European Training Foundation

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THE EU AGENCY SUPPORTING COUNTRIES TO DEVELOP THROUGH LEARNING

TORINO PROCESS 2022-2024 GUIDELINES

Review of lifelong learning policies

Review methodology

CONTENTS

1. Introduction

In 2022, the European Training Foundation (ETF) launched the sixth round of its Torino Process – a biennial review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia and the South and East Mediterranean region. The Torino Process describes and analyses country developments, identifies challenges in the domain of human capital development, and describes the ways in which countries mobilise their VET systems to address these challenges[1].

In this sixth round, the focus of the Torino Process is twofold: the performance of education and training systems with respect to the creation of good and equitable opportunities for lifelong learning; and the analysis of policies that would influence that performance in view of recommending improvements and facilitating peer learning. The umbrella terms (formulations) describing these two aspects are **monitoring system performance for lifelong learning** and **reviewing policies for lifelong learning**.

The Torino Process architecture is aligned with these two tasks and features two levels, as shown in Figure 1:

Figure 1. Torino Process framework architecture

TRP Level 1: Monitoring system performance for lifelong learning

- ***Purpose:*** *to track the peformance of education and training policies and systems in a lifelong learning perspective*

TRP Level 2: Reviewing policies for lifelong learning

- ***Purpose:*** *to explain Level 1 monitoring results and analysing policies of relevance for building lifelong learning systems*

The first operational level (TRP Level 1) comprises a set of carefully curated indicators (system performance indicators), chosen for their explanatory power as proxies for system performance in a selection of areas which, for specific reasons, relate to lifelong learning. Examples include access, quality and relevance, digitalisation, availability of human and financial resources, etc.

The second operational level (TRP Level 2), which is the focus of this paper, covers a selection of policy areas which can help with the interpretation of monitoring results and the identification of ways to improve system performance in a lifelong learning perspective, especially in areas covered by TRP Level 1.

Level 2 facilitates a review of what countries do to influence and improve the performance of their policies and systems in a lifelong learning perspective. This means documenting and interpreting the effectiveness of polices and systemic arrangements in countries against the backdrop of a) demand for learning opportunities; and b) relevant socioeconomic and demographic developments which may influence that demand. The purpose is to identify areas in need of improvement and to generate hands-on advice on how to advance the transition of education and training in participating countries towards responsive lifelong learning systems which deliver to the needs of all learners, whatever their age and circumstances.

[1] See also the Torino Process Guidelines at [Torino Process 2022-24 guidelines - Working paper_EN.pdf (europa.eu)]

2. About this paper

This short paper is part of the ‘Torino Process package’. It presents in more detail the methodology that will underpin the Torino Process country reviews[2], with the purpose of helping ETF partner countries take an informed decision about whether to participate in such a review and, if so, what such a participation implies in terms of preparation, commitment and time.

After this introductory section, the paper provides an overview of steps in the review process, discusses the role and involvement of experts and national stakeholders, and outlines the tentative structure of the review reports.

The Torino Process policy reviews – and this paper in particular – build on a specific interpretation of ‘lifelong learning’ as a key term: specific, because lifelong learning may refer to a wide range of issues, areas of education and training and learning settings (e.g. formal learning from early childhood education and care to higher education, as well as adult learning in formal, non-formal and informal settings). Without some conceptual delineation, the concept risks becoming too vast to be of pragmatic value for the purposes of a policy review.

Therefore, for operational and strategic reasons, and in line with the ETF mandate, the Torino Process narrows down the concept of lifelong learning in two ways. First, it puts people and their learning needs and settings at the centre of attention. The attention of the Process is on policies that open up education and training by creating and/or incorporating new pathways for learning throughout life, which accommodate the learning needs, circumstances and expectations of an ever-bigger diversity and number of learners. In this sense, lifelong learning refers to ‘all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for any reason of importance to individuals or their socioeconomic contexts.

