent ETF survey, Russia, Germany and Italy are the preferred destination countries. In the same survey 26.7% of respondents confirmed their intention to migrate. With regard to illegal migration, it is estimated that 4% of illegal foreign workers in OECD countries are Ukrainian nationals.

The Ukrainian population fell from 51.7 to 48.4 million between 1989 and 2004<sup>8</sup>. Low wages at home and the attractiveness of overseas labour markets contribute to ongoing labour migration, particularly of educated young people. Recent expert forecasts estimate that demographic decline will continue in the next 20 years by decreasing the number of population by about 0.5-1% per year. The increasing demand for qualified labour will adversely affect the economic outlook for Ukraine

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<sup>5</sup> The World Bank: Ukraine : Poverty Update 2007

<sup>6</sup> Source: (BA) Labour force survey

<sup>7</sup> World Bank: Ukraine Economic Update, July 16, 2009

<sup>8</sup> UNDP

and it is estimated that only 40% of the demand for highly qualified professionals will be satisfied by 2015<sup>9</sup>.

The Human Development Index declined sharply in the early 1990s—although, more recently, a slight recovery has become evident. The most important causes of the decline, according to the United Nations Development Programme, were problems associated with income levels and life expectancy.

Ukraine's progress to date in meeting the Millennium Development Goals (MDG) has been mixed. Among the successes has been the strong growth of incomes, which have contributed to a fall in absolute poverty to very low levels, although relative poverty has not changed much. The education targets are either being met or exceeded and there has been a marked improvement in maternal health and in lowering child mortality. Some progress has been made in reducing gender inequality. The ratio of women's to men's income was 69% in 2006 (compared with the target of 76% in 2007), and further progress partly depends on increasing the number of women in senior positions. In addition a higher proportion of women have benefited from higher education, although this is not a formal MDG target. However, meeting environmental goals is proving a challenge while arguably the most serious shortfall in terms of the targets is the rapid growth of HIV infections, the increase in AIDs related mortality and the spread of tuberculosis.

When the main human development indicators are assessed on a regional basis it is evident that there are strong regional variations and there are no strong positive links with economic prosperity. Thus, partly because of environmental problems, some regions which have experienced strong economic growth also record high mortality rates, high rates of infant mortality and social problems. This reflects a number of factors including the extent of economic specialization, mainly a legacy of the former command economy; differences in the effectiveness of regional management as well as different rates of adjustment to market conditions; the preservation of strict financial centralization which was also a feature of the command economy, but remains largely unchanged.

Underlying all these factors is the slow pace of economic and institutional reform in the years since independence. A dynamic regional policy should not be aimed exclusively – or even mostly – at reducing regional, social and economic differentiation. The main policy objective should be to create the foundations and the incentives for rapid regional development, while at the same time solving the important issues affecting human development<sup>10</sup>.

## 2. Key policy issues and strategies in human resource development

A new phase of reform has introduced a process of redefining principles and priorities for the entire education sector. Guiding the education reform process in Ukraine is the National Doctrine for the Development of Education, key elements of which are relevance and improved service delivery, from pre-school right through to tertiary education. Priority issues include the introduction of a learner-centred approach, lifelong learning, and equal access to quality education, and integration in the European education area.

The overarching strategic policy framework for higher education developments in Ukraine is described in Article 3 (2) of the Ukraine Law on Higher Education (VRU, 2002), as follows: 'Integration of the Ukraine higher education system into the global higher education system, while preserving and developing the achievements and traditions of Ukrainian higher education'. This broad principle marking the direction of Ukrainian development is reflected in Ukraine's ambition to become 'a fully-fledged participant in the process of European integration' (Ukrainian Country Report on the Bologna Process). The parliament has been (since 2008) discussing amendments and modifications of the higher education law in order to reinforce (for example) the implementation of the Bologna principles.

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<sup>9</sup> Confederation of Employers of Ukraine.

