

# **Final Report (Vol. II)**

## **Main report annexes**

### **External evaluation of the European Training Foundation**

Contract no. 2001 – 3355/001-001

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Submitted by



Lion House, Ditchling Common, Ditchling  
HASSOCKS, West Sussex, BN6 8SG  
United Kingdom  
Telephone: +44 1444 248088  
Fax: +44 1444 248763  
Email: [mail@itad.com](mailto:mail@itad.com)  
Website: [www.itad.com](http://www.itad.com)



Final Report for the External evaluation of the  
European Training Foundation  
Main Report Annexes  
Contract no. 2001 – 3355/001-001

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## **Annex 1: Terms of Reference**

## **I. INTRODUCTION**

### **1. CONTEXT OF THE CONTRACT**

The external evaluation of the European Training Foundation is in accordance with Article 2 of the Financial Regulation applicable to the general budget of the EC, which specifies that all Community expenditure must be subject to periodic re-examination, and Article 17, Monitoring and Evaluation Procedure of Council Regulation (EC) No 1572/98 of 17 July 1998 amending Regulation (EEC) No 1360/90 establishing a European Training Foundation. It follows on from a first external evaluation finalised in 1997.<sup>1</sup>

A second evaluation is now due, and should take account of the changes in the geographical coverage, environment and role of the Foundation since 1997, as reflected in the decisions taken in the Governing Board meeting held on 27 November 2000. These latter relate to the mid-term priorities for each of the regions in which the Foundation is active, focus of activities, and available staffing and budget for the period 2001-2004.

The development process in which the European Training Foundation is presently engaged is determined to a large degree by: the evolving framework of Community policy and practice in third countries, as well as the pre-accession process; and by recent decisions related to the optimal management of external relations programmes, their content and purpose.

These changes have led to the identification of a new role for the Foundation as a centre of expertise in human resource development and management training in the partner countries.

In addition, the continuing process of administrative reform of the Commission requires a number of formal and substantial responses from its agencies in order to increase transparency and accountability of operations.

The evaluation will be carried out under the auspices of the European Commission with the involvement of the Governing Board and of Foundation management and staff.

### **2. DESCRIPTION OF THE FOUNDATION'S GENERAL OBJECTIVES AND TASKS**

The European Training Foundation supports the reform of vocational education and management training in over forty partner countries and territories. In doing so it provides services to five Directorates General within the European Commission (DGs External Relations; Enlargement; Employment and Social Affairs; SCR/EuropeAid; and in particular, to DG Education and Culture, the Foundation's *DG de tutelle*).

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<sup>1</sup> The European Training Foundation is a Community Agency: see Annex 6.

Activities cover four main geographical blocks across three continents: the Mediterranean partners<sup>2</sup>; the countries of the Western Balkans<sup>3</sup>; the New Independent States and Mongolia<sup>4</sup>; and the Candidate Countries<sup>5</sup>.

The Foundation, as a centre of expertise for vocational and management training in the context of EU external aid to third countries, should integrate: detailed knowledge of specific regional / country political and economic dimensions; in-depth knowledge and experience in labour market related vocational training issues; and management of major European projects in third countries. It is involved in the European external relations programmes Phare, CARDS, Tacis and MEDA.

As a centre of expertise, the Foundation should contribute to the programming cycle of the above by:

- developing activities in key thematic areas linked to the development of vocational and educational training (VET) reform policies in countries in transition, including labour market training related issues;  
facilitating contacts amongst key actors and co-ordinating the work of donors;
- spreading information in partner countries concerning best practices and innovation in the European Union; and
- supporting the identification, engineering, design and implementation of projects upon request.

Since there are profound differences both within and between the four regions and the partner countries, there are naturally a wide diversity of needs and demands to be addressed. For this reason, the Foundation does not need to offer standard products or processes but to take a “tailor-made” approach to the individual partner countries.

The Foundation also provides technical assistance to the Commission for the Tempus higher education programme.

### 3. SUBJECT OF THE TENDER

The evaluation will be used to assess the efficiency and effectiveness of the Foundation compared to its statutory objectives and tasks. The evaluation will take into account the new direction reflected in the recently agreed Work Programme 2001 and the Foundation’s mid-term perspectives 2002-2004. It will be aimed at providing useful lessons and recommendations for the programming phase 2002-2004 and for the future activities of the Foundation, in particular its ability to meet the challenge of developing

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<sup>2</sup> Morocco, Algeria, Tunisia, Egypt, Jordan, Israel, the Palestinian Authority, Lebanon, Syria, Turkey, Cyprus and Malta. The latter 3 countries are candidates for membership of the European Union and as such are covered by the Foundation’s activities for candidate countries (see 4 below)

<sup>3</sup> Albania, Bosnia and Herzegovina, Croatia, Federal Republic of Yugoslavia, Former Yugoslav Republic of Macedonia

<sup>4</sup> Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine, Uzbekistan and Mongolia

<sup>5</sup> Bulgaria, Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovak Republic, Slovenia and Turkey

as a centre of expertise. It will address the past and present capacity of the Foundation to achieve its objectives by successfully adapting to the evolution of the EU external policy priorities and providing three types of services in the field of education and training (expertise and advice; information and data collection services; project management activities decentralised to the Foundation in the framework of the Phare and Tacis Programmes). It will analyse past and current experience and will have a formative character.

## **II. PURPOSE OF CONTRACT**

### **1. EVALUATION QUESTIONS**

The evaluation will:

- provide useful lessons and recommendations for the programming phase 2002-2004 and for the future activities of the Foundation based on its new role as agreed at the Governing Board meeting of 27 November 2000, in particular its ability to meet the challenge of developing as a centre of expertise for human resources development (HRD) for third countries.

It will provide substantiated opinions on the following questions to:

- assess the effectiveness and efficiency of the Foundation compared to its statutory objectives and tasks.

*a - Concerning effectiveness.*

The evaluator should assess:

1. the extent to which the activities in the Work Programmes and the outputs produced provided added-value and contributed to the achievement of statutory objectives and have met stakeholders' expectations;
2. the Foundation's cooperation with the Commission and other relevant bodies in order to assist in the development of human resource policies and programmes in the partner regions in accordance with EU external policy priorities. In particular, the evaluator should assess the implementation of cooperation between the Foundation and Cedefop, regarding measures to ensure complementarity and synergy and to avoid overlap/duplication between their respective activities;
3. the information, communication and publication strategy and activity, notably the use of ICT and the Internet;
4. the management of Tempus technical assistance to the Commission, in terms of its use of staff resources and the impact on the Foundation in organisational terms.

*b - Concerning internal efficiency:*

The evaluator should assess:

the extent to which the annual work programmes are based on measurable objectives, are in accordance with the external relations policy framework and have been/are the subject of monitoring and assessment processes;

2. the organisation of the Agency in terms of:
  - ◆ its decision-making processes and use of management and information support systems, including the allocation of resources and the setting of priorities,
  - ◆ staff development appropriate to the new role, in particular implications for the organisational structure to better achieve an expertise function;
3. the co-ordination and communication with stakeholders, including the functioning of the Governing Board and its links with the Advisory Forum.

The main stakeholder groups that the evaluation must consider are the following:

- \* Decision-makers: The European Parliament, Member States, European Commission;
- \* Partner countries engaged in activities with the Foundation;
- \* VET Practitioners both in the partner countries and the Member States.

## 2. METHODOLOGY

Tenderers are invited to propose a methodological framework to conduct the intended evaluation study. They should present a detailed plan for providing answers to the main evaluation questions, including proposals for indicators and criteria to be applied for assessing achievement.

Tenderers may propose additional or more specific questions that the study should address in order to lay a basis for evaluating the main questions presented above.

Tenderers should include an analysis of relevant documentation produced by the Foundation, the European Commission, the European Court of Auditors and the European Parliament. Past assessments and existing documentation should be used as a basis for this analysis.

They should also include a representative survey, by interview or in writing, of the main stakeholders groups, as well as representative interviews with the management and staff of the Foundation.

The evaluation should take account of and build on the outcomes and subsequent developments from the previous external evaluation. It will also consider and build on the results of the project evaluation activities that have been carried out over the last 3 years. In addition to the travelling arrangements required by the evaluation itself, the evaluators should plan for three meetings in Brussels (Steering Committee) and two in Turin (Governing Board and Steering Committee).



### 3. SCOPE OF THE EVALUATION

The evaluation should cover the activities and output of the Foundation between 1997 and the start of the evaluation contract.

The budget available for this evaluation will not permit a comprehensive assessment of the relevance and impact of all projects implemented to date. In order to assess the strengths and weaknesses of the Foundation's different types of intervention, three typical projects in the areas of policy advice, information provision and project implementation will be looked at in depth: the National Observatories, the North-West Russia project and Social Inclusion project.

There will be no assessment of the Tempus technical assistance provided by the Foundation, as this will be covered by a separate full-scale evaluation of Tempus. The evaluator should, however, address the management of Tempus technical assistance to the Commission in terms of its use of staff resources and the impact on the Foundation in organisational terms.

### 4. ORGANISATION

The evaluation will be organised by the Commission, assisted in the monitoring of the evaluation, by a Steering Committee, which will assess the consultants' inception report, assist in access to relevant data and give its comments on the interim and final reports prior to approval by the Commission (EAC). The Steering Committee will comment on the reliability of information included and verify that the terms of reference have been met. It will comprise the European Commission (chaired by DG EAC with representatives of DGs Enlargement and External Relations) and representatives of the ETF Governing Board and ETF Management.

## III . REPORTS AND DOCUMENTS TO BE SUBMITTED

### Delivery of reports

- (1) The **draft inception report**, developing the methodology proposed in the contractor's offer, should be produced and sent to the Commission for approval within 6 weeks of signature of the contract. On the basis of this draft report, a meeting will be held with the Steering Committee at which the evaluation team will present the proposed methodology and work plan for approval. The final inception report will be sent to the Governing Board for information;
- (2) The **interim report** should be produced and sent to the Commission within 16 weeks of signature of the contract and be presented to the Steering Committee at a meeting;
- (3) The **draft final report** of the evaluation should be produced and sent to the Commission within 24 weeks of signature of the contract. It will also be presented to the Steering Committee for comments. It should cover the following four main points:

- (a) Basic aspects of the evaluation: aims, resources, implementation, results, impacts;
- (b) An assessment of the effectiveness and the efficiency;
- (c) An analysis of these results;
- (d) Recommendations.

The **final report** will be sent to the Commission for acceptance. The contractor will be invited to present the report to the Steering Committee and to a meeting of the Governing Board.

The final report will be presented in English.

## Annex 2: Evaluation Matrix

Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
1. ASSESS THE <u>EFFECTIVENESS</u> OF THE FOUNDATION COMPARED TO ITS STATUTORY OBJECTIVES & TASKS							
1.1 Assess the extent to which the activities in the work programmes & the outputs produced have provided added-value & contributed to the achievement of statutory objectives & have met stakeholders' expectations.	1.1.1 To what extent have ETF's statutory objectives been addressed in its work programmes?	1 Evidence of consistency between statutory objectives & work programme objectives & activities	Annual reports Work programmes Evaluation reports	Yes			Desk study to determine 'degree of fit' between work programmes & statutory objectives.
	1.1.2 What has been achieved in each area of ETF's activity?						
	a) What support has the Foundation provided to the Commission, & to which entities (Brussels, Delegations, etc.; Phare, Tacis, MEDA, CARDS)?	2 Scope & scale of ETF support services	Annual reports Work programmes	Yes			Preparation of inventory of ETF activities by stakeholder and year, and providing budget allocations to demonstrate evolution of ETF services.
	b) What were the expected outputs of this support, & to what extent have they been achieved?	3 % of planned outputs achieved	Annual reports Evaluation reports Key informants from ETF & Commission	Yes	Yes		Inventory of outputs identified in Work Programmes for activities which were subsequently evaluated; compared with evaluated results
	c) How does the Commission perceive the effectiveness of the support by ETF?	4 Ratings of quality of ETF contribution to planned outputs 5 ETF strengths & weaknesses identified by Commission	Key informants from Commission Email survey of Commission staff		Yes	Yes	Analysis of main strengths and weaknesses identified by key informants Analysis of EC ratings of the added-value provided by ETF
	d) Where & how has ETF made a difference to the activities of the Commission in the agreed areas of cooperation?	6 Identified areas of 'added-value' provided by ETF 7 Gaps & weaknesses in service provision identified by EC & ETF staff	Key informants from ETF, the Commission, & Governing Board Email survey of Commission staff & Governing Board		Yes	Yes	Listing of areas of 'added-value', & ranking of identified strengths & weaknesses
	e) What information products (eg. annual regional reports) does(has) ETF provide(d) to Member States & partner countries?	8 Range & type of information products provided	Annual reports Work programmes Key informants from ETF	Yes	Yes		Listing of information products, taken from inventory of ETF activities (see above), & analysis of key informant interviews with ETF staff to validate results of document review
	f) Who is using such information, & how do they perceive its relevance & usefulness?	9 Ratings of relevance & usefulness of information products	Evaluation reports Email survey of users of information products (including best practice information)	Yes		Yes	Listing of information product 'clients', & analysis of email survey results to quantify stakeholder ratings of their usefulness.

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Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>Cont.d/ 1.1 Assess the extent to which the activities in the work programmes &amp; the outputs produced have provided added-value &amp; contributed to the achievement of statutory objectives &amp; have met stakeholders' expectations.</b>	g) What progress has been made in setting up and/or strengthening of National Observatories? h) How effectively are these functioning both individually & as a network? i) Where National Observatories do not exist, what arrangements have been established & how effectively are these operating?	10 Range, type & relevance of ETF activities in setting up and/or strengthening of National Observatories/ supported networks 11 Evidence of achievement of objectives by National Observatories/ supported networks	Annual reports Work programmes Evaluation reports Key informants from ETF, Commission & partner countries Email survey of NO stakeholders	Yes	Yes	Yes	Desk review of capacity of National Observatories, & analysis of improvements/ expansion in service provision by supported organisations. Case study analysis of selected National Observatories, with a particular focus on the extent to which they have delivered their core outputs <sup>1</sup> , & have developed their own services & products to meet specific country needs & interests.
	j) How successfully has ETF responded to requests for policy advice from its partners? k) Where & how successfully has ETF facilitated Member States' cooperation with the partner countries?	12 Evidence of response to requests in priority areas in: <ul style="list-style-type: none"> <li>• Candidate countries</li> <li>• Western Balkans</li> <li>• NIS &amp; Mongolia</li> <li>• MEDA countries</li> </ul> 13 Ratings of quality & responsiveness of ETF by EC, relevant institutions & international donors	Annual reports Work programmes Evaluation reports Key informants in ETF, Commission, Governing Board, relevant institutions in partner countries (eg. Ministries of Education) Email survey of Commission & partner country institutions	Yes	Yes	Yes	Desk review & key informant interviews to list types of policy advice provided, & to identify main strengths & weaknesses. Combined with analysis of email survey results to quantify stakeholder ratings of ETF effectiveness in providing policy advice.
	l) What methodologies & guidelines has ETF developed for the analysis, monitoring & assessment of vocational training & labour market developments & policies? m) How do the stakeholders perceive the relevance & usefulness of these?	14 Range & type of models & guidelines developed 15 Ratings of relevance & usefulness of models & guidelines	Annual reports Work programmes Evaluation reports Key informants in ETF, relevant institutions in partner countries (eg. Ministries of Education), & relevant international donors (eg. ILO) Email survey of institutions in partner countries (eg. Ministries of Education), & relevant international donors (eg. ILO)	Yes	Yes	Yes	Desk review & key informant interviews to list methodologies & guidelines developed, & to identify main strengths & weaknesses. Combined with analysis of email survey results to quantify stakeholder ratings of their relevance & usefulness.

<sup>1</sup> National Observatory core outputs are: i) qualitative analysis regarding vocational education, training and the labour market through detailed country reports, and in-depth studies on specific themes; ii) quantitative analyses based on a common structure of key indicators; iii) structured national and regional discussion on vocational training through conferences, seminars and meetings; iv) training for national experts; v) regional cooperation among partner countries through joint projects.

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				Document review	Interviews	Email survey	
<b>Cont.d/ 1.1 Assess the extent to which the activities in the work programmes &amp; the outputs produced have provided added-value &amp; contributed to the achievement of statutory objectives &amp; have met stakeholders' expectations.</b>	1.1.3 How has ETF's expertise evolved since 1997? 1.1.4 How have ETF's past activities prepared it for its expertise function? 1.1.5 What concrete plans are in place to deepen existing expertise, & to develop expertise in the newly prioritised areas? 1.1.6 How has ETF's expertise met the needs of its stakeholders?	16 Inventory of past & present ETF activities shown to have built staff expertise 17 Achievement of planned improvements in ETF capacity 18 Stakeholder ratings of ETF expertise in the newly prioritised areas	Annual reports Work programmes HR documents Luxembourg & Lisbon conclusions Internal documents on the change management process Mid-term strategic perspective for ETF Key informants from ETF, Governing Board, Advisory Forum, Commission & partner countries Email survey of Governing Board, Advisory Forum, Commission & partner countries	Yes	Yes	Yes	Descriptive analysis of evolution in ETF's expertise since 1997, & qualitative analysis of stakeholder perceptions of ETF strengths & weaknesses. Analysis of email survey results to quantify stakeholder ratings of ETF expertise.
	1.1.7 What partnerships/networks have been established to complement ETF's internal expertise, & how are they functioning?	19 Range & scope of partnerships/networks established 20 Perceptions of relevance & effectiveness of partnerships/ networks	Annual reports Work programmes Evaluation reports Key informants in ETF & partner organisations	Yes	Yes		Listing of support provided through partnerships/networks, & qualitative analysis of its effectiveness.
	1.1.8 What were stakeholders' expectations for achievement of ETF's statutory objectives to date, & how have these been met?	21 Stakeholder ratings of how effectively ETF has achieved its statutory objectives	1995 and 1998 Regulations Annual reports Evaluation reports Key informants in Governing Board, Commission & partner countries Email survey of Governing Board, Commission & partners	Yes	Yes	Yes	Listing of documented achievements against statutory objectives, compared with stakeholder perceptions of ETF achievements.
	1.1.9 What are stakeholders' expectations for ETF's ability to provide expertise in the newly prioritised areas, currently & in the future?	22 Stakeholder perceptions of current & likely future gaps in expertise	Key informants in Governing Board, Commission & partner countries Email survey of Governing Board, Commission & partners		Yes	Yes	Qualitative analysis of stakeholder perceptions, compared with email survey results quantifying stakeholder ratings of expertise gaps
<b>1.2 Assess the Foundation's cooperation with the Commission &amp; other relevant bodies (in particular CEDEFOP) in order to assist in the development of human resource policies &amp; programmes in the partner regions in accordance with EU external policy priorities.</b>	<b>a) Cooperation with CEDEFOP</b> 1.2.1 How do stakeholders perceive the complementarity (or duplication) between ETF & CEDEFOP's roles?	23 Identified areas of complementarity & duplication	EC External Relations Framework Key informants in ETF, CEDEFOP, Commission, & European Parliament Framework for cooperation between ETF & CEDEFOP	Yes	Yes		Comparison of identified areas of complementarity & duplication, & provisions of the Framework for cooperation between ETF & CEDEFOP
	1.2.2 What communication & coordination mechanisms exist between ETF & CEDEFOP? How effective are they?	24 Evidence of communication & coordination 25 Ratings of effectiveness of the mechanisms	Framework for cooperation between ETF & CEDEFOP Key informants in ETF & CEDEFOP	Yes	Yes		Listing of mechanisms established, & qualitative analysis of their effectiveness