According to this understanding, lifelong learning is presented as a flexible, highly adaptable, and wide-reaching policy priority that can be mobilised as a narrative and course of action in response to a number of challenges, in particular challenges that can be traced back to the low or inadequate skills of diverse populations, and to the changing demand for skills in their environments.

The way in which lifelong learning can be mobilised as a priority is the second point of narrowing down that concept within the Torino Process framework. Specifically, the Torino Process inquires how VET can contribute to the establishment and sustainable operation of lifelong learning systems that address the needs of learners irrespective of their gender, background or age. The reliance of such systems on VET is thereby seen as an important prerequisite for the greener, more diversified, innovative and inclusive economies and societies which countries strive to build.

Using VET as a focal point means that the thematic[3] perspective of the Torino Process with regard to lifelong learning incudes initial and continuing VET (IVET and CVET), the learning opportunities and experiences of young people and adults to which VET could or should contribute, and the settings (formal, non-formal and informal) in which that learning takes place. In the tradition of previous Torino Process rounds, this also includes the broader systemic context in which these elements and areas interact[4].

[2] For the purposes of this paper, ‘country review’, ‘policy review’, ‘Torino Process review’ and ‘review of policies for lifelong learning’ are used interchangeably.

[3] The tentative thematic scope of the Torino Process policy reviews are beyond the remit of this document and are described in a separate paper of the Torino Process package, available here Torino Process reviews of policies for lifelong learning_EN.pdf (europa.eu)

[4] For brevity, the paper may refer to this thematic and policy complex alternately as ‘lifelong learning systems’, ‘systems for the development of skills’ or ‘skills development systems’.

3. Review process and its implementation

The ETF defines assessment (and review) exercises as ‘the analysis of the outcomes and impact of a certain “HCD phenomenon” and includes evidence-based judgments of the current state of affairs/specific issues under analysis, with the purpose of providing feedback and policy advice to facilitate system change and improvement in line with sound, tested, replicable and consistent methodological approaches’ (ETF definition, July 2022).

This section presents the basic elements and implementation steps of the methodology which underpins the Torino Process policy reviews in line with the above definition. The review methodology as described in this paper can also be adjusted to fit better the constraints and/or opportunities that emerge from different country and policy contexts. The only limitation in this respect is that the reviews must remain participatory and inclusive of stakeholders, as well as evidence-based.

3.1 Phases of the review

Notwithstanding possible country-specific adaptations in the implementation modalities, each review consists of four phases, which follow on from the formal expression: **preparatory phase, desk research phase, field phase and report preparation and finalisation phase.**

For each phase, the key methodological elements are presented in the table below and are presented in more detail in the following sections of this report.

- **Preparatory phase**: formal expression of interest by the country, joint identification of issues, priorities, and stakeholders by the partner country and ETF.
- **Desk research phase**: review of primary and secondary data and documentation produced by the country or other organisations (including the ETF).
- **Field phase**: during a mission, mapping key informants and conduct interviews, focus groups and discussion groups. Presentation of preliminary findings at the end of the mission.
- **Process for the preparation of the report**: report drafting, quality assurance, validation and dissemination.

3.1.1 Preparatory phase

The main aim of this first phase is to formalise the review activity in a country through a formal expression of interest and its acceptance by the ETF, followed by the preparation and detailed planning of the next steps in the country review. Once a formal expression of interest is received from the country, the preparation will consist of the selection of (clusters of) policy area issues, based on which the more specific activities can be tailored and further planned. The following steps are foreseen:

- **Formal expression of interest by the country** to implement the review of LLL policy (exchange of letters with the ETF).
- **Nomination of a policy review coordinator** (this could also be the national Torino Process coordinator).
- **Identification of selected (clusters of) themes for the review**.
- **Identification of relevant stakeholders for the review.** Such stakeholders could include indicatively (this list should be tailored to each country based on the selection of policy themes): ministries in charge of education (and state agencies with a mandate in the field of education and training), labour, economic development, other sectoral ministries, chambers, trade unions, civil society organisations, regional authorities, associations of entrepreneurs and SMEs, private training providers, etc.