<sup>10</sup> UNDP: Human Development Report Ukraine: Human Development and Ukraine's European Choice, 2008

The Ukrainian education system is highly centralised both fiscally and administratively. Decentralisation as a means of increasing the efficiency and responsiveness of the vocational education system has led to a decentralisation decree on the devolution of VET management and financing powers (initially to three pilot regions—the city of Kyiv, Kharkiv and Lviv—and possibly to others at a later stage), which came into force in 2007. Among other objectives, this decree aims to transfer financing responsibility from the central to the regional level, with allocations earmarked for the VET sector. In 2009, the vocational education and training network was reorganised and 43 vocational training institutions were restructured.

In 2007 Ukraine participated for the first time in TIMSS and was ranked in maths 26th and 25th respectively for grades 4 and 8 (with the average scores 469 and 462); and in science 26th and 19th respectively for grades 4 and 8 (average scores: 474 and 485). Ukraine's results were close to those of Romania, Israel, Bulgaria, Jordan, Armenia, etc.

According to official sources, in education terms Ukraine performs reasonably well in comparison with its nearest neighbours. Participation in secondary education, for example, is high (96.8%) compared to the Russian Federation (92.0%), Belarus (84.1%), and Moldova (72.4%). The adult literacy rate is also high (99.6%). However, in comparison with participation rates of over 30% in many EU countries, enrolment in technical and vocational education and training (TVET) (ISCED 2 and 3) is only 6.7%. In a time of uncertainty regarding the evolution of the Ukrainian economy, families are prioritising the education of their children.

The ongoing World Bank-EU policy analyses in which the ETF is actively engaged have shown that there is evidence on skills mismatch and gaps in the labour market. Over 20% of enterprises face difficulties in hiring skilled workers. Public expenditure on education is high and contrary to demographic trends has grown over the last few years from 4.9 % of GDP in 2000 to the current level of over 5% of GDP (which is above the OECD average and makes Ukraine the highest spender of all transition countries). Structural reforms in terms of downsizing the number of public training institutions and optimising the facilities and learning resources have not taken place. Consequently inefficiencies have increased in recent years (for example the student/teacher ratio is one of the lowest in the world) and the increase in public expenditure has not translated into increases in capital components or in improving the quality of current expenditure. As the size of the working age population is shrinking, the challenge for the education system is to prepare human capital able to sustain economic growth and prosperity. A delay in reforms would make gradual adjustments more difficult and more drastic reforms later would come at a higher political cost.

### 3. EU and other donor policies and interventions

The European Neighbourhood Policy (ENP) action plan for Ukraine refers to education and training, stating, in particular, as priorities: '[to] reform and upgrade the education and training systems and work towards convergence with EU standards and practices' (No. 66), and '[to] enhance cooperation in the field of education, training and youth' (No. 67). In addition, priority lines Nos. 22 and 36 also have implications for education and training, referring respectively to the need to 'introduce sustainable education systems, as one of the measures for effective employment creation and poverty reduction', and the need to 'increase transparency, portability and mutual recognition of qualifications, as a contribution to the equal treatment of migrant workers in terms of employment and working conditions'. Priority line No. 70, furthermore, indicates the need for the 'enhancement of contacts and cooperation at the cross-border and regional level with neighbouring new EU Member States by benefitting from the opportunities and challenges arising from EU enlargement'.

Ukraine officially joined the Bologna process in May 2005 and by doing so it undertook to coordinate higher education policies with the other participating states so as to establish the European Higher Education Area (EHEA) by 2010. It also became eligible for assistance in implementing the goals of the Bologna process.

Apart from the Tempus programme (governing higher education reform), the EU has in recent years allocated funds to the implementation of the following education and training projects:

- Development of a system of continuing vocational education and training (CVET) in the workplace: This project, which was completed in 2007, aimed at developing a CVET system, as part of an overall approach to lifelong learning that will be recognised and used by enterprises and policymakers.
- Strengthening regional VET management: This project aimed at bringing Ukraine's vocational education and training (VET) system into line with social, economic and labour market needs, in terms both of structure and content, in the context of a decentralised VET system. The project was completed in 2009.