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Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>Cont.d/</b> <b>1.2 Assess the Foundation's cooperation with the Commission &amp; other relevant bodies (in particular CEDEFOP) in order to assist in the development of human resource policies &amp; programmes in the partner regions in accordance with EU external policy priorities.</b>	1.2.3 Is the ETF-CEDEFOP working group operating? What are its functions & how effectively is it fulfilling these?	26 Evidence of activities of working group, & compliance with TOR 27 Ratings of effectiveness of working group	ETF-CEDEFOP working group TOR & minutes of meetings Key informants in ETF & CEDEFOP	Yes	Yes		Listing of working group functions, & qualitative analysis of key informant opinions about its effectiveness
	1.2.4 What joint activities do ETF & CEDEFOP undertake? What jointly developed products & analyses have resulted (eg. for benchmarking VET policy developments)?	28 Evidence of joint events, activities & projects 29 Evidence of jointly developed products	Framework for cooperation between ETF & CEDEFOP Annual reports Work programmes Key informants in ETF & CEDEFOP	Yes	Yes		Listing of joint activities and products, & analysis of key informant opinions about their relevance & usefulness
	1.2.5 How has ETF taken advantage of CEDEFOP's know-how & resources, & taken steps to avoid duplication of CEDEFOP activities?	30 Evidence of positive actions taken by ETF	Framework for cooperation between ETF & CEDEFOP Key informants in ETF, CEDEFOP, Commission, Governing Board	Yes	Yes		Comparison of positive actions within agreed areas of cooperation
	1.2.6 What support has ETF provided to Candidate Countries in their adaptation to the 'acquis'?	31 Evidence of ETF support 32 Rating of effectiveness of ETF support	Annual reports Key informants in CEDEFOP & relevant Candidate Country bodies	Yes	Yes		Listing of ETF support, compared with ratings of its effectiveness
	<b>b) Cooperation with other DGs</b> 1.2.7 What progress is being made in the preparation for DG Employment of country monographs in the Candidate Countries?	33 Progress in preparation of country monographs 34 Ratings of usefulness of country monographs	Country monographs Key informants in Commission Email survey of Commission staff	Yes	Yes	Yes	Comparison of planned vs. actual progress, & email survey results quantifying stakeholder ratings of country monographs
	1.2.8 How effective has been ETF's assistance to DG EAC in the consultation on the Memorandum on Lifelong Learning?	35 Evidence of ETF assistance 36 Ratings of effectiveness of ETF assistance	Memorandum on Lifelong Learning Annual reports Key informants in Commission Email survey of Commission staff	Yes	Yes	Yes	Listing of ETF assistance, compared with ratings of its effectiveness
	<b>c) Cooperation with other bodies</b> 1.2.9 With which other bodies does ETF cooperate for the purpose of developing human resource policies & programmes?	37 Listing of range and scope of cooperation activities & outputs generated	Work programmes Annual reports Key informants in ETF	Yes	Yes		Descriptive analysis of ETF support, & qualitative analysis of opinions about its effectiveness
	1.2.10 What joint activities does ETF undertake with these bodies? What jointly developed products & analyses have resulted?	38 Evidence of joint activities and jointly produced products	Work programmes Key informants in ETF	Yes	Yes		Listing of joint activities and products, & analysis of opinions about their relevance and usefulness
	1.2.11 How do stakeholders perceive the efficiency & effectiveness of this cooperation & its products?	39 Stakeholder ratings of ETF cooperation & products	Email survey of 'other bodies'			Yes	Analysis of ratings of ETF cooperation & products, & comparison with ETF opinions (see 1.2.10)

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Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>1.3 Assess the information, communication &amp; publication strategy &amp; activity, notably the use of ICT &amp; the internet.</b>	1.3.1 What strategy is in place for the dissemination of information?	40 Coherence of strategy	ICT strategy document Internal documents on website concept & design	Yes			Descriptive analysis of dissemination strategy
	1.3.2 How successful has ETF been in achieving its dissemination objectives? What lessons have been learned?	41 Number & type of target audiences receiving ETF publications & information products 42 Lessons learned	ETF's circulation lists for different dissemination channels Key informants in ETF	Yes	Yes		Descriptive analysis of planned vs. actual achievements
	1.3.3 How effectively has ETF taken advantage of the opportunities offered by ICT/ internet as an effective dissemination channel?	43 Quality & contents of ETF internet sites 44 Stakeholder ratings of quality of ETF internet sites	ETF internet sites Email survey of Commission staff, partner institutions & VET practitioners	Yes		Yes	Observation & descriptive analysis of internet sites Analysis of ratings of ETF internet sites
	1.3.4 To what extent does ETF communicate the results/outputs of its activities to its stakeholders?	45 Stakeholder ratings of the communication of outputs from ETF	Email survey of stakeholders Interviews with Commission staff and in partner countries		Yes	Yes	Assessment of feedback from survey and interviews
<b>1.4 Assess the management of Tempus technical assistance to the Commission, in terms of its use of staff resources &amp; the impact on the Foundation in organisational terms.</b>	1.4.1 Are the skills and competences of the ETF TA staff appropriate in light of the nature of tasks involved in the Tempus TA for the ETF as set out in the conventions? Do ETF organisational/managerial arrangements allow an effective use of these skills?	46 ETF staff resources allocated to Tempus, & staff profiles 47 Evidence of 'sound management'	ETF organigram & record of staff deployment ETF budgets & accounts Tempus conventions	Yes	Yes	Yes	Descriptive analysis of records and budgets Analysis of email survey responses, comparing ETF with DG EAC perceptions of ETF effectiveness
	1.4.2 To what extent have potential synergies in the location of Tempus TA at the ETF been facilitated or effectively developed by organisational / managerial provisions?	48 Integration of Tempus unit staff into the overall organization 49 Evidence of positive &/or negative impacts	Annual reports Internal correspondence Key informants in ETF	Yes	Yes		Analysis of organisational reviews and changes, and planning of resources
	1.4.3 Are the organisational arrangements for the Agency decided by the ETF adequate to ensure information flows and coordination between the two areas of ETF activity and to enhance synergy and complementarity?	50 Units, teams, committees etc. established to manage/ coordinate ETF's support to Tempus 51 Staff perceptions of synergy & complementarity	ETF personnel records ETF 'manual of operations' Key informants in ETF Email survey		Yes	Yes	Analysis of effectiveness of organizational arrangements, & staff perceptions

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Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
2. ASSESS THE EFFICIENCY OF THE FOUNDATION COMPARED TO ITS STATUTORY OBJECTIVES & TASKS							
2.1 Assess the extent to which the annual work programmes are based on measurable objectives, are in accordance with the external relations policy framework, & have been/are the subject of monitoring & assessment processes.	2.1.1 Do the objectives stated in the ETF's work programmes reflect the relevant policy frameworks & are they consistent with Council regulations	52 Evidence of consistency between work programme objectives, & external relations policy framework & 1998 Council regulation	Work programme External relations policy framework Luxembourg & Lisbon conclusions 1998 Regulation	Yes		Yes	Comparative analysis of work programme, external relations policy framework & 1998 Council regulation
	2.1.2 To what extent are ETF staff adequately informed of the EU external relations policy frameworks?	53 Perception of staff	Results of email survey to ETF staff			Yes	Findings of Email survey analysed
	2.1.3 Are the objectives clearly stated, & supported by objectively verifiable indicators?	54 Objectives are coherent, & stated with Quantity, Quality & Time	Work programme	Yes		Yes	Characterisation of objectives against logical framework principles set out in ETF & Commission guidance materials on project preparation
	2.1.4 To what extent is there a common & consistent understanding of the objectives within ETF and are they actively promoted throughout the organisation?	55 Ability of key informants in ETF to express a common understanding of work programme objectives	Key informants Email survey of ETF staff		Yes	Yes	Analysis of key informants understanding.
	2.1.5 What arrangements are in place for preparation of Work Programmes and how effectively are they operating?	56 Evidence of compliance of procedures for work programme preparation 57 Stakeholder perceptions of effectiveness	Email survey of ETF & Commission staff Work Programme	Yes	Yes	Yes	Analysis of work programme and survey results
	2.1.6 What arrangements are in place for the collection, analysis, reporting & use of monitoring & assessment information? How effectively are these operating?	58 Evidence of plans for monitoring & assessment 59 Evidence of collection, analysis, reporting & use of monitoring & assessment information 60 Ratings of usefulness of monitoring & assessment information for decision-making & accountability purposes	Monitoring & assessment plans & procedures manuals Annual reports Work programmes Evaluation reports Key informant interviews with ETF & Commission staff Email survey of ETF & Commission staff	Yes	Yes	Yes	Summary description of planned monitoring & assessment arrangements, compared with actual arrangements in place, & stakeholder ratings of their usefulness.



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Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>2.2 Assess the organisation of the Foundation in terms of:</b> <b>a) its decision-making processes &amp; the use of management &amp; information support systems, including the allocation of resources &amp; the setting of priorities;</b>	<b>a) Decision-making processes</b> 2.2.1 What are the intended internal decision-making procedures in ETF: <ul style="list-style-type: none"> <li>• Resource allocation</li> <li>• Organisational</li> <li>• Programme planning</li> </ul>	61 Governance arrangements 62 Roles & responsibilities for decision-making	Governance procedures Annual programming procedures Financial & budgeting procedures Key informants in ETF & Commission	Yes	Yes		Listing of procedures.
	2.2.2 To what extent are ETF staff engaged in the internal consultative and decision-making processes within ETF?	63 Perceptions of staff involvement and engagement in the internal processes	Key informants in ETF Email survey of ETF staff	Yes		Yes	Analysis of staff perceptions as found in the survey results and interviews
	2.2.3 Where do the stakeholders see problems & bottlenecks within ETF, & with respect to the Governing Board & DG EAC?	64 Perceptions of problems & bottlenecks in key decision-making processes	Minutes & internal correspondence relating to governance & management decision-making (including CMT documents) Key informants in ETF, Governing Board & Commission				Listing of problems & bottlenecks, against listing of procedures (see 2.2.1).
	2.2.4 How effectively are decisions communicated to stakeholders?	65 Perceptions of communication successes & failures	Ditto	Yes	Yes		Listing of communication successes & failures.
	2.2.5 How successfully has ETF adapted to the ABB?	66 Evidence of changes in procedures in response to administrative reforms 67 Evidence of improved or disrupted management processes	ABB & ABM tables Procedures for work programme preparation Key informants within ETF & Commission	Yes	Yes		Listing of changes in procedures, & identification of where these worked well/poorly.
	2.2.6 What progress is being made in developing frameworks or memoranda of understanding to govern cooperation with Commission & other bodies?	68 Evidence of frameworks 69 Perceptions of usefulness of these frameworks for planning & management purposes	Medium term country & regional/sub-regional frameworks Key informants in ETF & Commission	Yes	Yes		Listing of actions, & rating of their efficiency.
	2.2.7 How is ETF changing its decision-making & management processes in relation to its newly defined role as a centre of expertise?	70 Evidence of actions 71 Perceptions of efficiency of new decision-making & management processes	Key informants in ETF & Commission Frameworks with Commission Email survey of Commission and ETF staff	Yes	Yes	Yes	Listing of agreements finalised/ under preparation, & rating of their usefulness for planning & management purposes.

## Annex 2: Evaluation Matrix

Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>2.2 Assess the organisation of the Foundation in terms of:</b> <b>b) staff development appropriate to the new role, in particular implications for the organisational structure to better achieve an expertise function.</b>	<b>b) Staff development</b> 2.2.8 What organisational changes have occurred since 1997; what was their purpose; & has this been achieved with a clear division of tasks in relation to the new role?	72 Changes in organisational structure &/or procedures	Management committee reports Annual reports Work programmes ETF organigrams	Yes			Summary and analysis of organisational changes.
	2.2.9 To what extent is there a common understanding within ETF of its new role as a centre of expertise and how this will impact on the organisation?	73 ETF staff understand and accept new strategy and its potential implications for them in relation to their work	Key informants in ETF Email survey of ETF staff		Yes	Yes	Analysis of survey results and interviews
	2.2.10 To what extent is there common agreement within ETF on the goals of the change management process?	74 Degree of common understanding of change management process by staff within the organisation	Key informants in ETF Reports by ETF change management team and staff workshops on change management process	Yes	Yes	Yes	Analysis of interviews and survey results and reports by change management team within ETF
	2.2.11 What is the effect of the ongoing change management process on staff?	75 Ratings of ETF staff as to their ability to cope with the change process	Key informants in ETF Email survey CMT documents	Yes	Yes	Yes	Analysis of survey results and interviews
	2.2.12 What expertise is currently adequately provided within ETF? What skill and competency gaps exist in relation to its role as a centre of expertise?	76 Current staff deployment 77 Identified areas of expertise 78 Established posts currently vacant 79 Current staff establishment compared to thematic priorities	Staffing structure & records HR plans CMT documents	Yes			Summary of available expertise & gap and analysis in relation to new strategy.
	2.2.13 What staff development & recruitment plans does ETF have to fill expertise gaps vis-à-vis its new role? Is the organisation on track to developing sufficient expertise around its thematic priorities?	80 Posts for which staff currently being recruited 81 Achievement of recruitment plan targets	Staffing structure & records Recruitment plans Key informants in ETF Email survey of ETF staff	Yes	Yes	Yes	Summary of key actions listed in staff development & recruitment plans, compared with stakeholder perception of progress.
	2.2.14 To what extent have ETF staff been adequately involved in the development of ETF as a centre of expertise?	82 Rating of ETF staff as to the degree of their involvement in the consultative process to formulate the new organisational strategy	Key informants in ETF Strategic plans and documents Email survey of ETF staff	Yes	Yes	Yes	Analysis of interviews and survey results and strategy documents for ETF
	2.2.15 What arrangements have been put in place to strengthen and co-ordinate team working on thematic priorities, share knowledge & provide regional expertise?	83 Evidence of new arrangements 84 Perceptions of how well new arrangements are working	Management committee reports HR plans Work programmes Key informants in ETF Email survey of ETF staff	Yes	Yes	Yes	Summary of new arrangements, compared with stakeholder perceptions of how well they are operating.

## Annex 2: Evaluation Matrix

Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>Cont.d/ 2.2 Assess the organisation of the Foundation... b) staff development...</b>	2.2.16 What other plans does ETF have for strengthening its expertise (eg. strategic partnerships & networks)? How well are these working?	85 Evidence of actions 86 Perceptions of likely success of plans	Management committee reports Annual reports Work programmes Key informants in ETF	Yes	Yes		Listing of actions, and comparative analysis with summary of stakeholder perceptions of likely successes/ problems.
<b>2.3 Assess the coordination &amp; communication with stakeholders, including the functioning of the Governing Board &amp; its links with the Advisory Forum.</b>	<b>a) Governing Board</b> 2.3.1 To what extent has the Governing Board been an effective decision-making body?	87 Timeliness of decision-making 88 Attendance & participation at meetings 89 Perceptions of efficiency of Governing Board	Minutes of Governing Board meetings Key informants in Commission, ETF & Governing Board Email survey of past & present GB members	Yes	Yes	Yes	Timeline of GB meetings & key decisions, compared with stakeholder perceptions of its efficiency.
	2.3.2 To what extent is the Governing Board provided with sufficient information by ETF to analyse the Work Programme and budget proposals?	90 Perceptions of Governing Board 91 Rating of proposals	ETF reports and documents Key informants in Commission, ETF and Governing Board Email survey of past & present GB members	Yes	Yes	Yes	Assessment of the results from interviews, Email survey and Governing Board documents
	2.3.3 To what extent is the Governing Board well informed about the ongoing organisational change & staff development within ETF?	92 Perceptions of Governing Board 93 Rating of proposals	ETF reports and documents Key informants in Commission, ETF and Governing Board Email survey of past & present GB members	Yes	Yes	Yes	Assessment of the results from interviews, Email survey and Governing Board documents
	2.3.4 To what extent does the Governing Board support the internal organisational plans and changes within ETF in developing itself as a centre of expertise?	94 Perceptions of Governing Board 95 Rating of proposals	Email survey of past & present GB members	Yes	Yes	Yes	Assessment of the results from interviews, Email survey and Governing Board documents
	2.3.5 What mechanisms are in place for coordination & communication with the Governing Board? How effective are they?	96 Communication mechanisms 97 Evidence of improved coordination 98 Perceptions of efficiency of coordination & communication mechanisms	Key informants in Commission, ETF & Governing Board Email survey of past & present GB members	Yes	Yes	Yes	Descriptive analysis of mechanisms, & development of process planning framework for each. Analysis of perceptions against steps in the process planning frameworks
	2.3.6 How does the Governing Board perceive the complementarity of their roles and tasks with those of the Advisory Forum?	99 Perceptions of Governing Board 100 Rating of proposals	Email survey of past & present GB members Interviews with GB members GB documents	Yes	Yes	Yes	Analysis of the results from survey, interviews and documents and related to the findings for the AF

## Annex 2: Evaluation Matrix

Evaluation questions	Detailed questions	Indicators	Source of Information	Evaluation tools to be used			Proposed Analysis
				Document review	Interviews	Email survey	
<b>Cont.d/</b> <b>2.3 Assess the coordination &amp; communication with stakeholders, including the functioning of the Governing Board &amp; its links with the Advisory Forum.</b>	<b>b) Advisory Forum</b> 2.3.7 To what extent is the Advisory Forum an effective mechanism to reflect regional priorities in labour market and VET reform?	101 Recommendations & outputs of the Advisory Forum & its sub-groups 102 Perceptions of the Advisory Forum members and ETF as to the effectiveness of the AF	Email survey of ETF & AF Advisory Forum satisfaction questionnaires Advisory Forum review of experience 1995-1999 Reports & minutes of the Advisory Forum & its sub-groups	Yes	Yes	Yes	Analysis of the questionnaire, interviews and Email survey and linked to the assessment of the findings from examination of AF and ETF documents
	2.3.8 To what degree is the Advisory Forum informed by ETF as to the EU external relations policy?	103 Perceptions of the Advisory Forum members	Email survey of ETF & AF Interviews with AF and ETF key informants		Yes	Yes	Analysis of feedback from Email survey and interviews
	2.3.9 Is the Advisory Forum provided by ETF with adequate information to analyse the Work Programme?	104 Perceptions of the Advisory Forum members	Email survey of ETF & AF Interviews with AF and ETF key informants		Yes	Yes	Analysis of feedback from Email survey and interviews
	2.3.10 Is the Advisory Forum a useful mechanism for networking with Member states and other international bodies and Partner country institutions?	105 Evidence of effective networking 106 Perceptions of effectiveness of networking mechanisms	Email survey of ETF & AF Advisory Forum review of experience 1995-1999	Yes	Yes	Yes	Analysis of feedback from Email survey and interviews and linked to assessment of the findings of documented AF review
	2.3.11 To what extent does the Work Programme reflect the concerns and interests of the Advisory Forum?	107 Perceptions of the Advisory Forum members	Email survey of ETF & AF Advisory Forum review of experience 1995-1999	Yes	Yes	Yes	Analysis of feedback from Email survey and interviews and linked to assessment of the findings of documented AF review and of the Work Programmes
	2.3.12 What mechanisms are in place to ensure effective communication with other stakeholders not represented on the Governing Board or Advisory Forum (eg. the European Parliament)? How effective are they?	108 Communication mechanisms 109 Identified gaps 110 Perceptions of effectiveness of coordination & communication mechanisms	Annual reports Work programmes Key informants in ETF & the European Parliament	Yes	Yes		Listing of mechanisms & gaps, compared with ratings of efficiency.

## **Annex 3: List of persons interviewed**

### Start-up meeting and initial interviews in Turin (8th and 9th January)

**Olivia Dorricott**, Evaluation Task Manager, Development of Vocational Training Policy, DG EAC  
**Eleni Spachis**, Development of Vocational Training Policy, DG EAC  
**Ulrich Hillenkamp**, Deputy Director, ETF  
**Peter Greenwood**, Head of Planning, Monitoring and Evaluation Unit, ETF  
**Francesco Pareti**, Planning, Monitoring and Evaluation Unit, ETF  
**Claire Morel**, Country Manager for Kazakhstan and Mongolia/Programme Manager for interstate programmes, ETF  
**Milena Corradini**, Country Manager for Romania and Turkey, ETF  
**Henrik Faudel**, Country Manager for Lithuania and Cyprus/Programme Manager, ETF  
**Madeleine Gunny**, Thematic Expert: Regional Development/Lifelong Learning, member of ‘G5’ team, ETF  
**Peter Grootings**, Deputy Head of Department (Central Europe South), Country Manager for Slovenia, member of ‘G5’ team, ETF  
**Andrea Lorenzet**, Head of Unit, Personnel, ETF  
**Markku Junkkari**, Head of Department, Administration and Central Services, ETF  
**Gerard Mayen**, Programme Manager, Meda, and member of Staff Committee, ETF  
**Sam Cavanagh**, Procurement Officer/Assistant Country Manager for Bosnia and Herzegovina, and member of Staff Committee, ETF  
**Brian Walker**, Principal Administrator, PME, ETF

In addition, a presentation of the evaluation approach and methodology was made to the ETF Management Committee, followed by a discussion. The names of those attending are not provided here.

### Interviews with ETF staff in Turin (19th – 22nd February)

**Peter de Rooij**, Director, ETF  
**Ulrich Hillenkamp**, Deputy Director, ETF  
**Livio Pescia**, Deputy Director, ETF  
**Sandra Stefani**, Deputy Head of Department (Meda), Country Manager for Palestinian Authority, member of ‘G5’<sup>1</sup> team, ETF  
**Arjen Vos**, Head of Department, Western Balkans, member of ‘G5’ team  
**Haralobos Fragoulis**, Deputy Head of Department (Central Europe North), Country Manager for Slovak Republic, ETF  
**Marleen Voordeckers**, Head of Tempus Department  
**Peter Ector**, Deputy Head of Tempus Department  
**Anastasia Fetsi**, Manager for Montenegro and Serbia, Thematic expert on Social Exclusion  
**Evelyn Viertel**, Country Manager Croatia, Thematic expert VET Assessment and Training  
**Siria Taurelli**, Deputy Head of Department NIS, Country Manager Russian Federation, Delphi

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<sup>1</sup> The G5 team was established in response to a Governing Board request for a planning paper on the Foundations medium-term outlook. The team comprises 5 ETF staff members appointed by the Senior Management Team, and their work resulted in an internal paper “A Mid-Term Strategic Perspective for the European Training Foundation”, April 2001.