- **Identification of the National Reference group members** in the country and of the **ETF review team** that will oversee the review (please see chapter 2.2 below 'Role of stakeholders and experts' for more details).
- **Acquaintance with the review documentation** and better understanding the country context as per the expectations of the review.
- **Preparation of a questionnaire** to collect the key information relevant for the selected policy areas for lifelong-learning systems.
- **Preparation of an intervention plan**, including the timeframe, in close collaboration with the national review coordinator.

The mapping of stakeholders is an essential task in this phase of the review process. Once the thematic areas for the review have been chosen, and the ETF review team and the National Reference group constituted, the mapping of stakeholders is the crucial next step. It is informed by the specific themes and policy areas selected for the country review and should result in a comprehensive list of relevant institutions, social partners and other civil society organisations involved in the design of the LLL policy documents and strategic papers, as well as the practitioners involved in the implementation of the LLL measures.

The stakeholders' map identifies the relevant parties in the LLL environment and proposes indicative methodologies for their involvement in the review. For all the identified types of stakeholders, the preparatory phase should make it explicit how the stakeholder will be involved in the review (through individual interviews, group discussions or focus groups).

The stakeholders' map will change according to the situation in the country and to the selected thematic areas to be addressed during the review. Broadly speaking, the stakeholders' map shall identify all the relevant ministries and public institutions involved in each chosen thematic area, with specification of their concrete functions and responsibilities. It shall also include key LLL expert institutions (public or private), or even individual experts and/or researchers whose views can be of importance during the compilation of information in the field phase. In addition, there should be representatives from the private sector (the demand side in LLL), the social partners, civil society and representative groups of learners and teachers. It is also possible to add international donors or organisations involved actively in LLL through their programmes.

3.1.2 Desk research phase

An in-depth review of thematic clusters of policy areas in lifelong learning systems has produced an overall menu[5] , from which specific policy areas can be chosen by national stakeholders and the ETF.

This choice will also determine the specific choice of the review team, the entities to be mobilised for the reference group and other consultation activities, as well as determine the questions that can be asked and recommendations to be formulated.

The choice of policy areas to be included in the country review will also largely determine the type of questions that are relevant for the country review. This questionnaire will be further adapted to the needs and specific context of the given country.

During the desk research phase, the ETF review team will also gather and review all relevant available documentation on the selected policy areas, in advance of the first mission. This available written information will be compiled in close cooperation with the national team. The results of this phase may also lead to an update of the map of stakeholders prepared in the preceding phase of the review.

3.1.3 Field phase

[5] See *Torino Process Reviews of Policies for LLL: Scope and key thematic areas, samples of guiding questions and selected good EU practices* at Torino Process reviews of policies for lifelong learning_EN.pdf (europa.eu)

The field missions will build on the preliminary insights from the desk research. The main objectives of these field missions are twofold:

- **gather additional information** which would help to either validate or modify the findings from the desk phase in relation to the policy areas for lifelong learning systems;
- offer the **opportunity to consult directly with key stakeholders**, facilitating discussions and reflection on findings with decision-makers and involved institutions, and presenting some suggestions for further action in the selected policy areas.

The first field mission will focus predominantly on collecting data and information from the main stakeholders, while a second field visit is foreseen once the report has been drafted and validated for further dissemination. Already at the end of the first field mission, a detailed debriefing is foreseen for local stakeholders, to offer feedback on the findings and ensure agreement on the direction taken in the reviews.

The field phase is composed of the following phases:

- field phase preparation;
- field mission execution;
- presentation of the findings.