At the beginning of 2007 the European Commission and the World Bank agreed to enter into partnership to initiate a number of coordinated activities. They prepared a joint policy note on the modernisation of a competence-based education system and the policy actions needed to boost the development of human capital in Ukraine. This initiative aims at providing policy recommendations to the government for improving the quality and efficiency of education services as well as improving their relevance to the labour market in order to promote growth, productivity and innovation. In 2007 wide stakeholder consultations and preliminary analyses identified three major areas for further analysis and recommendations: a) quality, b) financing and c) governance of the education and training system. In 2008-09 a number of stakeholder consultations were organised to discuss the findings of the policy analyses and possible policy options and recommendations. The ETF acted as a technical advisor to the European Commission in the implementation of this initiative. This year, the aim of this joint initiative is to pass a number of key policy messages in a review report for the Ukrainian government and stakeholders. A dissemination conference is scheduled later this year or early next year with a view to raising awareness on the key issues among the public and identifying what needs to be done to follow up the recommendations of the review. This can be seen as a next step in the current policy dialogue and could lead to a possible sector programme in the future. Its implementation, scope and pace will largely depend on the response and commitment of the present Ukrainian government and whether it will remain in office.

So far in addition to the EU, the World Bank has been the leading international agency supporting education sector reform in Ukraine. Its Equal Access to Quality Education project, for which a loan of around US\$ 86.6 million was granted, covers the reallocation of resources within the education sector, rationalisation of unused facilities, and improved access to modern technologies for students. The project aims to address issues such as: a) inadequate education quality, b) inequity and lack of efficiency in the education system, and c) weak management capacity. It has also been supporting the rationalisation of the secondary school network in rural areas in six pilot oblasts, the first participation of the country in TIMSS-2007 and the all-Ukrainian launch of the National External Assessment system as the ultimate way of university admission for secondary education graduates.

The Canadian government supports a skills training programme in Ukrainian regions that aims to implement a decentralised management model to coordinate skills training. It does this by empowering regional administrations to design and implement programmes in response to the needs of stakeholders (such as labour unions and associations of industries and entrepreneurs). The project supports the efforts of the Ministry of Labour and Social Policy to match training supply and demand across economic and government sectors, as represented by a wide variety of national and regional stakeholders in the country's skills training system

Other international agencies and various EU Member States have supported small-scale reform initiatives in the field of education and training. These projects have mainly aimed at supporting specific aspects of the education and training systems—for example, curriculum reform, standards reform, and training course development.

A new association agreement between the EU and Ukraine is being prepared and will probably be signed towards the end of 2010. The agreement includes wide provisions for cooperation in education and training as an important constituency to develop and strengthen human capital. Ukraine's ambition is to include a clearer perspective for EU integration and accession in the agreement. The ETF will support the European Commission in the preparation and implementation of the subsequent Action Plans of the agreement in years to come.

## 4. ETF intervention strategy in the mid-term perspective 2009-11

Despite the fact that there is broad agreement on the general directions and principles that should govern education reform, the system remains largely in the grip of the past. Despite the decree declaring 2006 as a year of structural reforms, practical actions have yet to reach the rhetorical aspirations. An unstable political situation and insufficient capacities to implement modern reform initiatives have slowed down the anticipated progress in education sector reform outlined in recent policy documents.

In the post-Soviet period, the VET system continues to struggle with the new realities of the labour market, focusing on specific occupation-based training rather than more competence-based approaches. Needless to say, the quality of education in Ukraine has been significantly jeopardised by a deterioration in funding, salaries, and infrastructure. While the structure of the system has remained largely unchanged, the quality of the services provided has declined.