## Interviews with ETF staff in Turin (15th – 19th April)

### **Directorate**

DE ROOIJ Peter, Director  
HILLENKAMP Ulrich, Deputy Director  
PESCIA Livio, Deputy Director<sup>2</sup>  
MASSON Jean-Raymond, Senior Adviser

### **Planning, monitoring and evaluation unit**

WALKER Brian, Principal Administrator  
PARETI Francesco, Co-ordinator for Monitoring and Evaluation  
HOLGATE Christopher, Policy and Systems Development Manager

### **Mediterranean Region Department**

RAMSAYER Olivier, Head of Department  
JIMENO SICILIA Eva, Deputy Head of Department, team leader for activities in Syria  
CARRERO PEREZ Elena, Team leader for activities in Egypt and Israel  
MAYEN Gérard, Team leader for Observatory function development/Regional dimension

### **Central and Eastern Europe Department**

VOS Arjen, Head of Department  
GROOTINGS Peter, Deputy Head of Department

### **Western Balkans Department**

Country Manager for Slovenia  
GUNNY Madeleine, Team leader: Lifelong learning thematic working group  
KENNEDY Alison, Country manager for FYROM/Coordinator for key indicators and statistics  
NIELSEN Søren (AUX), Manager for Montenegro and Serbia  
SCHÖNER Ulrike, Country Manager for Czech Republic, Slovak Republic and Malta

### **New Independent States and Mongolia Department**

STEFANI Sandra, Head of Department  
TAURELLI Siria, Deputy Head of Department  
Country Manager Russian Federation  
DEIJ Arjen, Country Manager for Kyrgyzstan, Turkmenistan and Uzbekistan  
KUUSELA Timo, Country Manager for Russian Federation  
MOREL Claire, Country Manager for Kazakhstan and Mongolia/Programme Manager for interstate programmes  
AUTERE Hanna (AUX), Assistant

### **Management Training Unit**

TEUNISSEN Robert, Head of Unit

### **Tempus Department**

#### ***Selections and Publications***

HEMSCHMEIER Christine,  
CRESTANI Franca,

#### ***Contract Management and Monitoring***

JACQUES Karin, Country Desk for running projects in the Baltic States, Kazakhstan, Kyrgyzstan, Mongolia and the Russian Federation

### **Administrative and Central Services**

JUNKKARI Markku, Head of Administrative and Central Services

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<sup>2</sup> Telephone interview conducted immediately after Turin visit

***Personnel Unit***

LORENZET Andrea, Head of Unit

GANDINI Maria Francesca, Personnel Officer

***Finance and Legal Unit***

PARETI Francesco, Head of Finance Unit

***Accounting Team***

SMIT Martine, Financial Officer

***Legal Unit***

CICCARONE Tiziana, Head of Legal Unit

***System & Service Centre Team***

REINER Michael, Systems Administration and Support Co-ordinator

***Office & Site Management Team***

ZIJLSTRA Marjon, Administrative and Site Management Officer

***Software Development Team***

GORDON Nick, Software Engineer

***Information and Communications Unit***

SCHÜRINGS Gisela, Head of Unit

ANSTEY Joanna, Deputy Head of Unit

CHARLIER Scarlett, Publications Officer

**Background interviews in Brussels (January/February)**

**Martin Westlake**, Head of Unit, Tempus, DG EAC

**Gordon Clark**, Head of Unit, Development of Vocational Training Policy, DG EAC

**Peter de Rooij**, Director ETF

**Micheline Scheys**, Member of Governing Board and Evaluation Steering Committee

**Lesley Wilson**, Director EU Universities Rectors Conference (ex-Head of PME, ETF)

**Ms. E Goldberg**, Assistant to Catherine Day, DG RELEX

**Catherine Day**, Deputy Director-General, DG RELEX

**Interviews during Lithuania country visit (7th – 19th May)**

Dr. Vincentas Dienys	Director Methodical Centre for Vocational Education and Training
Ms. Giedre Beleckiene	Team Leader National Observatory
Ms. Natalija Zimina	Former Team Leader National Observatory
Ms. Lina Vaikute	National Observatory
Mr. Andreas Levickas	Head of College Studies Ministry of Education
Ms. Grazina Kisuiene	Director of Pre-ESF Agency and Phare PMU, Ministry of Education
Mr. Vytautas Burokas	Head of Registry Division, Ministry of Education
Ms. Rita Makonyte	Head of International Department
Mr. Evaldas Bacevicius	International Department
Ms. Lingale Biliunaite	Chief Specialist, Labour Market Department, Labour Market and Equal Opportunities Division, Ministry of Social Security and Labour
Dr. Tomas Jovaisa	Director-General, Labour Market Training Authority
Mr. Albertas Sleky	Head of Labour Supply and Demand Division, National Labour Exchange
Dr. Boguslavas Gruzevskis	Head of Target Group, Institute of Labour and Social Research
Mr. Alistair Ragbilatti	Phare Programme Manager, EC Delegation
Ms. Kotryna Sarmaviciene	Senior Specialist Structural Funds Management Division, Financial Assistance Department Ministry of Finance
Mr. Kestutis Masalskis	Director of Industry and Business Department, Ministry of Economy

### Annex 3: List of persons interviewed

Ms. Vitalija Motiekaitiene	Head of Employment Statistics Unit, Statistics Lithuania
Mr. Vytautas Sileikis	Director-General, Chamber of Commerce Kaunas
Dr. Rimantas Lauzackas,	Director of CVER and Dean of Faculty of Social Sciences
Ms. Asta Pundziene,	Vice-Director CVER
Mr. Kestutis Pekelis	Deputy Director and CVER Vice-Rector for International Affairs, Centre for Vocational Education and Research (CVER), Vytautas Magnus University, Kaunas
Mr. Gintautas Brazionas	Managing Director Vilnius College in Higher Education
Ms. Birute Miskiniene	Director Leonardo da Vinci National Agency
Mr. Vidas Salasevicius	Director, Regional Vocational Training Centre Marjampole
Ms. Rasa Zygmantaite	Development Unit, Regional Vocational Training Centre Marjampole
Mr. Rimvydas Zygmanta	Development Unit, Regional Vocational Training Centre Marjampole
Ms. Alvyda Burbieri	Education Co-ordinator Trade Union of Lithuanian Food Producers, Lithuanian Trade Unions Confederation

### Interviews during Russia country visit (19th – 25th May)

Mr. Evgeniy J. Boutko	Chief, Dept. of Vocational Education, Ministry of Education
Mr. Alexey V. Talonov	Deputy Head of International Co-operation Division, Ministry of General and Professional Education
Dr. Olga Oleynikova	Team Leader, National Observatory Russian Federation
Ms. Geraldine Gibbons	Team Leader, Tacis Monitoring Team for Russian Federation
Ms. Elena Vitskoya	Monitor
Ms. Irina P. Kabenina	Programme Officer, Human Resources, Technical Assistance, EC Delegation
Mr. Nicola Scaramuzzo	Project Officer, Operations Section, EC Delegation
Dr. Marina V. Larionova	Deputy Head of the Secretariat, Federal Commission on Organisation of Managers and Executives Training for Enterprises of National Economy of RF
National experts and component managers	
Dr. Anna Lysenko	Associate Professor, Academy of National Economy, Moscow
Dr. Ludmilla Dereviagina	Dean, Faculty of Marketing, State University of Management, Moscow
Dr. Marina I. Nezhurina	Dean, Distance Learning Centre, Moscow State University of Electronics and Mathematics Technical University
Mr. Mikhail Korsakov	Association of Russian Managers, Moscow

### Interviews in Brussels (28th – 30th May)

Mr Gordon Clark EAC
Ms Olivia Dorricott EAC
Mrs Eleni Spachis EAC
Mr Domenico Lenarduzzi EAC
Mr Martin Westlake EAC
Mr Giuseppe Massangioli Secretariat General (ex-EAC)
Mr Josep Molsosa I Pujal EAC
Mr Colin Wolfe AIDCO
Ms Elisabeth Feret AIDCO
Mr Sergio Piccolo AIDCO



Mr Angelo Baglio AIDCO

Mr Frederik Svedang RELEX

Mr Jose Antonio Torres Lacasa RELEX

Mr Anthony Smallwood RELEX

Mr Jari Haapala ELARG

M. Etienne Claeyé ELARG

Mr Göran Segerlund ELARG

Mrs Bridget Czarnota ELARG

Mr Julius op de Becke EMPL

Mr Vittorio Campanelli EMPL

Mr Philippe Hatt EMPL

Mr Johan van Rens, Director, CEDEFOP

### Interviews during Algeria country visit (2<sup>nd</sup> – 7<sup>th</sup> June)

M. AIT BELKACEM Mahrez, Directeur Général, Caisse Nationale d'Assurance Chômage (CNAC)

M. MEBAREK Abdelghani, Directeur Général, Agence Nationale de Soutien à l'Emploi des Jeunes (ANSEJ)

M. MEZIANI Mouloud, Directeur Général Adjoint, Agence de Développement Social

M. SEHEL, Ex Directeur Général – Fonds National pour le Développement de l'Apprentissage et de la Formation Continue (FNAC)

M. BERRABAH Yahia, Directeur Général, Fonds National pour le Développement de l'Apprentissage et de la Formation continue (FNAC)

Mlle. LEMAI Yamina-Farida, Chargée d'Etudes, Ministère des Finances

M. BOUROUBA Nouar, Directeur Général, Institut National de la Formation Professionnelle

M. AIT BOUDAOUD Laifa, Directeur d'Etudes, Secrétariat Général

M. ZEMMOURI Mohamed, Directeur Central, Direction du Développement et de la Planification, Ministère de la Formation Professionnelle

M. DJOUDAD Belkacem, Chargé d'Etudes et de Synthèse (Cabinet), Ministère de la Formation Professionnelle

M. MESLOUH Osmane, Directeur Général de l'IFP de Birkhadem, Ministère de la Formation Professionnelle

M. TATAH Boualem, Secrétaire Général du Ministère de la Formation Professionnelle

BELHOUL Djamal, Expert, EU Delegation

CASTELJON Jean-Marc, ETF Country Manager for Algeria

MAYEN Gerard, Team leader for Observatory function development in Meda region

### Interviews in Brussels, 10th and 11th July

Thomas Feige, Relex

Torsten Wollaert, Relex

Rutger Hopster, AIDCO

Carmen Falkenberg-Ambrosio, AIDCO

Otto Dibelius, EAC

Mirko Puig-Bender, ELARG

### Annex 3: List of persons interviewed

Anne Jensen, MEP  
Thomas Mann, MEP

#### Telephone interviews

Lawrence Meredith, AIDCO

Gordon Pursglove, ex-Governing Board member  
Micheline Scheys, Governing Board member  
Matthias Ruete, ELARG and Governing Board member

Stavros Stavrou, Deputy Director, CEDEFOP  
Dr Manfred Tessaring, expert, CEDEFOP  
Mara Brugia, expert, CEDEFOP

## Annex 4: ETF staff survey results

### Profile of Respondents

#### Breakdown by grade, department, and years of service

Grade		Department		Yrs at ETF	
A	50%	Directorate + PME Unit	9%	Average	5.1
B	29%	Geographical Departments	41%	Maximum	8
C	21%	Tempus Department	19%	Minimum	0
		Administration & Central Services	31%		

#### Cross-tabulation by grade and department

Grade	Administration & Central Services	Directorate + PME Unit	Geographical Departments	Tempus Department	(blank)	Total
A	7	4	21	4		36
B	7		6	8		21
C	6	3	4	2		15
(blank)	4		1	1	1	7
Total	24	7	32	15	1	79

#### Cross-tabulation by grade and years of service

Grade	0 yrs	1 yrs	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	(blank)	Total
A	1	4	2	1	2	2	7	15	1	1	36
B	1		2	4	4	1	2	6	1		21
C	2	1		2	1		3	6			15
(blank)						1	4	2			7
Total	4	5	4	7	7	4	16	29	2	1	79

# Annex 4: ETF Staff Survey Results

## Summary of responses by ETF staff

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>GENERAL QUESTIONS</b>															
1. ETF provides high quality expertise in the following fields:															
• Reform of partner country vocational education & training policies, systems & arrangements	25	35	1	0	0	16	77	41%	57%	2%	0%	0%	98%	2%	0%
• Curriculum development in vocational education & training	13	38	7	3	0	17	78	21%	62%	11%	5%	0%	84%	11%	5%
• Vocational teacher & trainer training	18	38	6	0	0	16	78	29%	61%	10%	0%	0%	90%	10%	0%
• Vocational education & training standards	17	35	8	0	0	16	76	28%	58%	13%	0%	0%	87%	13%	0%
• Financing of vocational education & training	5	30	15	11	0	15	76	8%	49%	25%	18%	0%	57%	25%	18%
• Vocational education & training to address social exclusion	10	29	19	3	0	16	77	16%	48%	31%	5%	0%	64%	31%	5%
• The role of social partners in vocational education & training reform	16	38	6	2	0	16	78	26%	61%	10%	3%	0%	87%	10%	3%
• Entrepreneurial & skill development for small & medium enterprises	9	35	12	5	0	17	78	15%	57%	20%	8%	0%	72%	20%	8%
• Management training	12	32	14	1	1	17	77	20%	53%	23%	2%	2%	73%	23%	3%
• Development of lifelong learning systems	13	33	14	2	0	16	78	21%	53%	23%	3%	0%	74%	23%	3%
• Providing information & data on the vocational training systems of partner countries	21	35	5	0	0	16	77	34%	57%	8%	0%	0%	92%	8%	0%
• Preparing partner countries for the European Social Fund	9	29	15	1	0	22	76	17%	54%	28%	2%	0%	70%	28%	2%
2. ETF provides effective feedback on the results of its activities in partner countries.	6	34	20	3	2	10	75	9%	52%	31%	5%	3%	62%	31%	8%
3. ETF publications provide accurate & reliable information on current labour market & VET developments.	8	37	19	2	0	11	77	12%	56%	29%	3%	0%	68%	29%	3%
4. The reports, guidelines & methodologies produced by ETF & are generally tailored to the specific needs of their target groups.	11	34	17	5	0	10	77	16%	51%	25%	7%	0%	67%	25%	7%
<b>ETF OBJECTIVES &amp; WORK PROGRAMMES</b>															
5. ETF maintains effective arrangements for informing ETF staff about the EU external relations policy framework, & changes within it.	7	34	15	16	2	2	76	9%	46%	20%	22%	3%	55%	20%	24%
6. ETF maintains effective arrangements for informing ETF staff about the DG EAC policy framework, & changes within it.	6	28	19	17	3	3	76	8%	38%	26%	23%	4%	47%	26%	27%
7. ETF actively promotes among its staff a clear & common understanding of the mission of ETF as an organisation.	8	39	14	12	3	0	76	11%	51%	18%	16%	4%	62%	18%	20%
8. ETF actively promotes among its staff a clear & common understanding of the objectives of ETF activities as set out in the founding Regulation & its Work Programmes.	8	37	18	11	3	0	77	10%	48%	23%	14%	4%	58%	23%	18%
9. ETF staff are adequately involved in preparation of ETF annual Work Programmes.	12	30	16	11	3	2	74	17%	42%	22%	15%	4%	58%	22%	19%
10. Procedures for monitoring & assessment of ETF activities are effective in determining progress & results achieved.	2	19	17	29	6	4	77	3%	26%	23%	40%	8%	29%	23%	48%
11. ETF has an effective publication & dissemination strategy that meets the needs of its customers & clients, as well as its organisational goals as a centre of expertise.	0	11	33	24	6	3	77	0%	15%	45%	32%	8%	15%	45%	41%
<b>DEVELOPING ETF AS A CENTRE OF EXPERTISE</b>															
12. The skills & knowledge of ETF staff have been fully mobilised in the development of strategies & plans to develop the Foundation as a centre of expertise.	4	30	19	19	3	2	77	5%	40%	25%	25%	4%	45%	25%	29%
13. There is common agreement amongst ETF staff on the goals of the current change management process.	1	27	28	19	2	0	77	1%	35%	36%	25%	3%	36%	36%	27%

# Annex 4: ETF Staff Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
14. The ongoing change management process is having a very positive effect on the skills development & internal organisation of the Foundation.	6	30	26	13	1	0	76	8%	39%	34%	17%	1%	47%	34%	18%
15. The Thematic Working Groups are an effective tool for knowledge sharing & for developing ETF's competence within each of its thematic priorities.	5	39	15	13	0	5	77	7%	54%	21%	18%	0%	61%	21%	18%
16. The Tandems have proven an effective mechanism for making ETF's existing skills & knowledge more widely accessible & available to ETF staff.	5	23	24	11	0	13	76	8%	37%	38%	17%	0%	44%	38%	17%
17. Current & planned initiatives for the skills & competence development of existing staff are sufficient.	2	20	23	24	4	2	75	3%	27%	32%	33%	5%	30%	32%	38%
18. ETF is on track to developing sufficient expertise within its thematic priorities as set out in the operational guidelines of June 2001 & in the current draft Strategy 2002-2004.	3	34	24	5	0	9	75	5%	52%	36%	8%	0%	56%	36%	8%
19. The framework contracts for EU experts managed by ETF to support its own activities are an effective means of securing high quality expertise.	2	27	23	6	5	14	77	3%	43%	37%	10%	8%	46%	37%	17%
<b>SUPPORT TO THE COMMISSION</b>															
20. There are clear & effective arrangements for the identification & provision of ETF advice & support to EuropeAid.	7	21	18	9	1	21	77	13%	38%	32%	16%	2%	50%	32%	18%
21. ETF is effective in promoting labour market & VET reform priorities in partner countries for incorporation into EU external aid policies & programmes.	5	34	16	4	0	18	77	8%	58%	27%	7%	0%	66%	27%	7%
22. ETF's efforts to develop agreements for cooperation with Commission services have been focused on the operational requirements of the Commission.	11	39	9	1	0	15	75	18%	65%	15%	2%	0%	83%	15%	2%
23. ETF's efforts to develop agreements for cooperation with Commission services have been focused on the strategic requirements of partner countries.	7	22	20	6	0	21	76	13%	40%	36%	11%	0%	53%	36%	11%
24. ETF has developed a clear role in support of the identification & preparation of EU-funded labour market & VET reform programmes.	9	27	16	6	0	19	77	16%	47%	28%	10%	0%	62%	28%	10%
25. ETF has an important role to play in monitoring of the technical content & progress of EU-funded programmes in the field of labour market & VET reform.	17	31	12	2	0	15	77	27%	50%	19%	3%	0%	77%	19%	3%
26. ETF has an important role to play in the preparation & conduct of evaluations.	15	26	16	4	0	13	74	25%	43%	26%	7%	0%	67%	26%	7%
<b>TEMPUS</b>															
27. ETF's management of Tempus Technical Assistance has provided the Foundation with valuable skills & experience for its role as a centre of expertise.	6	25	11	5	1	27	75	13%	52%	23%	10%	2%	65%	23%	13%
28. The skills & expertise developed within the Tempus Department in the field of higher education are complementary to ETF's other areas of work.	9	28	7	3	1	27	75	19%	58%	15%	6%	2%	77%	15%	8%
29. The number & expertise of Tempus Department staff are appropriate to the nature of tasks as set out in the conventions for provision of TA to the Tempus programme.	6	22	7	6	3	30	74	14%	50%	16%	14%	7%	64%	16%	20%
30. The location & organisational arrangement of the Tempus Department have allowed its skills & expertise in the field of higher education to be effectively used in ETF's other areas of work.	3	9	15	16	6	26	75	6%	18%	31%	33%	12%	24%	31%	45%
31. Information flows & coordination between the Tempus Department & other ETF departments have been effective.	0	8	17	25	6	19	75	0%	14%	30%	45%	11%	14%	30%	55%
32. The project cycle management expertise built up within the Tempus Department can make a valuable contribution to the management of ETF support services to the European Commission.	17	22	7	4	0	25	75	34%	44%	14%	8%	0%	78%	14%	8%
33. ETF has gained a net benefit as a result of its management of Tempus Technical Assistance.	12	18	18	4	1	21	74	23%	34%	34%	8%	2%	57%	34%	9%

## Annex 4: ETF Staff Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>INTERNAL COMMUNICATION &amp; DECISION-MAKING</b>															
34. Management decisions are communicated effectively to ETF staff.	2	36	18	16	4	0	76	3%	47%	24%	21%	5%	50%	24%	26%
35. ETF staff are fully engaged in the internal consultation & decision-making processes concerned with developing the Foundation as a centre of expertise.	4	29	20	17	5	1	76	5%	39%	27%	23%	7%	44%	27%	29%
36. Management decision-making has adequately taken into account the concerns & considerations of ETF staff as presented through the Staffing Committee & Trade Union.	2	9	24	25	10	5	75	3%	13%	34%	36%	14%	16%	34%	50%
37. Coordination & communication between geographical, thematic & administrative departments is effective.	2	18	19	28	5	4	76	3%	25%	26%	39%	7%	28%	26%	46%
38. The reasoning behind decisions on financial resource allocation within ETF is generally well understood by ETF staff.	3	21	16	24	5	7	76	4%	30%	23%	35%	7%	35%	23%	42%
39. The reasoning behind decisions on staffing & human resource development within ETF is generally well understood by ETF staff.	3	11	19	31	10	2	76	4%	15%	26%	42%	14%	19%	26%	55%
40. Work programmes & budgets are prepared in a transparent manner.	8	36	14	8	3	6	75	12%	52%	20%	12%	4%	64%	20%	16%
41. Activity-Based Budgeting has improved the efficiency & transparency of resource allocation within ETF.	4	22	24	11	4	10	75	6%	34%	37%	17%	6%	40%	37%	23%
<b>GOVERNING BOARD &amp; ADVISORY FORUM</b>															
42. The Governing Board has contributed actively to the development of Work Programmes.	2	11	17	17	3	25	75	4%	22%	34%	34%	6%	26%	34%	40%
43. The Governing Board members are well-informed about the ongoing process of organisational change & staff development within ETF to consolidate its role as a centre of expertise.	2	21	14	10	2	27	76	4%	43%	29%	20%	4%	47%	29%	24%
44. The Governing Board supports the internal plans prepared & actions undertaken by ETF to consolidate its role as a centre of expertise.	4	21	20	3	1	26	75	8%	43%	41%	6%	2%	51%	41%	8%
45. The regional Advisory Forums comprise an appropriate mix of technical & regional expertise.	5	26	10	3	4	26	74	10%	54%	21%	6%	8%	65%	21%	15%
46. The Advisory Forum is an effective mechanism for communication regional & country priorities in labour market & VET reform.	0	21	19	8	5	23	76	0%	40%	36%	15%	9%	40%	36%	25%
47. The Advisory Forum has contributed actively to the development of Work Programmes.	2	18	16	12	5	23	76	4%	34%	30%	23%	9%	38%	30%	32%
48. The regional Advisory Forums are more effective than the previous arrangement of thematic sub-groups.	5	15	23	3	0	29	75	11%	33%	50%	7%	0%	43%	50%	7%
49. The Advisory Forum is an effective mechanism for networking with Member State VET institutions, other international bodies, & partner country institutions & experts.	3	24	16	6	3	24	76	6%	46%	31%	12%	6%	52%	31%	17%

## Ranking of Responses

### **Ranking of ETF's Areas of Expertise (question 01)**

Respondents were asked whether they agreed or disagreed with the following statements about ETF's expertise. The following table ranks each area of expertise from 1 (where most staff agreed that ETF has this expertise) to 12 (where fewest staff agreed that ETF has this expertise).