Field phase preparation

To prepare effectively for the field missions, the following steps are proposed for planning and preparations:

Task	Description	Outputs
Field phase preparation	- selection of counterparts for the field visit; - preparation of relevant data collection formats; - identification of all key interviewees, names and contact details; - scheduling interviews, focus groups and field visits; - design/revision of interview questionnaires; - consulting the ETF Country Liaison Officer concerned.	- detailed field visit schedule; - interview and (if applicable) focus group narratives.

Counterparts for field visit: the first step in preparation is to find agreement on the specific (geographical) focus of the field mission. Many relevant stakeholders are often located outside the capital, and it is not always possible to visit all locations. The locations therefore need to be selected according to criteria that would provide the best coverage and information resource for the review. The general criteria proposed for selection are as follows:

- a balanced coverage of regions;
- a balanced coverage in relation to the target groups for specific policy areas, such as:
  - young people, women, rural/urban, the long-term unemployed, SMEs, etc.
  - different types of economic sectors;
  - beneficiary groups (minority groups, persons with disabilities, etc.).
- inclusion of different types – public, private, non-profit;
- practical considerations – feasible to visit given the availability of interlocutors and time/resources required to travel.

Selection of methodological instruments: in principle, the field phase will depend primarily on individual or group interviews as the main data-gathering methodology. Depending on the interest and stakeholders, interviews can be conducted with individuals or small groups of respondents. Additionally, the organisation of focus groups can be considered an appropriate tool in obtaining relevant information in an interactive way. Focus group discussions are particularly appropriate where either i) the purpose is to generate ideas or solve problems (such as attributing causality), rather than obtain specific and precise information, or ii) several people are involved in the same activity and can complement each other's perspectives.

Identification of all key interviewees: the selection of interlocutors would be based on their position and experience, related to the review of policies for LLL and relevant policy areas. Given the nationwide character of LLL, it will be necessary to ensure that the review covers representative localities around the country. Once the persons to be involved are selected and validated with the National Reference Group and the National Coordinator, the names and contact details need to be included so that interviews / field visits can be planned. The organisation of the mission schedule will be done mostly by the ETF national expert, in close consultation with the ETF Country Liaison Officer and the National Coordinator.

A list of themes or even questions to be covered should be prepared ahead of the interviews to guide the interviews / focus groups. This will help in keeping the discussion focused on the areas where the respondent can mostly contribute or on those that are not sufficiently documented by the desk research. At the same time, it is important to bear in mind that the interviews are semi-structured, and that new themes or questions are likely to emerge in the course of the conversation.

A sample of the types of data collection tools needed during a field mission are listed in the table below. These questionnaires must be drafted during the desk phase, and then finetuned during the field phase preparatory activities. They will be based on the selected policy areas.

Consulting the concerned ETF Country Liaison Officers. To facilitate the overall organisation of the field mission and to support the ETF national expert in setting up the schedule of the first field mission, the ETF country liaison officers will be key contributors to the expert team. The ETF country liaison officers will also be invited to participate in the field visits if they so wish, to participate in the discussions of the findings and to comment on the report.

Field mission execution

At the beginning of the mission, the ETF review team will have an introductory briefing meeting with the National Reference Group chaired by the National Coordinator. In this way, the relevant national stakeholders will be fully aware of the scope of the mission and can also facilitate any additional contacts that may be needed.

During the mission, the ETF review team conducts visits to the identified institutions and organisations in the country and participates in the interviews and focus groups as per the agreed schedule.

For each of the planned meetings and / or focus groups, it is necessary to draw up a record containing the answers to the given questions and a list of participants (for the focus groups). The interviews should be conducted in accordance with a pre-prepared set of questions.