The tertiary education sector, which was the subject of a European Commission (EC) assessment report in 2006, is also affected by structural problems. Identified as areas requiring immediate attention and reform were: lack of institutional autonomy, inefficient and centrally controlled financing mechanisms, underfunding of education, the gap between the needs of the economy/society and the planning/delivery of education and training, and the irrelevance of education provision to the labour market.

Closer cooperation between all stakeholders in the system at all levels and, in particular, with the social partners, is required in order to ensure the success and sustainability of education and training sector reform in Ukraine. National stakeholders (including the Ministry of Education and Science, the Ministry of Labour and Social Policy, and attached and affiliated bodies) will need to strengthen their strategic capacity and be exposed to relevant international developments, so as to obtain a comprehensive view on directions and priorities for education and training sector reform, and to be able to benchmark the Ukrainian system with those of EU Member States. The ETF continues to assist the EC in carrying out the above mentioned policy analyses together with the World Bank with a view to complementing efforts at developing capacities and strategies for sector-wide education and training reform. This work includes joint policy workshops, stakeholder meetings, study tours and round table discussions, aimed at facilitating the pace of government reform efforts and applying solutions - based on international experience and evidence - that may overcome structural and institutional barriers. The topics and themes for these interventions will emerge from the discussions with local and international experts and stakeholders during the dissemination of the results of recent analytical work and the policy note which currently undergoing editorial review and will be jointly peer reviewed by both partner organisations before the public discussions.

A number of possible model scenarios of reforms based on the variety of education policy options are discussed in the policy review. They provide a menu of options for policy makers to streamline Ukraine's education reform policy process in years to come, however the actual decisions on the priority areas and the sequence of reforms actions suitable for Ukraine need to be decided upon by the national stakeholders. Further advice and expert support will be provided to the Ukrainian government to fine-tune the future strategies.

While working in the frame work of the joint World Bank - EC initiative on the development of human capital in Ukraine and identifying the future scenarios to modernise the Ukrainian education and training system, the ETF together with other partners has identified a number of key challenges for Ukraine to be addressed in years to come, namely: the skills mismatch, the national qualifications system and the promotion of better and more efficient use of resources.

These key challenges are considered unavoidable if Ukraine is to improve the relevance of education and training towards the needs of the economy and labour market, increase the quality of education, efficiency of the delivery systems and better use of resources. The ETF will focus its operations on addressing key challenges by working together with the Ukrainian government and social partners to identify suitable options from international practice as well as providing policy advice.

Thus, the ETF will continue supporting Ukrainian partners in reviewing options for a reform of qualifications, by providing access to European developments and by guiding the development of a National Qualifications Framework (NQF) strategy. Particular attention will be paid to supporting the initiative organisations of employers and social partners as driving forces in this process and working with them on strengthening tri-partite partnership around the issues of competitiveness and human capital development in Ukraine. The Confederation of Employers of Ukraine is a key partner in this activity and has demonstrated a strong commitment during the on-going pilot project to reform the national qualifications system. The draft law on the NQF has been discussed in the Parliament and the ETF supports the preparatory phase of the law by sharing the experience of other countries and providing advice on the content of the law. Policy advice will be provided to national stakeholders on the establishment of the consultation and coordination mechanisms that will be necessary to ensure the sustainability and functionality of the NQF. The ETF will facilitate peer-learning with other countries such as Russia towards which the Ukrainian partners have shown a considerable interest.

In relation to relevance to the labour market and enhanced employability, the ETF will continue to work on the skills mismatch including both qualitative (relevance and balance of different types of skills) and quantitative aspects (imbalance of demand and supply). Upon the request of the Ukrainian inter-agency working group led by the Ministry of Economy, the ETF organised a specific seminar in February 2009 in order to present relevant international practices of demand analysis and discuss their applicability in the Ukrainian context. The seminar discussed such issues as how government financed enrolment plan could be optimised through expert support and better analysis and what kind of tools, methods and trends could be identified in order to reduce the imbalance between demand and supply.