Rank	Area of High Quality Expertise
1.	Reform of partner country vocational education & training policies, systems & arrangements
2.	Providing information & data on the vocational training systems of partner countries
3.	Vocational teacher & trainer training
4.	Vocational education & training standards
5.	The role of social partners in vocational education & training reform
6.	Curriculum development in vocational education & training
7.	Development of lifelong learning systems
8.	Management training
9.	Vocational education & training to address social exclusion
10.	Entrepreneurial & skill development for small & medium enterprises
11.	Preparing partner countries for the European Social Fund
12.	Financing of vocational education & training

### **Most 'Strongly Agreed/Agreed with...' Statements**

Rank	Statements
1.	ETF's efforts to develop agreements for cooperation with Commission services have been focused on the <u>operational requirements of the Commission</u> .
2.	ETF has an important role to play in monitoring of the technical content & progress of EU-funded programmes in the field of labour market & VET reform.
3.	ETF actively promotes among its staff a clear & common understanding of the mission of ETF as an organisation.
4.	The reports, guidelines & methodologies produced by ETF & are generally tailored to the specific needs of their target groups.
5.	ETF publications provide accurate & reliable information on current labour market & VET developments.
6.	ETF actively promotes among its staff a clear & common understanding of the objectives of ETF activities as set out in the founding Regulation & its Work Programmes.
7.	Work programmes & budgets are prepared in a transparent manner.
8.	The Thematic Working Groups are an effective tool for knowledge sharing & for developing ETF's competence within each of its thematic priorities.
9.	ETF staff are adequately involved in preparation of ETF annual Work Programmes.
10.	ETF has an important role to play in the preparation & conduct of evaluations.

## Annex 4: ETF Staff Survey Results

### **Most 'Strongly Disagreed/Disagreed with...' Statements**

<b>Rank</b>	<b>Statements</b>
1.	The reasoning behind decisions on staffing & human resource development within ETF is generally well understood by ETF staff.
2.	Management decision-making has adequately taken into account the concerns & considerations of ETF staff as presented through the Staffing Committee & Trade Union.
3.	Procedures for monitoring & assessment of ETF activities are effective in determining progress & results achieved.
4.	Coordination & communication between geographical, thematic & administrative departments is effective.
5.	Information flows & coordination between the Tempus Department & other ETF departments have been effective.
6.	ETF has an effective publication & dissemination strategy that meets the needs of its customers & clients, as well as its organisational goals as a centre of expertise.
7.	The reasoning behind decisions on financial resource allocation within ETF is generally well understood by ETF staff.
8.	Current & planned initiatives for the skills & competence development of existing staff are sufficient.
9.	The location & organisational arrangement of the Tempus Department have allowed its skills & expertise in the field of higher education to be effectively used in ETF's other areas of work.
10.	ETF staff are fully engaged in the internal consultation & decision-making processes concerned with developing the Foundation as a centre of expertise.



### Key Strengths of ETF as identified by ETF staff

Rank	Emerging Themes	
1.	The expertise and experience of ETF, especially the combination VET knowledge with the practical reality of partner countries	34.7%
2.	The approach and environment of the ETF as an organisation, especially its flexibility and change management process	18.4%
3.	ETF's Human Resources, and the capacity of its staff	11.2%
4.	Working with stakeholders, particularly in the partner countries	7.2%
5.	ETF's networks in partner countries and with other stakeholders	7.2%
6.	Experience of Project Cycle Management	6.6%
7.	The identity and services ETF provides:	6.6%
8.	As an EU agency and with work for the Commission:	4.6%
9.	Information Technology	2.0%
10.	The Tempus Programme	1.3%
	<b>Total</b>	<b>100.0%</b>

### Key Weaknesses of ETF as identified by ETF staff

Rank	Emerging Themes	
1.	The internal processes and structures of ETF	22.4%
2.	Poor management and decision-making	15.1%
3.	Poor relations with the Commission	11.2%
4.	Lack of strategic clarity	11.2%
5.	Weaknesses in the operational approach, implementation of activities	9.9%
6.	Better internal knowledge management, expertise	7.9%
7.	The poor external image, identity of ETF	7.2%
8.	The need for capacity building, training of staff	6.6%
9.	Poor external communications	5.3%
10.	Lack of transparency	2.6%
11.	The Tempus programme	1.3%
	<b>Total</b>	<b>100.0%</b>

## Annex 5: Stakeholder survey results

### Profile of Respondents

#### Breakdown of responses by region of operation, and collaboration with ETF

Region of operation			Currently collaborating with ETF?		Yrs of Collaboration		
	n			n			Yrs
Phare	48	41%	yes	81	79%	Average	4.4
CARDS	11	9%	no	19	19%	Maximum	11.0
Tacis	21	18%	(blank)	2	2%	Minimum	0.5
Meda	27	23%					
All	11	9%					
	118 <sup>1</sup>	100%		102	100%		

#### Breakdown of responses by stakeholder groups

Description	n
AF member	23
Total Commission	17
<i>DG Enlargement</i>	2
<i>DG Relex</i>	4
<i>EU Delegation</i>	7
<i>EuropeAid</i>	4
CEDEFOP staff	10
GB member	8
NO staff or MB member	6
VET expert	6
Partner country VET	5
Partner country government	3
WB ILO or OECD	2
Trade Union	1
UNESCO Staff	1
social partner organisation	1
individual LM&CVT expert	1
other	1
blank	16
<b>Total</b>	<b>102</b>

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<sup>1</sup> Respondents may work or have worked with ETF in more than one region

Summary of responses by ETF stakeholders

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>GENERAL QUESTIONS</b>															
1. ETF has made a significant contribution to labour market & VET reform in partner countries.	22	49	18	9	0	3	101	22%	50%	18%	9%	0%	72%	18%	9%
2. ETF has a good reputation as a provider of high quality expertise.	26	61	7	6	1	0	101	26%	60%	7%	6%	1%	86%	7%	7%
3. ETF provides high quality expertise in the following fields:															
· Reform of partner country vocational education & training policies, systems and arrangements	34	53	7	3	2	1	100	34%	54%	7%	3%	2%	88%	7%	5%
· Curriculum development in vocational education & training	17	48	20	7	0	8	100	18%	52%	22%	8%	0%	71%	22%	8%
· Vocational teacher & trainer training	13	51	20	5	1	10	100	14%	57%	22%	6%	1%	71%	22%	7%
· Vocational education & training standards	23	48	15	2	2	9	99	26%	53%	17%	2%	2%	79%	17%	4%
· Financing of vocational education & training	9	40	24	11	4	11	99	10%	45%	27%	13%	5%	56%	27%	17%
· Vocational education & training to address social exclusion	13	38	30	4	2	11	98	15%	44%	34%	5%	2%	59%	34%	7%
· The role of social partners in vocational education & training reform	25	49	15	3	1	5	98	27%	53%	16%	3%	1%	80%	16%	4%
· Entrepreneurial and skill development for small and medium enterprises	13	29	31	7	2	16	98	16%	35%	38%	9%	2%	51%	38%	11%
· Management training	18	29	26	8	3	14	98	21%	35%	31%	10%	4%	56%	31%	13%
· Development of lifelong learning systems	15	44	24	6	1	9	99	17%	49%	27%	7%	1%	66%	27%	8%
· Providing information and data on the vocational training systems of partner countries	43	48	7	1	0	0	99	43%	48%	7%	1%	0%	92%	7%	1%
· Preparing partner countries for the European Social Fund	17	24	31	9	1	16	98	21%	29%	38%	11%	1%	50%	38%	12%
4. ETF has a sound knowledge of the political, social & economic context of human resource development reform in its partner countries.	31	54	8	6	1	1	101	31%	54%	8%	6%	1%	85%	8%	7%
5. ETF has a sound knowledge of EU policies & best practice in the fields of labour market & VET reform.	34	43	16	4	0	3	100	35%	44%	16%	4%	0%	79%	16%	4%
6. ETF provides a pragmatic & long-term view of the requirements for labour market & VET reform in partner countries.	14	41	32	8	1	5	101	15%	43%	33%	8%	1%	57%	33%	9%
7. ETF acts as an effective catalyst in the development of policies & methodologies concerning labour market & VET reform in partner countries.	18	49	17	12	1	3	100	19%	51%	18%	12%	1%	69%	18%	13%
8. ETF provides effective feedback on the results of its activities in partner countries.	22	52	14	12	0	1	101	22%	52%	14%	12%	0%	74%	14%	12%
9. ETF is an effective partner in joint donor initiatives.	21	25	31	7	1	16	101	25%	29%	36%	8%	1%	54%	36%	9%
10. The National Observatory network is a valuable source of information & good practice on vocational education, training & labour market systems in EU Member States and partner countries.	37	37	16	3	1	6	100	39%	39%	17%	3%	1%	79%	17%	4%
11. ETF publications provide accurate & reliable information on current labour market & VET developments.	25	59	10	4	0	3	101	26%	60%	10%	4%	0%	86%	10%	4%
12. The reports, guidelines & methodologies that you have received from ETF have generally been relevant & useful to your needs.	21	57	7	7	2	5	99	22%	61%	7%	7%	2%	83%	7%	10%
13. ETF responds swiftly & appropriately to requests for advice & support services.	24	41	19	5	2	8	99	26%	45%	21%	5%	2%	71%	21%	8%

## Annex 5: Stakeholder Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>COMMISSION STAFF FROM DG EXTERNAL RELATIONS</b>															
14. ETF provides an effective contribution to the programming of EU external aid in the field of labour market & VET reform.	2	2	2	1	0	1	8	29%	29%	29%	14%	0%	57%	29%	14%
15. Country Reports, Cross-Country Thematic Reports & Country Progress Reports provide a valuable input to the programming of EU external aid in the field of labour market & VET reform.	3	2	1	2	0	0	8	38%	25%	13%	25%	0%	63%	13%	25%
16. ETF provides timely & useful opinions on the technical contents of Country Strategy Papers & National/Regional Indicative Programmes	4	2	1	1	0	0	8	50%	25%	13%	13%	0%	75%	13%	13%
17. There are clear & effective arrangements for the identification & provision of ETF advice & support to DG RELEX.	1	5	0	1	1	0	8	13%	63%	0%	13%	13%	75%	0%	25%
18. The expertise & support provided by ETF represent good value-for-money.	0	4	0	2	0	2	8	0%	67%	0%	33%	0%	67%	0%	33%
19. DG Relex is well-informed about ETF's current efforts to develop further its expertise in a limited range of thematic priorities.	0	4	3	0	1	0	8	0%	50%	38%	0%	13%	50%	38%	13%
20. ETF's technical expertise & country-specific knowledge match the needs of DG RELEX for advice & support in labour market & VET reform.	1	6	1	0	0	0	8	13%	75%	13%	0%	0%	88%	13%	0%
21. ETF's Work Programme for 2001 – 2003 matches the requirements of DG RELEX for advice & support in labour market & VET reform.	0	5	3	0	0	0	8	0%	63%	38%	0%	0%	63%	38%	0%
<b>COMMISSION STAFF FROM EUROPEAID</b>															
22. ETF provides an effective contribution to the identification & preparation of EU-funded programmes in the field of labour market & VET reform.	2	3	0	0	0	0	5	40%	60%	0%	0%	0%	100%	0%	0%
23. ETF has an important role to play in monitoring of the technical content and progress of EU-funded programmes in the field of labour market & VET reform.	1	2	0	1	0	0	4	25%	50%	0%	25%	0%	75%	0%	25%
24. ETF has an important role to play in informing project & programme managers on best practice & lessons learned.	1	1	2	0	0	0	4	25%	25%	50%	0%	0%	50%	50%	0%
25. ETF has an important role to play in the preparation & conduct of evaluations.	1	1	1	1	0	0	4	25%	25%	25%	25%	0%	50%	25%	25%
26. There are clear & effective arrangements for the identification & provision of ETF advice & support to EuropeAid.	1	0	0	3	0	0	4	25%	0%	0%	75%	0%	25%	0%	75%
27. [For the Meda region only] ETF activities in the following areas have been tailored to the specific needs & context of partner countries in the Meda region:															
· Preparation of country reports concerning the current state of development of the Mediterranean partners' vocational education & management training systems	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
· Disseminating European vocational education & management training expertise & good practice	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
· Raising regional dialogue over the issue of vocational education & training	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
· Encouraging cooperation between the Mediterranean partners & donor assistance from the EU, its Member States & international organisations	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%

## Annex 5: Stakeholder Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>COMMISSION STAFF FROM DG ENLARGEMENT</b>															
28. ETF has effectively managed EU-funded programmes in the field of labour market & VET reform.	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
29. ETF's regular "Reviews of Progress" on vocational training reforms are a valuable contribution to the annual progress reports drawn up by the Commission.	1	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
30. ETF has made a valuable contribution to TAIEX activities relating to expertise development in the field of labour market & VET reform.	0	0	1	0	0	0	1	0%	0%	0%	0%	0%	0%	0%	0%
31. ETF has provided valuable assistance to Candidate Countries in their preparations for accession in the field of labour market & VET reform	0	1	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
32. The National Observatory network in Candidate Countries provides a sound basis for analysing the development of labour & VET systems in Candidate Countries.	0	0	1	0	0	0	1	0%	0%	0%	0%	0%	0%	0%	0%
33. The expertise & support provided by ETF represent good value-for-money.	0	1	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%	0%
<b>COMMISSION STAFF FROM DG EMPLOYMENT</b>															
34. The Country Monographs prepared by ETF on vocational education & training & employment services have been a valuable contribution to European Social Fund preparations in accession countries.	2	1	3	0	0	0	6	0%	17%	50%	0%	0%	50%	50%	0%
35. ETF has provided effective assistance to the implementation of the Special Preparatory Programme for the European Social Fund.	2	2	2	1	0	0	7	0%	29%	29%	14%	0%	57%	29%	14%
36. ETF has provided effective support in the setting up of a network of National Training Institutions for the Structural Funds within the candidate countries.	2	3	2	0	0	0	7	0%	43%	29%	0%	0%	71%	29%	0%
37. ETF's Background Studies on Employment and Labour Markets have been a valuable contribution to the Employment Policy Review process.	4	1	2	0	0	0	7	0%	14%	29%	0%	0%	71%	29%	0%
38. ETF has made a valuable contribution to the preparation of Joint Assessment Papers.	0	2	3	1	1	0	7	0%	29%	43%	14%	14%	29%	43%	29%
<b>STAFF FROM CEDEFOP</b>															
39. The ETF-CEDEFOP Framework Agreement provides a clear & practical basis for cooperation between the two organisations.	0	5	4	1	0	0	10	0%	50%	40%	10%	0%	50%	40%	10%
40. ETF & CEDEFOP communicate effectively together.	1	5	0	4	0	0	10	0%	50%	0%	40%	0%	60%	0%	40%
41. The ETF-CEDEFOP working group is an effective mechanism for coordinating joint activities & events.	1	5	2	2	0	0	10	0%	50%	20%	20%	0%	60%	20%	20%
42. The ETF-CEDEFOP working group has been effective in avoiding duplication between ETF & CEDEFOP activities.	0	5	3	1	1	0	10	0%	50%	30%	10%	10%	50%	30%	20%
43. CEDEFOP has been adequately & appropriately involved in ETF activities & events concerning Candidate Countries.	3	3	2	1	1	0	10	0%	30%	20%	10%	10%	60%	20%	20%
44. ETF has provided valuable support to Candidate Countries for their participation in CEDEFOP projects & initiatives.	1	7	0	1	0	1	10	0%	78%	0%	11%	0%	89%	0%	11%
45. ETF & CEDEFOP share their resources effectively (eg. providing access to each other's publications).	1	5	2	1	0	1	10	0%	56%	22%	11%	0%	67%	22%	11%
46. Cooperation between ETF & CEDEFOP has been effective in familiarising Candidate Countries with the requirements of the acquis in the field of labour market & VET reform.	0	6	3	1	0	0	10	0%	60%	30%	10%	0%	60%	30%	10%
47. The National Observatory network in Candidate Countries comprises appropriate institutions for participation in CEDEFOP's network of reference & expertise following accession.	1	5	4	0	0	0	10	0%	50%	40%	0%	0%	60%	40%	0%

## Annex 5: Stakeholder Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>GOVERNING BOARD MEMBERS</b>															
48. The functioning & composition of the Governing Board are appropriate to its statutory role & to the statutory tasks of the Foundation.	2	5	1	1	0	0	9	0%	56%	11%	11%	0%	78%	11%	11%
49. The Governing Board has been an effective means of incorporating Member State needs & expectations into ETF's medium-term guidelines & Work Programme 2001 – 2003.	2	3	2	2	0	0	9	0%	33%	22%	22%	0%	56%	22%	22%
50. ETF's Annual Work Programmes adequately reflect the concerns & recommendations of the Governing Board.	2	3	2	2	0	0	9	0%	33%	22%	22%	0%	56%	22%	22%
51. Governing Board members believe that the ETF Work Programmes & multi-annual guidelines are an effective means of ensuring that ETF fulfils its statutory tasks	1	5	2	0	0	0	8	0%	63%	25%	0%	0%	75%	25%	0%
52. ETF's achievements & the quality of its outputs meet the expectations of the Governing Board.	2	5	1	0	0	0	8	0%	63%	13%	0%	0%	88%	13%	0%
53. The expertise & support provided by ETF represent good value-for-money.	2	5	1	0	0	0	8	0%	63%	13%	0%	0%	88%	13%	0%
54. ETF provides the Governing Board members with adequate & timely information to enable them to analyse Work Programmes.	2	2	3	1	0	0	8	0%	25%	38%	13%	0%	50%	38%	13%
55. Governing Board members believe that the Advisory Forum plays a useful role in contributing to the formulation of Work Programmes.	2	4	2	0	0	0	8	0%	50%	25%	0%	0%	75%	25%	0%
56. Governing Board members are well informed about the ongoing process of organisational change & staff development within ETF to consolidate its role as a centre of expertise.	2	1	2	2	1	0	8	0%	13%	25%	25%	13%	38%	25%	38%
57. The Governing Board supports the internal plans prepared & actions undertaken by ETF to consolidate its role as a centre of expertise.	1	6	1	0	0	0	8	0%	75%	13%	0%	0%	88%	13%	0%
<b>ADVISORY FORUM MEMBERS</b>															
58. The Advisory Forum is adequately informed by ETF about EU External Relations policy & developments relating to labour market & VET reform.	8	12	4	1	2	0	27	0%	44%	15%	4%	7%	74%	15%	11%
59. The Advisory Forum is an effective mechanism for communicating regional & country priorities in labour market & VET reform.	10	7	6	3	1	0	27	0%	26%	22%	11%	4%	63%	22%	15%
60. The regional Advisory Forums (since 2000) are more effective than the previous arrangement of thematic sub-groups (pre-2000).	4	8	6	5	3	1	27	0%	31%	23%	19%	12%	46%	23%	31%
61. ETF provides the Advisory Forum with adequate & timely information to enable it to analyse Work Programmes.	8	14	4	0	0	1	27	0%	54%	15%	0%	0%	85%	15%	0%
62. ETF's Annual Work Programmes adequately reflect the concerns & recommendations of the Advisory Forum.	5	13	6	1	0	2	27	0%	52%	24%	4%	0%	72%	24%	4%
63. ETF communicates effectively with Advisory Forum members.	11	12	1	3	0	0	27	0%	44%	4%	11%	0%	85%	4%	11%
64. The Advisory Forum is an effective mechanism for networking with Member State VET institutions, other international bodies, & partner country institutions & experts.	9	11	5	1	1	0	27	0%	41%	19%	4%	4%	74%	19%	7%
65. [For Meda Advisory Forum members only] ETF activities in the following areas have been tailored to the specific needs & context of partner countries in the Meda region:															
· Preparation of country reports concerning the current state of development of the Mediterranean partners' vocational education & management training systems	6	5	1	0	0	0	12	0%	42%	8%	0%	0%	92%	8%	0%
· Disseminating European vocational education & management training expertise & good practice	4	5	3	0	0	0	12	0%	42%	25%	0%	0%	75%	25%	0%
· Raising regional dialogue over the issue of vocational education & training	4	8	0	0	0	0	12	0%	67%	0%	0%	0%	100%	0%	0%
· Encouraging cooperation between the Mediterranean partners & donor assistance from the EU, its Member States & international organisations	3	7	2	0	0	0	12	0%	58%	17%	0%	0%	83%	17%	0%