As mentioned above, the focus groups are another important data collection method that will be included in the country reviews. It is a qualitative research methodology that offers in-depth information that could complement the findings collected in surveys. The focus groups offer the ability to capture qualitative and in-depth information more economically than individual interviews. The following principles are suggested:

- The focus groups may involve four to 10 individuals who have the knowledge of or experience with the topic relevant for the specific LLL policy area. This is the optimal size to promote discussion and enable the facilitator to keep the group on task.
- An optimal focus group has approximately five questions; in the preparatory stage, the review team will develop a list of questions and then prioritise which questions are the most important.
- As a minimum, the ETF review team facilitating the focus group should comprise two persons: a moderator and a separate note-taker, responsible for the minutes.
- The moderator should guide participants through a series of open-ended questions. The information gathered must provide important evidence to support the research/analysis in the relevant LLL policy area.

As mentioned above, field visits will be conducted by the ETF review team. In the preparatory phase, the schedule will be distributed among team members, and there will be always one person in charge of taking structured notes. The results of the interviews and focus groups will be discussed internally in the team during the mission on a regular basis, in order to progressively consolidate and agree on the initial findings that will lead to the presentation at the end of the first field mission. These working sessions within the team are extremely important for ensuring an appropriate understanding of the outcomes of the different visits.

Analysis and presentation of the main findings of the first mission

All insights collected in the research phase and during the mission will be systematically analysed against the questionnaire, and specific aspects selected and agreed at the beginning of the review. Throughout the data collection, the review team should ensure that information for all the relevant questions is collected, to avoid the case where any key questions cannot be answered. During the mission, the ETF review team will revise the findings and make an overall assessment in response to the questions.

Before the end of the mission, the ETF review team will prepare a PowerPoint presentation summarising the main findings of both the desk research and the field visits and providing an indication of the main topics that will be discussed in the report. This PowerPoint presentation will be delivered and discussed at a meeting with the National Reference Group.

The ETF will offer the organisation of a Torino Process launch event in each country, involving a wider group of national stakeholders. Depending on the specific requirements of the countries, this event may take place before or during the field visit of the ETF review team. The event could be organised at the beginning of the mission or could also be used to present the findings of the mission at the end. In both cases, in addition to the National Reference Group, other relevant stakeholders will be invited.

3.2 Process for the preparation of the review report

The third phase consists of the drafting and validation of the LLL review report. The following stages of this final phase are as follows:

1. Preparation of the first draft report by ETF review team.
2. ETF internal quality assurance process of the report.
3. Consultation process with the National Coordinator and the National Reference Group (written procedure and online meetings).
4. Preparation of the final draft report, submission to the National Coordinator for validation, preparation of the ETF publication.
5. Dissemination workshop.

3.2.1 Preparation of the first draft report

Based on the results of the mission and on the final discussion with the National Reference Group, the ETF review team will prepare the first draft report. A proposed outline for the country review reports is included in chapter 3 of this report. This structure allows for flexibility, as country reviews may focus on different (clusters of) policy areas. The structure of the report should be discussed and agreed during the first mission with the National Coordinator and the National Reference team.

3.2.2 ETF internal quality assurance process

Based on the first draft report, the ETF will carry out a quality assurance process (as per the ETF publications policy), which will include an internal ETF peer review of the report. The comments from the peer reviewers will be included in the draft report by the ETF review team.

3.2.3 Consultation with the national stakeholders

After the quality assurance phase, the draft report will be submitted by the ETF to the National Coordinator for consultation with the National Reference Group. The modalities for consultation of this first draft will be decided at national level in each case. Online meetings for discussion with the ETF review team will be organised, if requested. Written comments from national stakeholders should be sent back to the ETF review team by the National Coordinator.

3.2.4 Preparation of final report, validation and publication

Once the comments from national stakeholders have been received, the ETF review team will discuss internally how to introduce these comments and will prepare the final version of the review report, which will then be sent to the National Coordinator for validation. The ETF, in turn, will carry out the different phases to ensure the quality publication of the report (language editing, layout). The review reports from the different countries will be published on the ETF website and disseminated through other relevant channels.