The presentations made by senior government officials quoted considerable oversupply of the higher education graduates and the intentions to intervene through direct planning and funding instruments. The government uses funding through "the state order" to make direct contracts with education and training providers to increase the supply in some fields of study but also to curb the supply of graduates with limited employability. The seminar participants emphasised the need to initiate data collection and data systems development on the demand for skilled workforce before any interventions could actually be designed and implemented.

As a follow up to the seminar the ETF decided to carry out a demand analysis in a pilot sector which aims to find responses to the topic through analytical work and development of appropriate tools. This survey and related activities will be implemented in 2009-10 and it will investigate into the short and medium term skills needs in coalmining sector in Ukraine with a view to a) developing and testing an appropriate sample methodology; b) conducting a survey to analyse the skills demand in the sector; c) demonstrating and presenting the outcomes of the survey to the Ukrainian stakeholders such as government, business, research and education community as a potential approach to inform them on future skills demand. The assignment will be carried out in close cooperation with industry sector partners.

The ETF will provide more targeted support to the Ukrainian government, primarily to the Ministry of Education and Science, as well as representatives of local education authorities in facing the demographic and socio-economic realities of declining student population and multiple inefficiencies in the system negatively affecting quality at all levels of education, and especially in the rural areas. A workshop addressing the restructuring of school networks will be conducted in the first quarter of 2010 in order to review existing experience and recommendations for the action for increasing the efficiency of the system and the possible ways to improve quality of teaching and learning due to network restructuring and optimisation. As part of the preparation for the workshop, a brief demographic analysis was launched to feed into the discussions at the workshop and to review the demographic trends in Ukraine at both national level and by regions, and provide the forecast of demographic effects on the enrolment, quality and efficiency of the education system in order to feed back into the development of public policies for rationalising the network of education institutions.

In 2010 the ETF will continue supporting the modernisation of the vocational education and training system in Ukraine and promoting its integration with the European education and employment policies through the following activities:

- a) the Torino process aimed at reviewing the progress of VET in line with the guidelines developed by the ETF
- b) the Education and Business study aimed at collecting information on cooperation between the world of work and the world of education,
- c) the further development of an NQF concept as a tool to improve the relevance and quality of education and training to respond to the demand and needs.
- d) policy advice through the development of tools and methods on how to analyse the demand and plan the delivery of education and training through targeted government interventions
- e) raising awareness on the importance of human resources for national economic competitiveness.
- f) exploring challenges for introducing a concept on professionally oriented higher education as an option to counterbalance the high enrolment in academic higher education with more labour market relevance and upgrade the existing declining secondary VET system

The ETF will continue to support the European Commission with expertise and analyses to anticipate emerging needs and challenges in the field of human capital development which can be addressed through targeted EU interventions in the years to come.