## Annex 5: Stakeholder Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>PARTNER COUNTRY MINISTRIES AND VET INSTITUTIONS</b>															
66. ETF has effectively managed EU-funded programmes in the field of labour market & VET reform.	4	12	3	1	0	2	22	0%	60%	15%	5%	0%	80%	15%	5%
67. ETF has provided effective support & advice on the monitoring of labour market & VET reforms.	4	12	3	2	0	1	22	0%	57%	14%	10%	0%	76%	14%	10%
68. ETF has provided effective support & advice on the establishment of National Observatories.	10	8	1	0	0	3	22	0%	42%	5%	0%	0%	95%	5%	0%
69. The National Observatories network acts as an effective catalyst in the development of policies & methodologies concerning labour market & VET reform in partner countries.	6	6	3	1	2	2	20	0%	33%	17%	6%	11%	67%	17%	17%
70. National observatories provide effective services in the following areas:													#DIV/0!	0%	#####
· Preparation of structured assessments on vocational education, training and labour market reform in partner countries	7	10	2	0	0	1	20	0%	53%	11%	0%	0%	89%	11%	0%
· Dissemination of information on good practice in vocational education, training and labour market systems from European Union Member States and other partner countries	9	5	2	4	0	1	21	0%	25%	10%	20%	0%	70%	10%	20%
· Facilitating cooperation with international networks, and organisations from EU Member States	7	7	2	3	1	1	21	0%	35%	10%	15%	5%	70%	10%	20%
71. The information & products prepared by the National Observatories are geared more towards the needs of the European Training Foundation & the European Commission, rather than the partner countries.	9	3	4	4	0	1	21	0%	15%	20%	20%	0%	60%	20%	20%
72. ETF has provided effective support & advice on the strengthening of VET and labour market institutions.	3	10	5	3	0	0	21	0%	48%	24%	14%	0%	62%	24%	14%
73. [For Candidate Countries only] The Country Monographs prepared by ETF on vocational education & training & employment services provide a useful framework for European Social Fund preparations in accession countries.	3	7	3	0	1	2	16	0%	50%	21%	0%	7%	71%	21%	7%
74. [For Candidate Countries only] ETF has made a valuable contribution to the preparation of Joint Assessment Papers.	3	7	2	0	1	3	16	0%	54%	15%	0%	8%	77%	15%	8%
75. [For Meda only] ETF activities in the following areas have been tailored to the specific needs & context of partner countries in the Meda region:													#DIV/0!	0%	#####
· Preparation of country reports concerning the current state of development of the Mediterranean partners' vocational education & management training systems	4	2	1	0	0	0	7	0%	29%	14%	0%	0%	86%	14%	0%
· Disseminating European vocational education & management training expertise & good practice	2	3	0	1	0	0	6	0%	50%	0%	17%	0%	83%	0%	17%
· Raising regional dialogue over the issue of vocational education & training	1	4	1	0	0	0	6	0%	67%	17%	0%	0%	83%	17%	0%
· Encouraging cooperation between the Mediterranean partners & donor assistance from the EU, its Member States & international organisations	1	4	1	0	0	0	6	0%	67%	17%	0%	0%	83%	17%	0%

## Annex 5: Stakeholder Survey Results

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable	no. responses	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree or Agree	Undecided	Disagree or Strongly disagree
<b>NATIONAL OBSERVATORIES</b>															
76. ETF has provided effective support & advice on the establishment of National Observatories.	13	4	0	1	0	2	20	0%	22%	0%	6%	0%	94%	0%	6%
77. The National Observatories network acts as an effective catalyst in the development of policies & methodologies concerning labour market & VET reform in partner countries.	9	7	2	1	0	1	20	0%	37%	11%	5%	0%	84%	11%	5%
78. National Observatory staff & members of the management board/steering committee are closely involved in the policy debate about labour market & VET reform in partner countries.	5	11	0	2	0	1	19	0%	61%	0%	11%	0%	89%	0%	11%
79. The information & products prepared by the National Observatories are geared more towards the needs of the European Training Foundation & the European Commission, rather than the partner countries.	1	4	3	11	0	1	20	0%	21%	16%	58%	0%	26%	16%	58%
<b>OTHER INTERNATIONAL BODIES (WORLD BANK, ILO, OECD)</b>															
80. [OECD only] ETF staff have made a valuable contribution in peer review activities with your organisation.	1	2	0	0	0	0	3	0%	67%	0%	0%	0%	100%	0%	0%
81. The Advisory Forum is an effective mechanism for networking with Member State VET institutions, other international bodies, & partner country institutions & experts.	1	1	4	0	0	0	6	0%	17%	67%	0%	0%	33%	67%	0%
82. The National Observatories network acts as an effective catalyst in the development of policies & methodologies concerning labour market & VET reform in partner countries.	0	3	1	1	0	0	5	0%	60%	20%	20%	0%	60%	20%	20%
<b>INDIVIDUAL VET EXPERTS</b>															
83. The Advisory Forum is an effective mechanism for networking with Member State VET institutions, other international bodies, & partner country institutions & experts.	2	4	3	1	0	3	13	0%	40%	30%	10%	0%	60%	30%	10%
84. National Observatories act as an effective catalyst in the development of policies & methodologies concerning labour market & VET reform in partner countries.	0	7	2	1	1	3	14	0%	64%	18%	9%	9%	64%	18%	18%
85. The information & products prepared by the National Observatories are geared more towards the needs of the European Training Foundation & the European Commission, rather than the partner countries.	1	2	4	3	1	3	14	0%	18%	36%	27%	9%	27%	36%	36%
86. The conferences, seminars & meetings arranged by ETF, the National Observatories, or the Advisory Forum are a useful mechanism for learning & knowledge-sharing.	5	6	1	1	0	1	14	0%	46%	8%	8%	0%	85%	8%	8%
87. Your involvement with ETF as made a valuable contribution to your professional development.	0	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%



## Ranking of Responses

### **Ranking of ETF's Areas of Expertise (question 03)**

Respondents were asked whether they agreed or disagreed with the following statements about ETF's expertise. The following table ranks each area of expertise from 1 (where most respondents agreed that ETF has this expertise) to 12 (where fewest respondents agreed that ETF has this expertise).

Rank	Area of High Quality Expertise	Rank by ETF staff
1.	Providing information and data on the vocational training systems of partner countries	2
2.	Reform of partner country vocational education & training policies systems and arrangements	1
3.	Vocational education & training standards	4
4.	The role of social partners in vocational education & training reform	5
5.	Management training	8
6.	Curriculum development in vocational education & training	6
7.	Preparing partner countries for the European Social Fund	11
8.	Entrepreneurial and skill development for small and medium enterprises	10
9.	Development of lifelong learning systems	7
10.	Vocational education & training to address social exclusion	9
11.	Vocational teacher & trainer training	3
12.	Financing of vocational education & training	12

## Annex 6: ETF's Current Mandate as amended by Council Regulation No. 1572/98

This table presents the objectives, scope and functions of ETF, incorporating all amendments made since the original Council Regulation 1360/90. Our emphasis is added.

### Article 1: Objectives

This Regulation hereby establishes the European Training Foundation, hereinafter referred to as the "Foundation" whose objective shall be **to contribute to the development of the vocational training systems** of:

- the countries of **Central and Eastern Europe** designated as eligible for economic aid by the Council in Regulation (EEC) No 3906/89 or in any subsequent relevant legal act,
- the **New Independent States of the former Soviet Union and Mongolia** which are the beneficiaries of the programme to assist economic reform and recovery pursuant to Regulation (Euratom, EC) No 1279/96 or any subsequent relevant legal act, and
- the **Mediterranean non-member countries and territories** which are the beneficiaries of the financial and technical measures to accompany the reform of their economic and social structures pursuant to Regulation (EC) No 1488/96 or any subsequent relevant legal act.

Those countries shall be hereinafter referred to as the "eligible countries".

### Article 2: Scope

Following the general guidelines established at Community level, **the Foundation shall work in the training field, covering initial and continuing vocational training as well as retraining for young people and adults, including in particular management training.**

### Article 3: Functions

For the purpose of achieving the objectives set out in Article 1, the Foundation shall, within the limits of the powers conferred on the governing board and following the general guidelines established at Community level:

- (a) **provide assistance** in the definition of training needs and priorities **through the implementation of measures of technical assistance** in the training field, **and through cooperation with the appropriate designated bodies** in the eligible countries;
- (b) **act as a clearing house** to provide the Community, its Member States and the third countries referred to in Article 16, together with the eligible countries and all other interested parties, with **information on current initiatives and future needs in the training field**, and provide a **framework through which offers of assistance can be channeled**;
- (c) on the basis of (a) and (b);
- **examine the scope for joint ventures of training assistance** including pilot projects, for the setting up of specialized multinational teams for specific projects and for identifying operations which could be co-financed,
- **fund the design and the preparation of such projects**, the implementation of which may be financed by contributions from one or several countries, together with the Foundation, or, in exceptional cases, from the Foundation on its own;
- **implement**, at the request of the Commission or of the eligible countries in cooperation with the governing board, **vocational training programmes agreed on by the Commission and one or more of the eligible countries as part of the Community policy of assistance to these countries**, using multidisciplinary teams of specialists in close collaboration with the competent authorities in the countries involved and drawing actively on the experience of Community vocational training programmes; in the selection of projects to be managed by the Foundation, priority will be given to projects of an innovative value and for the candidate countries for accession - to projects which relate directly to the Community's programmes in the field of vocational training;
- (d) **for activities and projects which are funded by the Foundation**: arrange for the appropriate public and/or private bodies with a proven training record and the necessary expertise **to design, prepare, implement and/or manage projects on a flexible, decentralized basis**;
- (e) confer on the governing board the power to lay down tendering procedures for projects funded or co-financed by the Foundation, taking due account of the procedures established pursuant to Regulation (EEC) No 3906/89, in particular Article 7 thereof, pursuant to Regulation (Euratom, EC) No 1279/96, in particular Articles 6 and 7 thereof, Regulation (EC) No 1488/96, in particular Article 8 thereof, or in any subsequent relevant legal act;'

This table presents the evolution in objectives, scope and functions of ETF, incorporating all amendments made since the original Council Regulation 1360/90.

Council Regulation No. 1360/90 of 7 May 1990	Council Regulation No. 2063/94	Council Regulation No. 1572/98
<b>Article 1: Objectives</b>  This Regulation hereby establishes the European Training Foundation (hereinafter referred to as the Foundation) whose objective shall be to contribute to the development of the vocational training systems of the countries of Central and eastern Europe designated as eligible for economic aid by the Council in regulation (EEC) No 3906/89 or in any subsequent relevant legal act. These countries shall be hereinafter referred to as 'the eligible countries';  The Foundation shall in particular: <ul style="list-style-type: none"> <li>• seek to promote effective cooperation between the Community and the eligible countries in the field of vocational training,</li> <li>• contribute to the coordination of assistance provided by the Community, its Member States and the third countries referred to in Article 16.</li> </ul>	<b>Article 1: Objectives</b>  1. The first paragraph of Article 1 shall be replaced by the following: <p>"This Regulation hereby establishes the European Training Foundation (hereinafter referred to as the "Foundation") whose objective shall be to contribute to the development of the vocational training systems:</p> <ul style="list-style-type: none"> <li>- of the countries of Central and eastern Europe designated as eligible for economic aid by the Council in Regulation (EEC) No 3906/89 or in any subsequent relevant legal act; and</li> <li>- the independent States of the former Soviet Union and Mongolia which are the beneficiaries of the programme to assist economic reform and recovery under Regulation (Euratom, EEC) No 2053/93 or in any subsequent relevant legal act.</li> </ul> <p>These countries shall be hereinafter referred to as "the eligible countries";</p>	<b>Article 1: Objectives</b>  1. The first subparagraph of Article 1 shall be replaced by the following: <p>"This Regulation hereby establishes the European Training Foundation, hereinafter referred to as the "Foundation" whose objective shall be to contribute to the development of the vocational training systems of:</p> <ul style="list-style-type: none"> <li>• the countries of Central and Eastern Europe designated as eligible for economic aid by the Council in Regulation (EEC) No 3906/89 or in any subsequent relevant legal act,</li> <li>• the New Independent States of the former Soviet Union and Mongolia which are the beneficiaries of the programme to assist economic reform and recovery pursuant to Regulation (Euratom, EC) No 1279/96 or any subsequent relevant legal act, and</li> <li>• the Mediterranean non-member countries and territories which are the beneficiaries of the financial and technical measures to accompany the reform of their economic and social structures pursuant to Regulation (EC) No 1488/96 or any subsequent relevant legal act.</li> </ul> <p>Those countries shall be hereinafter referred to as the eligible countries";'</p>
<b>Article 2: Scope</b>  The Foundation shall work in the training field, covering initial and continuing vocational training as well as retraining for young people and adults, including in particular management training.		<b>Article 2: Scope</b> shall be replaced by the following: <p>Following the general guidelines established at Community level, the Foundation shall work in the training field, covering initial and continuing vocational training as well as retraining for young people and adults, including in particular management training.';</p>
<b>Article 3: Functions</b> For the purpose of achieving the objectives set out in Article 1, the Foundation shall: <p>(a) provide assistance in the definition of training needs and priorities through the implementation of measures of technical assistance in the training field, and through cooperation with the appropriate designated bodies in the eligible countries;</p> <p>(b) act as a clearing house to provide the Community, its Member States and the third countries referred to in Article 16, together with the eligible countries and all other interested parties, with information on current initiatives and future needs in the training field, and provide a framework through which offers of assistance can be channelled;</p>	<b>Article 3: Functions</b>	<b>Article 3: Functions</b> 3. the introductory sentence of Article 3 shall be replaced by the following: <p>'For the purpose of achieving the objectives set out in Article 1, the Foundation shall, within the limits of the powers conferred on the governing board and following the general guidelines established at Community level</p>

## Annex 6: ETF's mandate

Council Regulation No. 1360/90 of 7 May 1990	Council Regulation No. 2063/94	Council Regulation No. 1572/98
<p><b>Article 3 cont.d</b>  (c) on the basis of (a) and (b):  examine the scope for joint ventures of training assistance including the pilot projects, for the setting up of specialized multinational teams for specific projects and for identifying operations which could be cofinanced, and fund design and the preparation of such projects, the implementation of which may be financed by contributions from one or several countries, together with the Foundation, or, in exceptional cases, from the Foundation on its own;  (d) for activities and projects which are funded by the Foundation: arrange for the appropriate public and/or private bodies with a proven training record and the necessary expertise to design, prepare, implement and/or manage projects on a flexible, decentralized basis;</p> <p>(e) for projects funded or cofinanced by the Foundation, tendering procedures shall be laid down by the governing board referred to in Article 5, taking full account of the procedures established in the context of Regulation(EEC) No 3906/89 and, in particular, Article 7 thereof; or in any subsequent relevant legal act;  (f) in collaboration with the Commission, assist in the monitoring and evaluation of the overall effectiveness of training assistance to the eligible countries;  (g) disseminate information and encourage exchanges of experience, through publications, meetings, and other appropriate means;  (h) within the general framework of this Regulation, undertake such other tasks as may be agreed between the governing board and the Commission.</p>	<p><b>Article 3 cont.d</b>  Point (c) of Article 3 shall be replaced by the following:  '(c) on the basis of (a)and (b);  - examine the scope for joint ventures of training assistance including pilot projects, for the setting up of specialized multinational teams for specific projects and for identifying operations which could be co financed,  - fund the design and the preparation of such projects, the implementation of which may be financed by contributions from one or several countries, together with the Foundation, or, in exceptional cases, from the Foundation on its own;  - implement, at the request of the Commission or of the beneficiary countries in cooperation with the governing board, vocational training programmes agreed on by the Commission and one or more of the beneficiary countries as part of the Community policy of assistance to these countries, using multi-disciplinary teams of specialists in close collaboration with the competent authorities in the countries involved and drawing actively on the experience of Community vocational training programmes;'</p> <p>Point (e) of Article 3 shall be replaced by the following:  '(e) confer on the governing board the power to lay down tendering procedures for projects funded or co-financed by the Foundation, taking full account of the procedures established under Regulation (EEC) No 3906/89 in particular Article 7 thereof; under Regulation (Euratom, EEC) No 2053/93, in particular Article 7 thereof, or in any subsequent relevant legal act;'</p>	<p><b>Article 3 cont.d</b></p> <p>The third indent of Article 3(c) shall be replaced by the following:  - implement, at the request of the Commission or of the eligible countries in cooperation with the governing board, vocational training programmes agreed on by the Commission and one or more of the eligible countries as part of the Community policy of assistance to these countries, using multidisciplinary teams of specialists in close collaboration with the competent authorities in the countries involved and drawing actively on the experience of Community vocational training programmes; in the selection of projects to be managed by the Foundation, priority will be given to projects of an innovative value and for the candidate countries for accession - to projects which relate directly to the Community's programmes in the field of vocational training.,';</p> <p>Point (e) of Article 3 shall be replaced by the following:  e) 'confer on the governing board the power to lay down tendering procedures for projects funded or co-financed by the Foundation, taking due account of the procedures established pursuant to Regulation (EEC) No 3906/89, in particular Article 7 thereof, pursuant to Regulation (Euratom, EC) No 1279/96, in particular Articles 6 and 7 thereof, Regulation (EC) No 1488196, in particular Article 8 thereof, or in any subsequent relevant legal act;';</p>

## Annex 7: Summary of evaluation findings and key themes

This annex summarises the main findings and key themes identified in the 1997 external evaluation of ETF, and the evaluations conducted by ETF. For analysis of the efficiency of ETF evaluations, see section 4.5.5 in Volume I (the main report).