3.2.5 Dissemination of the review report

The final phase of the review process includes a dissemination event for presentation of the final review report to a broad audience of relevant LLL national and international stakeholders. The event will be organised by the ETF in cooperation with the partner country, with the support of the ETF review team. The objective of this event is twofold: on the one hand, to communicate the main findings of the LLL review (opportunities, challenges and gaps); on the other, to present and discuss with key stakeholders the recommendations for filling in the gaps and for further action.

The ETF will ensure a broad dissemination of the report, including to the European Union and other donor organisations active in the country, in order to gather support for the potential follow-up actions.

3.3 Role of stakeholders and experts

There are three key counterparts in the LLL reviews: the National Coordinator, the ETF review team and the National Reference Group. In addition, based on the chosen thematic focus of the review, other relevant stakeholders will be involved in the discussions.

3.3.1 National Coordinator

The Torino Process (TRP) National Coordinator is appointed by the country when the decision is made to participate in the TRP. Ideally, they will be the main reference person for the implementation of TRP.

The national coordinator will be the reference point for the ETF review team on issues such as the organisation of the field mission, the consultation with national stakeholders (notably the National Reference Group, but not only), and the decisions about the selected thematic areas, the structure of the report and the events organisation, among others. The National Coordinator will receive the first draft report for national comments, will channel those comments and also receive the final report for ensuring its validation. They will chair and facilitate the discussions with the National Reference Group.

3.3.2 The ETF review team

The ETF review team will be composed of at least four members: one national and one international expert recruited by the ETF in accordance with the required profile for the selected thematic areas; one or more senior thematic expert from the ETF (one of them will lead the team) and the ETF Country Liaison Officer.

The ETF review team will cooperate closely with the National Coordinator and the National Reference Group. It will be responsible for the desk research, conducting the field mission, presenting the main findings at the end of the mission and producing the review report in all its various phases.

The ETF will support the work of the review team through the organisation of the launch and dissemination events, the quality assurance process for the report and its actual publication.

3.3.3 The National Reference Group

The establishment of the National Reference Group will ensure ownership and quality of the review outcomes and is at the heart of the partnership-based approach that encourages input from a range of interest groups. For this reason, the Group will be instrumental in the approach to the implementation of the LLL review process. Concerning the operation of the National Reference Group, this is meant to act as a consultative platform in which the national bodies and expert institutions involved in LLL are represented, to assist in the implementation of the review process.

- **objective**: to enhance ownership of the LLL review process and its outcomes;
- **purpose and activities**: the National Reference Group will inform the review team, further refine the policy areas that will be covered, structure (provide channels for) communication and strengthen stakeholder engagement, and provide content feedback on the findings and on the report. Its main activities are described in the section below;
- **composition of the National Reference Group**: the Group is a vehicle for ensuring a partnership-based approach and consideration of a wide range of institutional views. It should thus be composed of key LLL policy-makers and implementers, closely connected with the thematic areas chosen for the review. The number of members and composition will be tailored to the needs of each country and will be agreed in advance, prior to the start of the review. As an indication, it should be composed of representatives from the line ministries and from expert institutions involved in the selected thematic area, as well as by representatives from the private sector and civil society, where required.

The National Reference Group's **main activities** will include the following:

- to ensure that the review team has access, and can consult all existing relevant information sources and documents (desk research phase);
- to facilitate contacts between the review team and the stakeholders, supporting the review team in the identification of the key stakeholders to be interviewed during the first field mission and in the setting up of the mission programme;
- to participate in the inception meeting (briefing) with the ETF review team at the beginning of the field mission, providing feedback on issues such as the thematic areas selected and the agreed structure for the report, among others;
- to actively participate in the debriefing meeting at the end of the mission, where the ETF review team will present the main findings of the desk research and the field phase;
- to provide feedback and written comments on the first draft report, through the National Coordinator;
- to actively participate in the dissemination event for the presentation of the final report;
- to support the development of a proper follow-up action plan after completion of the review, if applicable.