## 5. ETF intervention strategy in 2010

	Title of the ETF intervention	Themes code	Expected results	Activities undertaken	Project outputs	Timetable for the activities
	<p>The Torino Process</p> <p>The ETF will launch in 2010 a cycle of reviews of VET policies and systems to be carried out every two years in all its partner countries and territories.</p> <p>This exercise aims to strengthen the capacities within the country to analyse the situation of the VET system, to assess its contribution to sustainable economic and social development and to identify priorities for future ETF actions and support.</p>	<p>ENP East 1.3</p> <p>Theme A</p> <p>Function 3</p>	<p>Staff in the relevant institutions of the partner countries are involved in the process, become fully familiar with it and presenting it in the appropriate occasions and writing about it in related articles/documents/reports</p> <p>The exercise becomes institutional and staff has the ownership of it.</p>	<p>Meetings/round tables/visits to relevant institutions/desk and field researches:</p> <p>January-February: starting consultation process with the country</p> <p>March-April: collecting evidence, information and evidence and first draft of report</p> <p>June discussion seminar on first draft in country</p> <p>August-September: final results report which inputs to cross-country reports</p>	<p>Good quality reviews, carried out in close cooperation with the relevant institutions within the partner countries. The reviews are considered as an important instrument for capacity development with the aim of becoming a valuable source for the monitoring of VET reform and informing both public and other institutions on the progress of VET reform.</p>	<p>January - September 2010</p>
	<p>Business and education</p> <p>The Torino process will include an in-depth survey into cooperation between the education and business sectors within the partner countries.</p>	<p>ENP-East 1.3</p> <p>Theme A</p> <p>Function 3</p>	<p>The outcome of the study will constitute an inventory of practice, experience, constraints and challenges as well as recommendations drawn from a set of country, regional and cross-country reports.</p>	<p>Country focus groups and workshops, field research, interviews based on and analytical framework provided by the ETF.</p> <p>The outcomes of this survey will be presented and discussed with the relevant partners in the country.</p>	<p>A survey into cooperation between the education and business sectors within the partner countries is available.</p> <p>A 3-5 page report</p>	<p>January – September 2010</p>
	<p>NQF concept development</p> <p>The ETF will continue to support the Ukrainian partners to develop the NQF concept both in terms of introducing new qualifications based on learning outcomes and the regulatory framework and partnership arrangements</p>	<p>ENP-East 1.3.</p> <p>Theme B</p> <p>Function 2 &amp; 4</p>	<p>Roadmap on the NQF concept developed by the Ukrainian partners by the end of 2010. The strategy includes partnership arrangements, medium term action plan and piloting of the learning outcomes based qualifications.</p>	<p>Development work, exchange of experience, dissemination,</p>	<p>Agreed proposal on the roadmap</p>	<p>January – December</p>

	Evidence based education policy options presented and disseminated to the public	ENP-East 1.3 Theme A & B Function 1 & 3 & 4	Policy review of the WB-EC initiative published and disseminated	Finalisation and publication of policy review Dissemination of the review	Policy review	January – December
	Policy options for the upgrade of secondary VET system	ENP-East 1.3. Theme A & B Function 2 & 4	Challenges explored to introduce a concept on professionally oriented higher education as an option to counterbalance high enrolments in academic HE with more labour market relevance and to upgrade the existing declining secondary VET system	Identification of good practice in EU Awareness raising event organisation	Concept paper developed on policy options (together for the countries of the Eastern Partnership)	January – December
	Policy advice through the development of tools and methods on how to analyse the demand and plan the delivery of education and training through targeted government interventions	ENP-East 1.3 Theme B	A sector based skills anticipation and forecasting tool developed to provide relevant for planning of training delivery (government financed enrolment): Pilot project completed a demand analysis in coalmining sector and results publicised (2010) The developed methodology tested, disseminated and discussed in the Ministry of Economy led inter-agency working group (2010)	Survey conducted Seminar organised Publication prepared and disseminated	Survey Report	January - October
	Education for economic competitiveness	ILP Theme A	Relationship between education and national economic competitiveness explored in the Ukrainian context through Surveys of education and business leaders' perceptions carried out and discussed Two awareness raising seminars organised	A follow up survey Seminar and local research	Survey Report	January – October
	Eastern Partnership Employment Reviews  These reviews represents a follow up to the project which is aimed at improving understanding of the selected labour market issues both at the country and regional level	ENP East 2.4 Theme B Function 4	Better understanding of the selected labour market issues both at the country and regional level, with a special emphasis on how outputs from the educational systems are used in the labour markets. Enhanced awareness and knowledge of the key stakeholders on the themes of the labour market analysis in six countries (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine). Identified policy intervention areas for national stakeholders, European Commission services and ETF management to be used in future actions.	Organisation of one regional conference for the dissemination of project findings with participation from the countries involved in the study	Finalisation of the regional study in EN and RU	January - December 2010