Summary of main findings (title, findings)	Key themes
<p><b>1. External evaluation of the experience gained by the ETF (SOFRECO):</b></p> <ul style="list-style-type: none"> <li>• There is a need to clarify missions, priorities for the goals of ETF, with an explicitly mission developed jointly with the Commission</li> <li>• It is unreasonable to believe that ETF could implement by itself (VET is a wide field consisting of many specialities). There should be more emphasis on maximising the value added.</li> <li>• The external image of ETF needs to be made clear</li> <li>• Be more selective, with the Commission, over projects/programmes to be implemented.</li> <li>• Develop the network of observatories, securing sustainability</li> <li>• Develop policy advice activities, including workshops, conferences, staff development programmes</li> <li>• From the perspective of the European Commission, the image of ETF is not clear, and generalisation from very specific cases has caused great harm. There is a misunderstanding about the expertise available.</li> <li>• The EC is an important customer in terms of financial resources (e.g. DG1a). Justify clearly the use of consultants, make it known that ETF personnel has adequate capacity, and clarify links between expenditure and activities/results</li> <li>• The task manager function is crucial, notably as a problem solver – the value added is essentially risk reduction. Carefully choose task managers or pair up managers to cover different qualifications and experience</li> <li>• The existence and presence of ETF in the field do not raise any questions from the field, except when it's too late. Report to Brussels contacts with Delegations and coordinating units</li> <li>• Observatories are a valuable but difficult activity (the content must be defined; it takes time to become operational; counterpart organisations are difficult to choose).</li> <li>• For observatories, guarantee some form of support after the termination of the project, to give time to establish sustainability</li> <li>• Maintain sufficiently frequent missions and very frequent communication, particularly with starting Observatories.</li> <li>• The conditions in which ETF and counterpart work require much flexibility. The project manager should maintain a pro-active approach and deepen understanding of the country</li> <li>• PMUs and Project Coordinating Units are run by very competent persons. Frequent visits to the partner countries, developing a confidential relationship with the PMUs and close relations with authorities</li> <li>• Links between education and social partners are mostly not well developed.</li> </ul>	<p><b>Revision of STRATEGIC aims</b> – jointly developing a mission with the Commission, and maximising the value added of ETF</p> <p><b>Insufficient or incoherent IDENTITY and awareness</b> – particularly the external image is unclear, and what ETF does is not always clear to partner countries</p> <p><b>Lack of SUSTAINABILITY of National Observatory Networks</b> – the NObs are important but there is a need to secure sustainability</p> <p>The need for a FLEXIBLE approach - <b>ETF and counterpart work requires much flexibility</b></p> <p><b>Lack of COOPERATION and support from social partners</b> – links between education and social partners is not well developed</p> <p><b>The need for improved COORDINATION between Observatories</b> – so that support can be asked/provided amongst each other</p> <p><b>Revisions to COUNTRY REPORTS</b> – so they are better coordinated and feed into transversal thematic approach</p> <p><b>STAFF COMPETANCE and capacity building</b> – increase the proportion of qualified staff in VET</p> <p><b>Improvements to INTERNAL</b></p>

Summary of main findings (title, findings)	Key themes
<ul style="list-style-type: none"> <li>• Maximise the input by ETF in the initial stage, and encourage</li> <li>• Observatories to give/ask for support amongst each other</li> <li>• Continue subject-related activities by organising workshops and experience sharing meeting, including policy advice.</li> <li>• ETF relations with visited Delegations are not a problem</li> <li>• Develop further VET expertise, especially in the ADD Department</li> <li>• The identity of ETF is not always clear in partner countries.</li> <li>• Increase the focus on networking and country-comparative approach.</li> <li>• Develop horizontal work between departments to enhance knowledge creation, such as ‘per segment of VET’, ‘per issue’, ‘per geographic area’ (Country Working Groups).</li> <li>• Country working papers are an essential tool that should be coordinated, with the results feeding the transversal thematic approach.</li> <li>• Increase the proportion of personnel qualified in VET in the VET department – in particular the high proportion of general project managers generates an image which is not adequate</li> <li>• Develop team work and cross-fertilisation between personnel</li> <li>• Specialists of training are mostly concentrated in ADD. For ADD, address the inadequacy between its mission and the size of its staff – increase staff, diminish tasks, use other resources from other department, or a combination</li> <li>• The reorganisation of the Financial and Legal Department, and training programme in procurement skills for operational managers are required to provide greater coherence and reduce errors.</li> <li>• ETF needs to produce more pertinent internal and external management information to inspire confidence and obtain more autonomy – cost analysis per activity is an absolute necessity.</li> </ul>	<p><b>MANAGEMENT procedures</b> – better financial accountability and transparency, such as linking costs to activities</p> <p><b>Improvements to INTERNAL MANAGEMENT procedures</b> – particularly in procurement skills</p>
<p><b>2. ETF Advisory Forum: Review of Experience 1995-1999, Interim Results:</b></p> <ul style="list-style-type: none"> <li>• The organisation of the AF into sub-groups is appreciated by members as it allows the discussion of issues in-depth</li> <li>• The AF has had an impact on both the content and process with regard to the Work Programme. In particular it influences the whole preparation process, though there are differences in perception between Member State representatives and partner countries</li> <li>• Thematic working groups and plenary meetings appear to be disseminated beyond the AF membership, but perhaps more could be done to disseminate results of the Forum.</li> <li>• The added value of the AF is clear in terms of improved networking and contacts at an international level</li> <li>• Members of partner countries recognise the increased knowledge gained as a result of the membership of the AF</li> <li>• The frequency of translation of AF documentation in partner countries is low.</li> </ul>	<p><b>The need for better DISSEMINATION</b> – More could be done to disseminate the results of the Advisory Forum, including the translation of documentation for partner countries</p>

Summary of main findings (title, findings)	Key themes
<p><b>3. Evaluation of the Tacis National Observatory Network:</b></p> <ul style="list-style-type: none"> <li>• The work of the NObs network is highly relevant, pertinent and significant to the reform process of VET in NIS and Mongolia</li> <li>• Local stakeholders successfully utilise the outputs of NObs to feed into the reform process.</li> <li>• Though the individual management systems are generally efficient, there is a need for a more effective Steering Committee, quality assurance, market research and dissemination systems.</li> <li>• There is a lack of consistent development strategy. NObs should transform themselves from merely information providers to 'knowledge houses' (with analytical and consultancy-orientated outputs)</li> <li>• Over-emphasis on serving national-level stakeholders, with a relative neglect of regional and local stakeholders.</li> <li>• Only a moderate degree of financial sustainability in terms of long-term survival</li> <li>• Inadequate support from social partners (employers and their associations/trade unions)</li> <li>• Insufficient public awareness and support</li> <li>• At ETF level, develop an overarching strategy for NObs, concentrating on broadening dissemination, the involvement of non-government stakeholders, and better links to the EU and other donors</li> <li>• Increase coordination between Observatories themselves</li> <li>• Develop management capacity by further training NObs staff in management skills</li> </ul>	<p><b>Lack of SUSTAINABILITY of National Observatory Networks</b> – a need to increase financial sustainability of NObs</p> <p><b>Participation of LOCAL STAKEHOLDERS and beneficiaries</b> – a relative neglect of regional and local stakeholders</p> <p><b>Lack of COOPERATION and support from social partners</b> - including employer associations and trade unions</p> <p><b>Lack of a clear and coherent STRATEGY for NObs</b> – an explicit strategic plan should be developed for NObs, as well as an overarching strategy by ETF</p> <p><b>Effectiveness of the STEERING COMMITTEES</b> – Steering Committees are often passive</p> <p><b>QUALITY assurance</b> mechanisms should be established – for National Observatories</p> <p><b>Insufficient or incoherent IDENTITY and awareness</b> – particularly public support of NObs</p> <p><b>The need for improved COORDINATION between Observatories</b></p> <p><b>STAFF COMPETANCE and capacity building</b> – particularly training to build management capacity of NObs staff</p>
<p><b>4. Evaluation of the Phare National Observatories Network:</b></p> <ul style="list-style-type: none"> <li>• Some re-assessment of the strategy towards NObs, including:</li> <li>• The value added of the NObs (between being a 'local eye' of ETF and providing locally useful outputs);</li> <li>• Identification of ETF's role (using NObs as a mechanism);</li> <li>• Address the uncertainty over the ETF withdrawal process.</li> <li>• Lack of a strategic view is a major weakness, which should be bottom-up, concrete and practical – with objective indicators.</li> <li>• Provision of targeted training (and tools) for NObs, plus linking it to the funding mechanism, may be a stimulating factor to perform strategic planning activities</li> </ul>	<p><b>Lack of a clear and coherent STRATEGY for NObs</b> – including the provision of targeted training (and tools)</p> <p><b>Improvements to INTERNAL MANAGEMENT procedures</b> – current ETF planning methods require an enormous amount of management time</p> <p><b>Effectiveness of the STEERING COMMITTEES</b> – Steering Committees should be re-</p>

Summary of main findings (title, findings)	Key themes
<ul style="list-style-type: none"> <li>• Current ETF planning methods requires enormous amount of management time and conflict with the continuous changes and delays.</li> <li>• The Steering Committee should be re-established in all NObs where it is absent, as the SC is of great importance for the necessary involvement of social partners.</li> <li>• Country Report is still a core activity of NObs, though the effort required for production should be downsized. The Country Report should be more like discussion documents than reference documents, and used for local consensus building and identification of needs.</li> <li>• The Country Manager is important for NObs but does not provide optimal content support; therefore there should be contact persons within ETF that NObs staff can contact on specific issues.</li> <li>• Revision of Allocation of Funds, to increase fairness, contributions from key stakeholders, improved targeting of studies to countries</li> <li>• Basic funding should be phased out as much as possible, and used to form a 'fund' for demand-led projects and strategy-related funding</li> <li>• Establishment of a Quality Assurance System – such as related to decision making, reporting and administrative procedures</li> </ul>	<p>established, and can play an important role</p> <p><b>Revisions to COUNTRY REPORTS</b> – the emphasis should be to use these for local consensus building and identifying needs</p> <p><b>Improvements to INTERNAL MANAGEMENT procedures</b> - Country Managers should have contact persons within ETF for specific issues</p> <p><b>QUALITY assurance mechanisms should be established</b> - for National Observatories</p>
<p><b>5. Review of EU Phare VET reform programmes 1993-1998:</b></p> <ul style="list-style-type: none"> <li>• No comprehensive comparative analysis looking at structural changes across the board</li> <li>• Restricted to education sub-sectors, not to education systems</li> <li>• Concentrated on curriculum modernisation, and largely refrained from structural changes</li> <li>• Applied a pilot school approach, leaving national authorities to wider dissemination or translation into national policies.</li> <li>• Un-reflected transfer of methodologies, with a lack of coordination of the work than has been undertaken.</li> <li>• Problems of sustainability, with many Western methods being introduced into beneficiary countries leaving expensive infrastructure that cannot be maintained or sustained.</li> <li>• Empowerment of local actors as partners to project implementation: increasing the involvement of local counterparts (with incentives); enabling of local actors to develop 'local' solutions, changing the role of (paid) consultants to one more of facilitating and guiding the learning process of local partners.</li> <li>• Vet reform as a combined learning and strategic development process - integrating more consistently the various changes so far introduced, with interventions at a higher strategic level within the system, a strategic framework, the necessary mechanisms and institutions, and a critical mass of trained actors.</li> <li>• Implementing key principles in education and training, including no 'one best way' to organise educational systems, but a development of a wide body of agreed educational 'good practice' and quality standards. Greater emphasis on the development of key competencies, besides technical skills - and a departure from a subject-based approach towards clearly defined and agreed professional or occupational profiles, which are by no means static.</li> <li>• Embedding VET policies within a lifelong learning context, including:</li> </ul>	<p><b>Lack of SUSTAINABILITY</b> – wholesale transfer of un-reflected Western concepts and systems</p> <p><b>Participation of LOCAL STAKEHOLDERS and beneficiaries</b> – particularly in project implementation and producing local solutions</p> <p><b>Revision of STRATEGIC aims</b> – with better integration of learning and strategic development</p> <p><b>OPERATIONAL APPROACH</b> – towards best practice and quality standards, and developing key competencies</p> <p><b>OPERATIONAL APPROACH</b> – embedding VET within a context of lifelong learning</p>



Summary of main findings (title, findings)	Key themes
<ul style="list-style-type: none"> <li>– Development of a comprehensive, coherent and coordinated vision of a country's lifelong learning needs.</li> <li>– A high-level cross-sectoral task force.</li> <li>– Links between learning and work strengthened at all levels of the education and training system</li> <li>– Apprenticeship or work-based training schemes to be developed alongside traditional school-based schemes</li> <li>– Workers to be encouraged to invest in their own aptitudes and skills</li> <li>– Companies encouraged to invest in human resources development</li> </ul>	
<p><b>6. Mid-term Assessment of the Pilot Project on VET Reform in NW Russia, Phase II:</b></p> <ul style="list-style-type: none"> <li>• The management team should pay closer attention to: the development of a system of training and re-training of adults and unemployed; strengthening VET personnel; and improving management of VET schools.</li> <li>• At the Federal level, the development of an explicitly partner contract between key stakeholders, new legal foundations for the VET system, and development of a model of managing the regional VET system.</li> <li>• At the Regional level, creating and developing consultative VET Councils, a regulatory framework on social partnership, cooperation agreements, information support to VET institutions, reshaping methodological support and teacher training.</li> <li>• At the VET school level, support and advise on creating new School Boards, plus dissemination of labour market assessments methods and teaching and learning methods</li> <li>• <u>Strategic implications for subsequent phases of the Project:</u></li> <li>• Improving and broadening dissemination mechanisms and channels, including the media and internet</li> <li>• Broadening the involvement of non-government stakeholders, such as NGOs, Associations of employers, Trade Unions, etc</li> <li>• More emphasis on training and re-training of the adults and unemployed</li> <li>• Advise on restructuring of VET management systems</li> <li>• Institution-building aimed at promoting further links with the EU partner institutions</li> </ul>	<p><b>Lack of COOPERATION and support from social partners</b> – the need to target NGOs, employer associations, and trade unions</p> <p><b>The need for better DISSEMINATION</b> – broadening the use of media and the internet</p> <p><b>INSTITUTIONAL strengthening</b> – to create further LINKS with EU partners</p>
<p><b>7. Pilot Project on VET Reform in North-West Russia: Results at the End of the Project:</b></p> <ul style="list-style-type: none"> <li>• Labour Market Assessments (LMAs) are based mostly on quantitative information, with qualitative information requiring more effort and a structured cooperation with social partners.</li> <li>• There are no clear mechanisms to consult the results of LMA with relevant social partners in order to develop appropriate VET policy or strategy.</li> <li>• More attention needs to be paid to identifying and introducing core skills/competencies.</li> <li>• The inflexibility of the framework for Federal standards hampers curricular innovations at regional and institutional levels.</li> <li>• Lack of equipment and teaching aids is a major constraint to launch vocational training for new professions or develop new criteria – especially for occupations involving new technologies.</li> </ul>	<p><b>Lack of COOPERATION and support from social partners</b> – particularly in terms of Labour Market Assessments, and cooperating in VET reform</p> <p><b>OPERATIONAL APPROACH</b> - more attention needs to be paid towards core competencies</p>

Summary of main findings (title, findings)	Key themes
<ul style="list-style-type: none"> <li>Pilot schools faced problems motivating enterprises and other social partners to cooperate in VET reform.</li> </ul>	
<p><b>8. Evaluation of Activities in the Field of Management Training in NIS:</b></p> <ul style="list-style-type: none"> <li>The relevance of management training is not in doubt, rather that projects have varied in the extent to which they have realised the potential of management training – a comparative study would help understand why this has varied and provide inputs into policy formulation and changes to operating procedures.</li> <li><u>Tacis Strategy of Support to Management Training:</u></li> <li>Institutional Strengthening should be a component of the Tacis strategy, supporting institutional projects that will enhance long-term sustainability</li> <li>Internships in EU firms are an effective means of modifying deep-rooted attitudes and mindsets, though expensive and labour-intensive</li> <li>Courses for ‘Training for trainers’, should work with managers on actual problems with some local trainers present, rather than delivering courses merely to trainers</li> <li>Training for specific occupational groups (bankers, small business owners) should be market-led not supply-driven if they are to be successful</li> <li>Tacis’ current approach, by not concentrating on just one instrument or project-type, is appropriate for dealing with a complex range of needs.</li> <li>In several cases the choice of beneficiary has not been appropriate. Tacis has rarely pulled out from a project once started, so it is important to clarify the circumstances under which to discontinue a negotiation or reject a beneficiary.</li> <li><u>Recurrent themes:</u></li> <li>Surface reforms – support has sometimes helped established institutions to survive without making fundamental changes to internal functions and hierarchies.</li> <li>Diverse needs – the diversity of training needs in different settings is not always expressed in the TOR. There is a need to tailor programmes to local environments</li> <li>Adaptation to a changing environment – projects are not always ‘flexible’ enough to be able to respond to unanticipated changes in the environment (hyperinflation, banking crisis, etc)</li> <li>Involvement of beneficiaries in project design – early involvement of beneficiaries in the project definition is closely associated with high project achievement.</li> </ul>	<p><b>INSTITUTIONAL strengthening</b> – the need to go beyond surface reforms</p> <p><b>Lack of SUSTAINABILITY</b> - the need to fundamentally change and strengthen institutions</p> <p><b>OPERATIONAL APPROACH</b> - retain the diversity of approaches to meet complex situations</p> <p><b>Participation of LOCAL STAKEHOLDERS and beneficiaries</b> – including tailoring programmes (and TORs) to the local environment</p> <p><b>Improvements to INTERNAL MANAGEMENT procedures</b> – clear procedures to pull-out where beneficiaries are not appropriate</p> <p><b>Participation of LOCAL STAKEHOLDERS and beneficiaries</b> – particularly in the early stages of project design stage</p> <p><b>The need for a FLEXIBLE approach</b> – particularly to cope with unanticipated changes in the local environment</p>

## Annex 8: Comments on the quality of evaluation reports

This annex presents the views of the ITAD team on the quality of evaluation reports produced by ETF, and on the report of the 1997 external evaluation of ETF's experience. A summary of these findings is presented in the main report in section 4.5.4: Monitoring and Assessment.

### 1. External evaluation of the experience gained by the ETF (SOFRECO):

- Useful summary on pages VIII to XI, as it shows the links/argument from findings, analysis to recommendations
- The scope of the evaluation, though covering all of ETF, is fairly limited. It mostly covers the achievements versus the statutory objectives, and the means of organisation or operation. A lot of the report therefore concentrates on *what* ETF does and *how* it does it (its resources, organisation and management), and it does not give a detailed analysis of the effectiveness, sustainability and impact of ETF.
- The evidence/findings presented in the report do not culminate in a chapter that brings together the conclusions and recommendations that stem from these findings (say key themes emerging).

### 2. ETF Advisory Forum: Review of Experience 1995-1999, Interim Results:

- Caveat: This is an evaluation of only a small part of the ETF, and then only the interim results (and then only the results from the questionnaires).
- There are few recommendations, and a very positive picture (somewhat lacking analysis) is given.
- The results are from a small sample (38 questionnaires). This is particularly problematic for drawing generalisable conclusions for differing stakeholder perspectives (i.e. the largest stakeholder group contains 14 questionnaires from EU staff)

### 3. Evaluation of the Tacis National Observatory Network:

- The use of the concepts of 'relevance', 'effectiveness' and 'sustainability' within the report are overused – and at times read more as jargon or shorthand, masking specific details of the analysis/evaluation.
- Presentation, in terms of the reports structure, is not very good. It is difficult to find a clear way around the document and see the progression of the argument or evidence. (Minor point – some of the main headings for new sections do not start on a new pages, e.g. results, page 13)
- The results are not presented in a clear way. For example, the results are not broken down into sub-headings with case studies for more details and the summary tables (the tables referred to are elsewhere in the document).
- The results don't make clear links to the supporting evidence from the country reports in the annex. Recommendations are mostly given for all the National Observatories, with little identification of country-to-country differences/similarities.

#### **4. Evaluation of the Phare National Observatories Network:**

- No executive summary. This indicates that the results and recommendations have not been sufficiently synthesised into the key issues by the evaluator.
- Presentation is poor, such as there are no page numbers and there are several one-page graphs presented consecutively with little explanation. Some of these graphs should be in the annex, with selective summaries in the main text of the document (with reference in the text)
- Results do not relate well to the questionnaire results, which raises issues about how substantive the evidence is. In other words, statements are not sufficiently supported with evidence from the evaluation.
- The methodology talks about a 'collaborative approach to evaluation', but doesn't fully explain this, particularly whether it enables (or otherwise) a good analysis of differing perspectives from the various stakeholders
- It is difficult to see the relationship (argument) between the results/recommendations for *each* Phare country and common themes covering *all* Observatories.

#### **5. Review of EU Phare VET reform programmes 1993-1998:**

- No executive summary, pulling together and synthesizing the evaluation
- The results and recommendations are given for each sub-topic and then brought together in the final chapter. However, this chapter is very detailed and it is difficult to extract the main recommendations.

#### **6. Mid-term Assessment of the Pilot Project on VET Reform in NW Russia, Phase II:**

- The report presents a lot of information, but this is not well sub-divided/categorised. The overarching framework to the report produces a tendency to split the information by several sub-layers (Federal, Regional, School, Project) and bullet points – and *so much so* that it is difficult to see the argument. In other words, the information is divided up too much and it is difficult to see a coherent analysis.
- The recommendations are a long list of very brief bullet points, which do not clearly relate to the evaluation structure and the executive summary.
- The results section contains 'areas for improvements' which appear to move into the realm of the next section (i.e. the recommendations) – but again the link is unclear, even inconsistent between the two sections (2 and 3).

#### **7. Pilot Project on VET Reform in North-West Russia: Results at the End of the Project:**

- Caveat: Only the log frame analysis to review.
- The log frame evaluation is a presentation of results, rather than of the performance, quality and impact of the project.
- The log frame analysis/evaluation shows only 'planned versus actual' at the output level. As most planned outputs had been achieved there was little interesting information in this 'analysis'. This is because the emphasis was on a 'tick box' approach, with little analysis of the process of achieving these outputs and the quality of the results.
- No explanation/understanding given of the links from outputs to the project purpose, covering issues such as dissemination, assumptions which were found to be incorrect, aspects that should have been within the project's remit but were not, and Objectively Verifiable Indicators (OVIs).
- It is not clear whether the issues raised at the end relate to this project *only*, or are much more widely applicable. These issues are presented as assumptions or constraints to the wider adoption of the tools developed by this project, and they do not explain what should follow (a new project? Other forms of support? etc), and what the implications are for ETF.

## **8. Evaluation of Activities in the Field of Management Training in NIS:**

- Provides a lot of information on operational lessons, as opposed to the other evaluations above.
- It is not always clear the progression from the findings, to reoccurring themes, to recommendations. For example in the synopsis, there is a summary of the main findings, followed by a summary of the analysis, followed by operational recommendations - throughout these the method of categorisation/grouping *changes*, and so much so that it is difficult to see the progression.
- The synopsis is useful, but this is not an executive summary – i.e. it gives a summary of the report overall, but not one-two pages of the key recommendations.