While it is proposed that this group meet only on these occasions, it should be noted that the team responsible for conducting the review would be meeting the members of the reference group individually for discussions and interviews during the field research phases. Online meetings could be organised, where needed.

The National Coordinator will chair and facilitate the work of the Group.

3.4 Typical timeline of review implementation

The table below summarises the main steps of a national review of LLL. The order can be altered according to needs, and the timeframe is indicative, as it will be adapted to each national situation.

No	Task	Timeframe
Preparatory phase		**Week 1-8**
1	Proof of interest of the country (exchange of letters with the ETF). Agreement with the country on the LLL review. Identification of key thematic areas for the review.	
2	Identification and appointment of the National Coordinator and the National Reference Group. Setting up the ETF review team.	
3	Mapping, identification and familiarisation with the available documentation, understanding the country context and the expectations of the review.	
4	Initial identification of stakeholders.	
5	Adaptation of the analytical tool.	
6	Preparation of the intervention plan, including the timeframe.	
7	Mapping of stakeholders.	
Research phase		**Week 9-20**
Desk research phase		**Week 9-12**
1	Identifying research sources (with support from the National Coordinator and National Reference Group).	
2	Collecting existing data, documents, and information.	
3	In-depth document analysis (by the ETF review team).	
4	Identification of information gaps and of hypotheses to be tested in the field phase.	
5	Brief note on additional field phase requirements.	
6	Update of the stakeholders map.	
Field phase		**Week 13-20**
Field phase preparation and organisation		
1	Identification of all key interviewees, names and contact details.	
2	Scheduling interviews, focus groups and field visits (led by the ETF national expert, with support from the National Coordinator, National Reference Group and ETF Country Liaison Officer).	
3	Design/revision of interview questionnaires.	
4	Preparatory and organisation of the field phase.	
Implementation and presentation of field phase results		
1	Launch of the field mission (workshop with the ETF review team, National Coordinator and National Reference Group).	
2	Field interviews, focus groups.	
3	Internal teamwork during the mission for elaboration of the preliminary findings.	
4	Internal team notes and reports for collating the findings.	
5	Preparation of presentation on the findings and key issues for the report.	
Report preparation phase		**Week 21-28**
1	Preparation of first draft report (ETF review team).	
2	ETF quality assurance process (peer review).	
3	Draft report sent for consultation (online and written) with the national stakeholders (National Coordinator and National Reference Group).	
4	Drafting the final report (ETF review team).	
5	Final report sent to the National Coordinator for validation.	

4. Structure of the policy review report

These outlines of the reviews of the LLL policies report are indicative and will be adapted to the scope and objectives of the analysis in each country.

The length of the report should not exceed 30 pages (around 15 000 words), excluding annexes. Additional information on the overall context of the LLL, description of the methodology used and analysis of the findings should be reported in the annexes to the main report.

The main sections of the review report must be as follows:

- Executive summary: a tightly drafted, to-the-point and free-standing executive summary. It should be no more than five pages (9 000 characters) and should focus on the key purpose or issues of the review, outline the main analytical points and clearly indicate the main recommendations.

- Introduction: a brief description of the review process and of the relevant country background in LLL, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.

- Overall review: a chapter synthesising the outcomes of level 1 (system performance) and linking to the relevant findings for each policy area. The chapter must articulate all the findings and conclusions in a way that reflects their importance and facilitates the reading. Each policy area is structured by:
    - a short description of the main issues;
    - policy gaps with respect to the policy answers;
    - policy recommendations.

- Conclusion: this chapter contains the conclusions of the review, including the possible general and policy recommendations for the operationalisation and coherence of LLL policy(ies) in the country at system level (where relevant).

- Annexes to the report. The following annexes are foreseen for the review reports:
    - a list of references and further reading;
    - a list of acronyms;
    - other technical annexes (e.g. statistical analyses, tables of contents and figures, databases), as relevant;
    - methodological considerations for the review;
    - other more detailed information that is considered important but cannot be accommodated in the main text.