# Annex 9a: ETF-CEDEFOP Framework Agreement



European Training Foundation

## **FRAMEWORK FOR CO-OPERATION BETWEEN CEDEFOP AND THE EUROPEAN TRAINING FOUNDATION DURING THE ENLARGEMENT PROCESS\***

### **1. Background**

The Commission, CEDEFOP and the European Training Foundation agree that the involvement of the agencies in candidate countries must be fully transparent and complementary. This paper clarifies the respective roles of each agency during the period leading up to the accession of the candidate countries.

The paper sets out :

- The **background** to co-operation between agencies in the period before the Helsinki European Council of December 1999 ;
- The nature of the **activities** of each agency during the current accession process ;
- Two **overall objectives** of this co-operation, namely: preparing the candidate countries for full participation in CEDEFOP at the time of accession; and **facilitating** the participation and involvement of candidate countries in the policy development of the Union during the period before accession .
- To achieve the above objectives, a **new framework of co-operation** between the two agencies and the establishment of an **ETF – CEDEFOP working group** are proposed.

It is understood that the Foundation's role in candidate countries will cease upon the date of accession, at which time each country will become a member of CEDEFOP.

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\* This paper was discussed and agreed by the CEDEFOP Management Board on 29/30 March 2001 and by the European Training Foundation's Governing Board on 13 June 2001.

## **2. CEDEFOP and the European Training Foundation: two different but complementary agencies**

Since 1997, CEDEFOP and the European Training Foundation, as agencies of the European Union, have developed an extensive pattern of co-operation within the framework of their own statute, specific mission and responsibilities.

2.1 **CEDEFOP's** principal task is to promote the development of vocational education and training at European level. It operates within an evolving context of open policy co-ordination between and with EU Member States and focuses primarily on analytical and information dissemination roles. CEDEFOP's unique expertise lies in its comparative knowledge and understanding of trends and developments in vocational education and training policies in Member States and at European level. CEDEFOP is both an active information provider and a source of reference for information on vocational education and training systems and policies. It carries out scientific analyses and overviews of research results, innovation and other developments. CEDEFOP promotes mutual learning and understanding of key issues by examining, explaining and interpreting developments. By facilitating exchanges, co-operation and synergy between all concerned, it has developed a concerted European approach to vocational education and training issues. Through its products and services CEDEFOP contributes to the quality of training by serving the:

- European Commission, European Parliament and other European institutions;
- Member States;
- Social partners;
- Other policy makers, including local and regional authorities;
- Vocational education and training researchers and practitioners; and,
- Associated countries (Iceland and Norway) and, as soon as agreements have been concluded, the candidate countries.

2.2 The **European Training Foundation** is a centre of expertise for vocational and management training in the context of EU external aid policies to third countries. It supports the reform of vocational education and training in over forty partner countries and territories. In doing so it provides services to five Directorates General within the European Commission (DGs Relex; Enlargement; Employment; SCR/EuropeAid; and in particular, DG Education and Culture, the Foundation's DG *de tutelle*).

2.3 The Foundation aligns its activities in the candidate countries with the requirements of the overall accession process. This means, in particular, a specific emphasis on the analysis of training and labour market developments in the candidate and other partner countries and a targeted approach to meeting the needs of the EC Delegations within the partner countries. The Foundation integrates detailed knowledge of specific regional / country political and

economic dimensions, and in-depth knowledge and experience in labour market related vocational training issues. This expertise enables the Foundation to assist by providing a flexible response to the specific requirements of its partner countries. At the same time it contributes to increasing the impact of the Community's external aid policy in the field of Human Resource Development (HRD).

### **3. Previous co-operation between the agencies**

3.1 Prior to the European Council of Helsinki in December 1999, co-operation between the two agencies concerning the candidate countries included:

- the joint development and parallel implementation of projects, such as the one aiming to enhance social dialogue practices in vocational education and training;
- the involvement of CEDEFOP experts in several events and projects organised by the Foundation in all partner regions (Phare, Tacis, MEDA and South-Eastern Europe);
- Foundation support to candidate countries for their participation in CEDEFOP projects and initiatives;
- recourse to each other's publications for the implementation of the work programmes of each agency: for example, Foundation staff have drawn on CEDEFOP's national and topical reports within the context of the various vocational education and training reform programmes for which it has been responsible and CEDEFOP has been able to make good use of the various candidate country reports produced by the Foundation during the preparation of its Study Visits Programme;
- the Foundation is represented in the editorial board of the CEDEFOP journal, while CEDEFOP takes part in the Foundation's Advisory Forum;
- the Foundation participates in the Forum on Transparency of Qualifications and co-operates closely with CEDEFOP in policy and programme initiatives undertaken by the Commission.

### **4. A new strategy for the candidate countries**

4.1 The Community strategy for enlargement was strengthened by the conclusions of the European Council of Helsinki, which facilitated the opening of accession negotiations with six new candidate countries and recognised the status of Turkey as a candidate country. The candidate countries are: Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovak Republic, Slovenia and Turkey.

4.2 The Communication on "Participation of Candidate Countries in Community Programmes, Agencies and Committees" [COM(1999)710] which followed Helsinki, paves the way for the participation of the candidate countries in the activities of the EU Agencies. It indicates that participation of candidate



countries would initially take several forms, including: participation in seminars; special meetings; joint working parties; secondment of national experts; as well as non-voting participation in the work of the agencies.

## **5. Activities during the pre-accession period**

- 5.1 The continuing development of co-operation between CEDEFOP and the Foundation during the pre-accession period clearly needs to take into account the fundamental differences that exist in the relations of individual candidate countries with the European Union. Some of the candidate countries are close to becoming EU members, while for others the accession process will take longer.
- 5.2 During the period of accession preparations, candidate countries will still be receiving human resources development-related assistance from the Phare programme. The Foundation contributes to the Phare programming cycle at the request of the Commission, and this may take the form of providing comments on policy papers and project proposals prepared by the countries. The Foundation will respond to requests from the EC Delegations for support within the Phare programmes concerned with human resource development and preparation for the European Social Fund.
- 5.3 The Foundation is currently preparing country monographs on vocational training and public and private employment services for DG Employment, to support the follow-up process of the Joint Assessment Papers in the context of the Employment Policy Reviews in the candidate countries. Candidate countries have also been invited to contribute to the consultation on the Commission's Memorandum on Lifelong Learning and the Foundation has been asked by DG EAC to assist.
- 5.4 The candidate countries have been participating in the Leonardo da Vinci programme since 1995. As a consequence they have also participated in the activities carried out by CEDEFOP, such as the Study Visits.
- 5.5 On the basis of the Communication on "Participation of Candidate Countries in Community Programmes, Agencies and Committees" [COM(1999)710], on 18/09/2000 the Commission adopted a Phare multi-country programme for the financing of preparatory measures for the future participation of all candidate countries from Central and Eastern Europe in six agencies, including CEDEFOP. The amount foreseen for preparation of membership in CEDEFOP was estimated at 380,000 Euro. Malta and Cyprus are invited to support (using their own resources) their preparatory measures for future participation in CEDEFOP.
- 5.6 In view of the financial implications that the familiarisation process has for the candidate countries, and in order to take into account their views, the Director of CEDEFOP is initiating preliminary inquiries to look into more practical and cost-effective means of familiarisation.
- 5.7 If the financial consequences of candidate country participation in CEDEFOP activities are not covered by the Phare contribution and therefore the countries

must make their own contributions. This can be achieved either by seconding a national expert to CEDEFOP or by financing their participation in CEDEFOP activities within their own countries.

- 5.8 CEDEFOP will inform the Foundation on progress about the familiarisation process. The Foundation will assist CEDEFOP in the identification of partners from the candidate countries.

## 6. A new co-operation framework

- 6.1 The continuing activities of each agency with the candidate countries illustrates the fact that CEDEFOP and the Foundation have been co-operating with the candidate countries during the pre-accession period, although in very different ways and with different responsibilities. It is important to increase further this co-operation between the two agencies with two overall objectives:

- the **preparation** of the candidate countries for full participation in CEDEFOP at the time of accession, for example through the National Observatories of the Foundation; and
- **facilitating the participation and involvement** of candidate countries in the policy development of the EU in vocational and education training during the period up to accession. This would include such issues as the inclusion of the candidate countries in the consultation process on the Commission's Memorandum on Lifelong Learning.

- 6.2 The two agencies will intensify their co-operation in order to achieve these overall objectives during the pre-accession period, particularly with a view to:

- harmonising high quality information on developments in vocational training policy and practices in Member States, candidate countries and at EU level;
- developing methodological approaches for assessing, monitoring, evaluating and benchmarking vocational training related policy developments;
- promoting co-operation and exchanges between key players in the field of human resources development from candidate countries on the one hand, and Member States on the other;
- co-operating in the analysis of key policy issues in the respective geographical areas of each agency, such as: social partner involvement in human resource development; promotion of lifelong learning; transparency and coherence of national qualification systems; promotion of entrepreneurship; and e-learning.
- continuing to develop and implement joint activities together with other international organisations such as Eurydice, UNESCO, OECD and the ILO. In this context, special attention will be paid to the capacities of the social partners to play fully their role in the modernisation of the vocational training policies and systems in the candidate countries.
- increasing the synergy and linkage between their electronic information and documentation systems with a view to establishing a more systematic exchange

and dissemination of information between Member States and the candidate countries. Both agencies will promote their respective electronic media systems.

6.3 In order to achieve the specific objectives set out above, special priority will be given to the following activities:

- joint development of projects whenever possible, from the design through to the implementation stage, for projects involving both Member States and candidate countries;
- integration – where possible - of the Foundation's National Observatories into CEDEFOP's network of reference and expertise;
- expanding Member State networks to cover the candidate countries;
- joint involvement in events with, for example, the Member State holding the EU Presidency; and joint support for activities in candidate countries at the request of the European Commission, such as the consultation process for the Memorandum on Lifelong Learning;
- joint contributions to the implementation of the action plan defined by the European Forum on transparency of vocational qualifications in the candidate countries, as set out in the draft recommendation of the European Parliament and the Council on Mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers;
- working together to analyse the status of eLearning in the candidate countries, identifying challenges and priority issues and assisting the countries in integrating eLearning into all aspects of their lifelong learning strategies;
- capitalising on and disseminating the experience of projects in the field of teacher and trainer training. The Foundation will assist in the integration of the candidate countries into CEDEFOP's Training of Trainers network;
- active co-operation in facilitating the consultation process on the Memorandum on Lifelong Learning following the guidelines of the European Commission.

6.4 In order to increase mutual information about the activities carried out in the candidate countries by each agency, an ETF-CEDEFOP working group will be established. This group will: oversee the implementation of the co-operation framework and the above objectives, propose new forms of co-operation as appropriate, and provide information to the respective Governing Boards twice each year. CEDEFOP will participate in the annual informal seminars organised by the Foundation in which the candidate countries participate.

## **Annex 9b: Co-operation between CEDEFOP and ETF JOINT PROGRESS REPORT JULY 2002**

### ***Introduction***

In accordance with the decisions of their respective Management and Governing Board, the ETF and Cedefop will continue their co-operation begun in 1997 with their 'Memorandum' and consolidated in their 'Framework for co-operation between Cedefop and the ETF during the enlargement process' (2001)<sup>1</sup>.

Cedefop was asked by the European Commission, within the framework of candidate countries familiarisation with agencies' activities, to prepare in June 2002 the following:

- (a) a report on the results CEDEFOP achieved corresponding to the budget received from the PHARE envelope in 2001-02;
  - (b) a detailed implementation plan of proposals for 2002-03.
- This document sets out progress in implementing co-operation activities included in the common Annex of their work programmes for the current year. The presentation below is structured along the two main objectives of co-operation set out in the above-mentioned framework for co-operation between the two agencies, namely:
- (a) preparing candidate countries (CCs) for full participation in Cedefop activities at the time of accession;
  - (b) facilitating the participation and involvement of CCs in the policy development of the Community in VET during the transition period before accession.

### ***A. Preparation of the candidate countries (CCs) for full participation in Cedefop at the time of accession***

- (a) **Towards harmonisation of reporting systems; extension of Cedefop's "European network of reference and expertise (REFER)" to the CCs.**

The process of restructuring Cedefop's reporting system is under way. Preparation has started to create a knowledge management mechanism in education and training for reinforced monitoring and exchange of good practice. The two agencies and Eurydice are working closely together in order to ensure the compatibility of the reporting structures. Cedefop participated in the annual national observatories' meeting in Turin in November 2001 and ETF attended the kick-off meeting (April 2002) of the newly created reference and expertise network (REFER), which will be the main instrument for dissemination of information and for co-ordinating

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<sup>1</sup> See [http://www.CEDEFOP.eu.int/download/current\\_act/CEDEFOP\\_etf\\_0601.doc](http://www.CEDEFOP.eu.int/download/current_act/CEDEFOP_etf_0601.doc)

research. Preparation for the integration of the candidate countries, in particular through the ETF national observatories (NObs), into the network of reference and expertise will be done gradually in the run-up to their accession in 2004. 2003 will be a year of preparation including use of the new thematic reporting approach by NObs.

**(b) Teachers and trainers**

With a view to preparing the integration of CCs into Cedefop's Teachers and Trainers network (TTnet) (<http://www2.trainingvillage.gr/etv/ttnet/index.asp>), the two agencies are organising a conference in co-operation with the Danish EU presidency, which will be held on 21 and 22 November 2002 in Copenhagen.

There will be three participants from each of the 13 candidate countries, EU representatives of TTnet as well as representatives of the Danish Ministry of Education, the Commission, Cedefop and ETF. The objective is first to analyse and discuss key challenges in VET teacher and trainer training in candidate countries based on the outcomes of an information collection exercise on the situation of VET teachers and trainers co-ordinated by national observatories. Second, TTnet will be introduced to these countries to prepare for their participation in the network in the near future.

**(c) e-learning**

ETF has joined the Cedefop survey on the state of e-learning in Europe (mainly on financial issues), which is expected to be published end of September 2002 on the ETV server (<http://www2.trainingvillage.gr/etv/elearning/default.asp>), as a joint product. ETF has provided data on relevant key players in candidate countries, including Phare distance learning centres, national observatories, higher education institutions involved in Tempus. It has been agreed that Cedefop contacts directly the institutions indicated to involve them in the study. Depending on the feedback from candidate countries, ETF might in addition contact its counterparts in - candidate countries, to foster their involvement in the study.

**(d) Participation of CCs in the Leonardo study visits programme**

Cedefop has informed the ETF of the four visits planned in 2002 in the candidate countries and of the themes of the visits (<http://www2.trainingvillage.gr/etv/studyvisits/index.asp>). It has been agreed that ETF will provide support to reinforce the involvement of CCs in the programme, in particular with regard to the participation of social partners' representatives. To this end, ETF drawing on its networks and experience will propose to CEDEFOP appropriate contacts in social partner organisations.

The ETF was represented at the seminar 'SMEs faced with the growing use of ICTs. How vocational training can play its role?' in Hungary (<http://www2.trainingvillage.gr/download/studyvisits/workshop/DraftprogrameEN.pdf>). It provided Cedefop with documentation concerning Estonia and Poland and helped the Centre create links with some countries such as Hungary, Slovakia, Estonia and Poland. ETF has also commented on a number of proposals for study visits submitted by CCs for 2003.

**(e) Support for research co-operation**

ETF will contribute in the third Report on European research in VET (to be released by Cedefop in 2004). Developments in central and eastern European countries will continue to be reflected in this report, so their researchers will have more opportunities to participate in Cedefop's work.

The *second research report* ([http://www.trainingvillage.gr/etv/Projects\\_Networks/ResearchLab](http://www.trainingvillage.gr/etv/Projects_Networks/ResearchLab)) was prepared in collaboration with the ETF. It presents a detailed review of research infrastructures and current research topics in all Phare countries.

The *Vocational training journal* (<http://www2.trainingvillage.gr/etv/editorial/edcomm.asp>): the ETF and a representative of the candidate countries have been members of the editorial board of the journal for some years; the journal should become a more important tool in these countries.

*Scenarios and strategies on VET* (<http://www2.trainingvillage.gr/etv/scenarios/index.asp>): in 2002 the results of this joint project were published and follow-up activities have been organised.

**(f) Cedefop's report on Learning for employment"**

Cedefop is preparing its second policy report - scheduled for publication early 2003. ETF has prepared a contribution for inclusion in 'European Policy on enlargement as it concerns VET'.

**(g) Statistics and indicators**

ETF has contributed to the Cedefop publication 'The transition from education to working life. Key data on VET in the EU (2001)' (<http://www2.trainingvillage.gr/download/publication/keydata/kdt3/202/2202EN.html>) based on data collected by ETF for CCs through the key indicators project. The key data deliver a clear indication that the level of education attainment is on average even better than in the EU.

ETF is involved in the activities related to preparation of co-operation on the extension of the VET data collection to CCs (the sixth data collection run by Eurostat and Cedefop). ETF also co-operates with methodological developments on the harmonised list of learning activities.



**B. Facilitating the participation and involvement of CCs in the policy development of the Community in the field of VET during the transition period before accession.**

**(a) Lifelong learning (LLL)**

ETF organised the consultation process on the memorandum on LLL in the candidate countries in 2001. At several events organised by the ETF or - CCs, Cedefop had the opportunity to contribute by presenting the outcomes of - national debates taking place on the Commission's memorandum on Lifelong learning and its follow-ups (<http://www2.trainingvillage.gr/etv/lll/index.asp>). Those events included: the Advisory Forum meetings in Cyprus in September 2001, in Bratislava/Slovakia in October 2001, in Ankara in January 2002 and finally in Turin, where the ETF organised a seminar on 'Challenges and priorities for VET reform in the context of LLL' on 25 and 26 February 2002. The objective of the last-mentioned seminar was to consider what the renewed focus on LLL at European level means in concrete terms for Member States, candidate countries and the western Balkans.

Both agencies will also co-operate on the preparation of a database of good examples of practice in LLL.

More specifically, as regards the follow up to - EC initiatives on LLL, both agencies have continued to work together in the following areas:

- **Increased co-operation in VET ('Bruges process')**

ETF has supported the involvement of CCs in the policy conference on increased co-operation in VET which took place on 10 and 11 June 2002 in Brussels, notably by organising a preparatory meeting with these countries on 9 June, in which Cedefop and DG EAC participated. In line with the conclusions of this conference, Cedefop and ETF will co-operate with the EC for - developing a knowledge management mechanism to facilitate reinforced monitoring and exchange of good examples of practice, taking into account the need for increased transparency at national and sectorial levels.

- **Transparency of qualifications: the ETF is participating in the European forum on the transparency of qualifications, managed by the European Commission and Cedefop** (<http://www2.trainingvillage.gr/etv/transparency/index.asp>).

It contributes to implementing of the action plan of the first phase. ETF organised a seminar on mobility and transparency of qualifications with participation of all candidate countries on 14 and 15 February 2002 in Brussels. Cedefop and the European Commission contributed



to the seminar. Second follow-up seminar could take place in early 2003. A monitoring process to encourage countries to take the forum proposals on board has been launched and is ongoing. National meetings are envisaged with participation of ETF and Cedefop.

As regards the work of the Forum's second phase (on validating non-formal and informal learning), ETF has launched a parallel survey in CCs and has prepared a synthesis of the first results, which have been communicated to the forum. The results have also been presented at the international conference on validation of non-formal and informal learning, organised by the European Commission and the Norwegian Ministry of Education in Oslo on 6 and 7 May 2002.

- **Quality in VET:** ETF participates in the quality forum managed by the European Commission and Cedefop (<http://www2.trainingvillage.gr/etv/quality>). Joint ETF/Cedefop support should be envisaged to involve candidate countries in the follow-up work of the forum considering the outcomes of the conference on quality organised by the Danish Presidency next September (19 to 21) together with the conclusions of the policy conference on increased co-operation in VET (10 and 11 June).
- **Guidance:** As part of preparations for setting up a European initiative on counselling and guidance, and following the Commission's request, ETF is supporting through the national observatories and experts from candidate countries an information collection process on the situation of guidance and counselling policies in 11 CCs (on the basis of the OECD questionnaire). Cedefop is conducting a parallel survey in Member States, which were not included in the OECD survey. Both the ETF and Cedefop are organising policy review meetings with national experts from Member States and candidate countries, which will be mutually attended by the two agencies. In addition, Cedefop and ETF are members of the technical group for developing the above-mentioned European initiative.

#### **(b) Other activities**

ETF and Cedefop organised two co-ordination meetings (in Turin on 23 January 2002 and Brussels on 27 May 2002), which were devoted to a review/assessment of joint work done so far as well as planning for the near future, the need for more structured involvement of **members of our Management/Governing boards** in the work of the two agencies was discussed, and especially the need to report to our respective boards on our co-operation. The first common reporting should take place in the autumn of this year. Progress on the two agencies' co-operation and preparation of our common work programme 2003 will be assessed again on 30 August 2002 with the European Commission in Brussels. In addition, the following

issues touching upon several points of the above-mentioned agreement were discussed:

- **Social dialogue:** the ETF and some representatives from candidate countries will participate in the conference on 'Social partners and the development of competencies and qualifications in Europe' ([http://www.trainingvillage.gr/etv/Projects\\_Networks/SocialP](http://www.trainingvillage.gr/etv/Projects_Networks/SocialP)) that Cedefop will organise in the framework of the Danish Presidency on 23 and 24 September 2002 in Brussels;
- **The new e-learning website** in the ETV will have some links to the ETF website and specifically to candidate countries national reports and further information concerning e-learning;
- **Joint events:** for 2003 specific attention will be given to the Greek and Italian presidencies where joint events could be organised.
- Cedefop will be invited to participate and contribute to a conference planned to be jointly organised by ETF and the Greek Employers' Association (SEV) during the Greek presidency in the first half of 2003. The conference will be primarily addressed to social partner organisations from CCs and focus on the framework of actions for LLL recently agreed between the European social partners.
- The ETF is working on joining the existing agreement between Cedefop and DG EAC regarding participation at relevant events on the DG EAC information stand. The aim would be to present the work of the two organisations in parallel.

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ETF	Country Monograph on Czech Republic for DG Employment (draft)	November 2001
ETF	Country Monograph on Slovenia DG Employment (draft)	September 2001
ETF	Internal ETF documents: <ul style="list-style-type: none"> <li>• Summary of key points and main outcomes ETF/CEDEFOP Meeting 23.1.02</li> <li>• State of play as at March 2002</li> </ul>	2002
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ETF	Creating a Framework for continuing vocational training in a lifelong learning context: Reference material for Central and Eastern European countries	2001
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ETF	Evaluation of activities in the field of Management Training in the NIS	1996
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ETF	Second six monthly progress on conventions – National Observatories in partner states covered by Tacis – Jan - June 1997	31 July 1997
ETF	Third eight monthly progress report on conventions – National Observatories in partner states covered by Tacis – July 1997 – Feb 1998	27 February 1998
ETF	Fourth nine monthly progress report on conventions – National Observatories in partner states covered by Tacis – Mar Nov 1998	December 1998
ETF	Fifth ten monthly report on conventions – National Observatories in partner states covered by Tacis – Nov 1998 – Aug 1999 – Final report	21 September 1998
ETF	VET reform in North West Russia II – Annex 1	2000
ETF	Work programme 2000-2002	1999
ETF	Work programme 2001-2003	2000
ETF	Work programme 1999-2001	1998
ETF	Draft Annual Report 2000	2000
ETF	Draft minutes of the Governing Board meeting	April 2000
ETF	Draft minutes of the Governing Board meeting	February 2000
ETF	Draft minutes of the Governing Board meeting	June 2001

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Author/Source	Title	Date
ETF	Draft minutes of the Governing Board meeting	November 2000
ETF	Draft minutes of the Governing Board meeting	November 1999
ETF	Director's oral progress report – Governing board meeting	February 2000
ETF	Director's oral progress report – Governing board meeting	June 2001
ETF	Director's oral progress report – Governing board meeting	November 2000
ETF	Director's oral progress report – Governing board meeting	November 2001
ETF	Information note: Cooperation between CEDEFOP, the ETF and EURYDICE	1997
ETF	Social Exclusion micro-project in Montenegro: “VOCATIONAL EDUCATION AND TRAINING AGAINST SOCIAL EXCLUSION – A LOCAL PARTNERSHIP FOR TRAINING AND EMPLOYMENT OF YOUNG PEOPLE IN MONTENEGRO”	December 2001
ETF	Micro-Project On Local Partnerships For Training And Employment Of Youth - Final Report – Croatia	November 2001
ETF	Manual - An Approach To The Development of Programme for Vocational Training for Young Unemployed Persons on a Local/Regional Level	September 2001
ETF	Outline for micro-projects on “local partnerships for training and employment of young people” in Croatia and Montenegro	December 2001
ETF	Social Inclusion of Roma Population Through Education and Training Sinaia, 12-14 October 2000 – general report	December 2000
ETF	Current Practices Across Europe - To Assist In The Inclusion Of Roma / Gypsy Population Through Education And Training And Employment Opportunities	December 2001
ETF	Memo to management team on Work programme 2002	20 June 2001
ETF	Vocational education and training in Central and Eastern Europe – Key Indicators	2000
ETF	Vocational education and training in the New Independent States and Mongolia – Key Indicators	2000
NEI	Evaluation Of The Phare National Observatory Network Questionnaire For ETF Management	November 2000
ETF	Mid-Term Assessment Of The VET Observatory Network Final Report For The European Training Foundation	July 1997
ETF	National Observatory Network 2000 The Road To Sustainability The Framework Of Support From The European Training Foundation	September 1998
ETF	Internal Discussion Paper National Observatories	September 2000

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NEI	Evaluation Of The Phare National Observatory Network Questionnaire For ETF Management	November 2000
NEI	Swot Analysis For Internal Etf Consideration Phare National Observatories Network	July 1998
ETF	Terms Of Reference – Final Draft Evaluation Of The Phare National Observatory Network	September 2000
ETF	Final Report On Evaluation Of The Phare National Observatory Network	March 2001
ETF	National Observatory Stocktaking Report - Mongolia	2001
ETF	Regional Observatory Stocktaking Report – North West Russia	2001
ETF	National Observatory Stocktaking Report - Armenia	2001
ETF	Terms Of Reference For The Evaluation Of Tacis National Observatories' Project	2001
ETF	National Observatory Stocktaking Report - Belarus	2001
ETF	Monitoring at the European Training Foundation	May 2001
ETF	Monitoring and quality assurance at the Foundation	July 2001
ETF	A mid-term strategic perspective for the European training foundation Framework and guidelines for a mid-term substantive work planning (2002-2004)	April 2001
ETF memo	Making ETF work as a centre of expertise: issues and progress	October 2001
ETF memo	Review of progress on achieving the Centre of Expertise	July 2001
ETF	Change Management - Findings, Knowledge Management	December 2001
ETF	Terms of Reference - Thematic working group on Skills Development for Enterprises (SDFE), with emphasis on SMEs	September 2001
ETF	Draft terms of reference for the thematic group on vet reform in the context of lifelong learning	September 2001
ETF	Draft document for discussion - Logframe matrix for the lifelong learning thematic group	July 2001
ETF	Terms of Reference - Thematic working group on: Designing a VET sector assessment methodology (tool), including benchmarking on the progress of reform	September 2001
ETF	Directors decision – Introducing rules of procedure for the senior management team and the management team	August 2001
ETF	Second quarterly budget and activity report	July 2001
ETF	Budget and Activity Execution Update	November 2001
ETF	Budget and Activity Execution Update	August 2001
ETF	Budget and Activity Execution Update	October 2001

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Author/Source	Title	Date
ETF memo	Decision of the Director concerning the Final Structure of the ETF TEMPUS Department	April 2001
ETF	Support for smes and SME Managers in Albania A joint Italian Government/ETF project	April 2001
ETF	SME project : implementation table	December 2001
ETF	Pilot Project on VET Reform in North-West Russia	August 1999
ETF	Brief progress report on the Pilot Project “VET Reform in North-West Russia” implementation in 2000-2001	September 2001
ETF	Annual progress report Pilot project on vet reforms in north-west Russia	May 1997
ETF	Project document based upon the outcomes of the vet reform project in north-west Russia for the consideration of the steering committee - capitalisation and dissemination of experience in 2002 & beyond	September 2001
ETF	Biannual progress report pilot project on vet reform in north-west Russia	June 1997 - January 1998
ETF	Mid-term assessment of the pilot project on vet reform in north-west Russia, phase II	September 2000
ETF	Pilot Project “VET Reform in North-West Russia. Phase II” Minutes of the Steering Committee Executive Team	March 2001
ETF	Pilot project VET Reform in North-West Russia Coordination Meeting Minutes	October 2001
ETF	Pilot Project VET Reform in North-West Russia - II Steering committee meeting	October 1999
ETF	Pilot Project VET Reform in North-West Russia - II Steering committee meeting	October 2001
ETF	Pilot project “VET reforms in north-west Russia” Background	October 1996
ETF	Report on the pilot project implementation and objectives achievement in the sectors and on the horizontal level in the year 2000	February 2001
ETF	Progress report “Pilot Project on VET Reform in North-West Russia, Phase II” Steering Committee	October 1999
ETF	Minutes of the Steering Committee Executive Team Meeting	March 1999
ETF	Pilot Project on VET Reform in North-West Russia – Phase II Executive team of the steering committee Minutes of the meeting	April 2000
ETF	Deepening and strengthening the results of the project pilot phase in the sectors - Progress report 1999	September 1999

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ETF	Pilot project VET Reform in North-West Russia. Phase II Steering Committee Meeting Minutes	October 2000
ETF	Mid-term Evaluation of a Pilot Project of the European Training Foundation on "VET Reform in North-West Russia"	March 1998
ETF	Pilot project VET reform in north-west Russia Phase II	December 1998
ETF	Two perspectives on reforming the regional system of vocational education – based on the pilot project in the north west region of the Russian federation	March 2000
ETF	Advisory Forum – Review of Experience 1995 – 1999 – Interim results	June 2000
ETF	Advisory Forum Impact Evaluation	December 1999
ETF	Library and Documentation Service - Strategic Planning and Evaluation Review	July 2000
ETF	Web Site Concept and Design	November 1999
ETF	Internal training & development strategy	1998
ETF	Internal training & development strategy	1999
ETF	Internal training & development strategy	2000
ETF	Staff Training & Development Programme and Indicative Budget Proposals	1999
ETF	Human Resource Policy and Development Plan	October 2001
ETF	Evaluation Steering Committee (Esc) Meeting 19 February 2001 Discussion Document	February 2001
ETF	Evaluation Steering Committee Summary of meeting of 19 <sup>th</sup> February 2001	February 2001
ETF	Minutes of Meeting of the Evaluation Steering Committee	February 2001
ETF memo	Initial recommendations on Quality Policy and Quality	December 2001
ETF	The Common Assessment Framework	October 2001
ETF	Performance Appraisal System	October 2001
ETF	Regulation On Performance Evaluation And Probation	December 2001
ETF	Part time work policy and guidelines	June 2001
ETF	Policy on the use of support staff (Auxiliary agents & Interimaires)	Undated
ETF	Decision of the Director of the European Training Foundation concerning the recruitment procedures for temporary and local agents	July 2001
ETF	Decision of the Director of the European Training Foundation concerning the recruitment procedures for temporary and local agents	December 2001
ETF	Mid-Term Perspective On Staff Resources 2002-2004	November 2000

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<b>Author/Source</b>	<b>Title</b>	<b>Date</b>
ETF	Staff Committee Electoral Rules	December 2001
ETF	Staff Committee Regulation	December 2001
ETF	Advisory Forum Newsletter	August 2001
ETF	Financial Regulation applicable to ETF	October 1996
<b>Algeria</b>		
ETF	Aperçu sur l'enseignement professionnel et la formation – Algerie	2000
ETF	Identification d'un projet de mise a niveau de la formation professionnelle en Algerie	April 2001
ETF	Rapport de la mission de formulation et de faisabilite d'un projet de mise a niveau du systeme de formation professionnelle en Algerie	June 2001
EC	Convention de financement specifique entre la Communaute Europeenne et la Republique Algerienne Democratique et Populaire	2001
ETF	Med region External evaluation background notes	2002
Ministere de la Formation Professionnelle, Algerie	Mise en place d'un dispositif d'anticipation des besoins en matiere d'emploi, de qualification et de formation en Algerie	June 2001
ETF	Observatoire de la formation professionnelle et de l'emploi – Rapport du groupe - projet	November 2001
ETF	Observatoire de la formation professionnelle et de l'emploi – Projet de protocole d'accord de partenariat pour la creation d'un dispositif de type observatoire sur la formation et l'emploi	November 2001
ETF	Cahier des charges – Projet B07-2 Developpement d'une fonction observatoire en Algerie (renforcement institutionnel)	Undated
ETF	Renforcement de capacites nationales d'observation des evolutions du marche du travail et des besoins en competences ("fonction observatoire") et mise en reseau regionale – Plan d'action 2001 – 2005 – Etat de situation Mars 2002 et calendrier prospectif.	2002

## Annex 11: Definitions of ETF's Activities

There is a general lack of consistency in the use of terms between reports, although part of this is due to the large-scale changes in 2000. For example:

- The structure and format of the Annual Reports and Work Programmes changes a great deal from year to year. In particular, the Annual Report 2000 is in a completely different format to previous and future years.
- The categorisation of activities between the years changes, almost on an annual basis. Though (as mentioned previously) this reflects the changes in the organisation over this period, there are few links made to previous documents or attempts to explain how each one builds upon (or is related to) the past. (See also Annex 12: Themes and Objectives contained in ETF Work Programmes.)
- To the non-ETF or non-EC staff reader, the complexities of the budgets (titles, chapters, etc) and the groupings of activities are not clearly explained in non-technical language. For example most of the reports do not contain a simple glossary of key terms. Presently *some* terms are defined in *some* reports but not later ones (i.e. this assumes incremental reader knowledge), while most of these definitions are incorporated in the main body of the text - and thus not easy to find.

While it is understandable that document structures should evolve over time, and should be adjusted to take account of changes in ETF's procedural environment, a more user-friendly and consistent approach to the presentation of this vital information would assist ETF's stakeholders, and contribute to greater transparency.

This annex is intended to provide guidance on the terms used by ETF in their Work Programmes and Annual Reports. The characterisations and definitions have been developed by the evaluation team based on our judgement. Therefore this annex is not a glossary, neither is it exhaustive. Nonetheless it could form the basis for development of a glossary by ETF.

Budgets: Titles 1-3	Definitions
Staff costs ( <b>title 1</b> )	<ul style="list-style-type: none"> <li>▪ Personnel Costs (basic salary, allowances)</li> <li>▪ Missions and Travel (expenses)</li> <li>▪ Socio-Medical Infrastructure (health service, restaurants, internal training)</li> <li>▪ Exchange of officials and experts (secondment of national experts)</li> <li>▪ Reception and Entertainment expenses</li> <li>▪ Pensions and Pension Subsidies</li> </ul>
Administration and infrastructure ( <b>title 2</b> )	<ul style="list-style-type: none"> <li>▪ Investments in real estates, rentals and accessory charges (rentals, insurance, cleaning and maintenance)</li> <li>▪ Data Processing (equipment, operating costs)</li> <li>▪ Moveable Property and Accessory Changes (technical installations and office equipment, furniture, transport, documentation and library)</li> <li>▪ Current Administration Costs (stationery and office supplies, financial charges, legal expenses, publications)</li> <li>▪ Post and Telecommunications</li> <li>▪ Meetings and calling thereof</li> </ul>
Operational costs – missions included ( <b>title 3</b> )	<ul style="list-style-type: none"> <li>▪ Operational expenses (documentation, publicising of information, translation costs, consultants)</li> <li>▪ Priority Actions: Work Programme Activities (<b>Support to Commission; Information Provision and Analysis through the NObs; Development Activities</b> – thematic areas)</li> </ul>

Notes:

**Title 9** – Expenses not Specifically Provided For

**Title 4** – Earmarked Expenditure (non-EC funds provided bilaterally by other funding agencies, and allocated to specific tasks)



Activity Grouping	Characterisation
Obligatory Initiatives	<p>Included:</p> <ul style="list-style-type: none"> <li>▪ <b>Continuing obligations</b>, such as ETF responsibilities in Phare and Tacis projects, <b>multi-annual</b> contracts, and development activities agreed in the previous Work Programme but not <b>completed in the last year</b></li> <li>▪ Activities which ETF is <b>obliged by Regulation</b> to undertake, e.g. the <b>Advisory Forum</b></li> </ul>
Support to the Commission	<p>Activities agreed between ETF country managers and counterpart desk-officers in the <b>Commission</b>, concentrated around contributions to <b>programming and the project cycle management</b> (particularly identification, monitoring, evaluation or dissemination stages). Provided to 5 Directorates General (<b>DGs</b>):</p> <ul style="list-style-type: none"> <li>▪ External Relations</li> <li>▪ Enlargement</li> <li>▪ Employment and Social Affairs</li> <li>▪ EuropeAid</li> <li>▪ Education and Culture</li> </ul>
Information gathering and analysis	<p>Catalyst and support to the long-term development of systems in partner countries to generate sound, accurate and up-to-date information on vocational education and training in relation to developments in the labour market – the <b>network of National Observatories</b></p>
Development activities	<p>Activities which encourage and support partner country innovation across the wide range of issues associated with changing economies and labour markets – <b>deepening the expertise</b> of ETF in a limited number of areas. Includes:</p> <ul style="list-style-type: none"> <li>▪ Developing <b>methodologies and guidelines</b> for analysing, monitoring and assessing vocational training and labour market developments and policies</li> <li>▪ Comparing and <b>analysing different approaches</b>, identifying <b>general trends</b> and <b>good practice</b></li> </ul>

Other terms	Definitions
Administrative support	<p>Management of ETF, which is not supporting programme operations, from:</p> <ul style="list-style-type: none"> <li>▪ Finance and Legal</li> <li>▪ Personnel</li> <li>▪ Computer and Technical Services</li> <li>▪ Information and Communication</li> </ul>
Organisational support	<p>Represents ETF's general management, coordination, development, external representation, planning, budgeting, monitoring and evaluation activities. Includes:</p> <ul style="list-style-type: none"> <li>▪ Directorate</li> <li>▪ Planning</li> <li>▪ Monitoring and Evaluation</li> <li>▪ % of Development Unit</li> <li>▪ % of Information and Communication</li> </ul>
Transversal activities (Expertise development)	<p>Activities not directly linked to any one geographical department (development work across ETF on key vocational training, labour market issues, and Management Training)</p>

## **Annex 12: The themes and objectives contained in ETF Work Programmes**

The analysis of the Foundation's portfolio and how it has evolved between 1997 and 2002 is somewhat complicated by the way in which the Work Programmes and budgets have been structured and presented. This is particularly the case when trying to differentiate between the pre- and post- 'structured dialogue' portfolio.

This annex lists the themes and objectives presented in ETF's Work Programmes and Annual Reports from 1997 until the present. It is intended both to show how ETF's portfolio has evolved over time, and to demonstrate the difficulties the evaluation team has experienced in attempting to carry out a comparative analysis of ETF's portfolio over time. It relates to the analysis presented in section 4.1.1.2 of Volume 1 – the main report.

### **The Thematic Approach of the pre-2000 Period**

#### **1997:**

1. Curriculum Development (Cross Country Analysis)
2. Post Secondary Vocational Education
3. The Role of Social Partners
4. The Implementation of Vocational Standards
5. The Financing of Vocational Training in the Tacis Countries
6. Linking Training to the Labour Market
7. The Integration of Work and Learning
8. Legal Framework Development
9. Transparency and Mutual Recognition of Qualifications

#### **1998:**

1. Cross Country Analysis on Curricular Reforms
2. Project 'Integration of Work and Learning'
3. Activities in Teacher Training
4. Post-secondary Vocational Education
5. Linking Training to the Labour Market
6. Legislative Framework for Vocational Training
7. Social Partnership
8. Transparency and Mutual Recognition of Qualifications
9. Continuing Training
10. Vocational Training Against Social Exclusion

#### **1999:**

1. Linking Training to the Labour Market
2. Continuing Vocational Education and Training
3. Standards
4. Teachers and Trainers Training and Retraining
5. Management Training
6. Social Partnerships
7. Policy Advice

### **Budget Split by Objectives, for 1999 and 2000**

#### **1999 (Work Programme 1999-2001):**

##### Cluster I: Skills Needs

- Objective 1: “To ensure that the training system strengthens its links with the labour market and promotes employability and adaptability”
- Objective 2: To support the development of continuing VET within the framework of lifelong learning

##### Cluster II: Qualifications and training methods

- Objective 3: “To establish a system of flexible and recognised vocational standards”
- Objective 4: “To ensure that teachers and trainers deliver experience based and participatory training which makes full use of modern methods and tools”

##### Cluster III: Institutional Arrangements

- Objective 5: “To promote human resource development and sustainability of management training courses”
- Objective 6: “To promote partnership between key actors in VET”

##### Policy advice facility, evaluation and donor cooperation

#### **2000 (Work Programme 2000-2002):**

##### Example from the Candidate Countries (with each region having a different set of Objectives):

- Objective 1: “to continue and in most cases complete the management of Phare funded systematic reform programmes”
- Objective 2: “to assist the Commission/Delegations in the design and implementing of Phare Programme support to employment and training in the context of the European Social Fund-type actions”
- Objective 3: to provide tailor-made technical support and advice to individual candidate countries in the design and implementation of European Social Fund type policies and measures”
- Objective 4: to develop further information exchange and good practice between the candidate countries themselves and with the Member States”
- Objective 5: “to promote the analytical capacities of the National Observatories in order to enable their support for national authorities in the monitoring evaluation of European Social Fund-type actions”
- Objective 6: “to reshape the focus and structure of teacher and trainer training in Latvia and Lithuania”