STANDARD SUMMARY PROJECT FICHE

1. Basic Information

1.1 Désirée Number: ES01.07.04

1.2 Title: ENHANCING HUMAN RESOURCES DEVELOPMENT IN WEST ESTONIAN ISLANDS

1.3 Sector: Economic and Social Cohesion

1.4 Location: West Estonian Islands

2. Objectives

2.1 Overall Objective:
- Increased overall level of economic and social cohesion within the target region

2.2 Project purpose:
- Strengthened capacity of the western islands region vocational training institutions to provide wider access to initial and continuing courses to different target groups thereby creating a supply of highly qualified, flexible and skilled manpower for the needs of the regions economies
- Enhanced relevance of initial and continuing education and training programmes to changing islands skill needs, supported by strengthened certification and assessment arrangements with the active involvement of enterprises

2.3 Accession Partnership and NPAA priority

NPAA 2000 - Estonia
Ch. 6 Economic and Social Cohesion
6.1.2. Employment

Employment and Training Development Plan
In accordance with the Employment and Training Development Plan developed in co-operation with the representatives of the Ministry of Education, Ministry of Economic Affairs, central organisations of workers and employers and research institutions, the priorities for 2000-2003 are:
- to develop primary vocational education and vocational higher education;
- to expand the opportunities and to improve the quality of supplementary training and re-training;
- to integrate persons who belong to the risk groups to the labour market and to ensure their access to education;
to ensure equal opportunities in employment for men and women;
to harmonise the activities and increase the efficiency of support systems in employment and training.

Ch. 8 Innovation
8.2.2. Vocational education

Plans for 2000

Based on the National Development Plan’s human resource component, it is foreseen that the PHARE program could help in the development of vocational education in Estonia’s lesser developed regions (Ida-Virumaa, southern and south-eastern Estonia, the islands), in order to improve the employment situation and to raise the level and vocational skills of the working population to the new requirements on the labour market which have occurred due to the economic and social changes.

2.4 Contribution to the National Development Plan (draft 2000)

The project will support the following NDP priorities:

Chapter IV: Development priorities
4.2.1. Education
4.2.1.2. Priorities

Proceeding from the analysis of the educational sector given above and for supporting the development of the entire educational sector, the state will focus in 2001-2004 on the objectives, for the attainment of which the following measures will be applied.

Securing the quality of education

1. Securing of educational institutions with professional teaching staff.
   1.1. Teacher training
2. Development and implementation of quality assurance systems
3.2. Development of a system for the accreditation of the curricula of vocational higher education

The statute of Higher Education Evaluation Council will be supplemented with the specific requirements for the evaluation of vocational higher education that take into account the developing vocational qualification system. Representatives of employers and foreign experts will be involved in the accreditation of the curricula of vocational higher education.

Creation of a purposed and consistent system for the development of curricula

1.3. In vocational education the transition to the curricula structured according to the modular principles will continue, which will create flexible opportunities for the acquisition of knowledge and skills and for their implementation in immediate work environment. In co-operation with vocational councils at least 5 national curricula will be prepared in the fields of engineering and technology and services and teaching on the basis of these curricula will start from 1 September 2001 on the level of vocational secondary education.

2. Creation of conditions for students to secure different choices of education and prevent the occurrence of dead ends
2.1. Creation of regulations that would secure different choices of education
2.2. Development and implementation of curricula of vocational education in the different regions of Estonia. Provision of vocational higher education in the fields of engineering and technology will primarily be concentrated to Tallinn, Ida-Virumaa, Jõgevamaa, Võrumaa and Raplamaa. In arts, health care and social areas, provision of vocational higher education will continue in Tallinn, Tartu, Kohtla-Järve and Lääne-Virumaa. In the fields of economics and services, provision of education according to the curricula of vocational higher education will continue in Tallinn, Pärnu, Lääne-Virumaa, Võrumaa, Järvamaa, Viljandimaa and Saaremaa.

3. Preparation of curricula, taking into account the internationalisation of education and labour market
3.3. Volume of the studies of foreign languages in relation to the vocation will be increased in the institutions of vocational education

1. Development of the infrastructure and guaranteeing the security of educational institutions
1.1. Investments in the infrastructure of educational institutions for the development of the modern study environment.
For the improvement of the study environment of the schools of general education, 6.6 mln kroons will be invested in 2001. In the years 2002-2004 it is planned to allocate 68.3 mln kroons to primarily centres of vocational education and schools that will be reorganising themselves, which will enable these schools to develop their study base for the most part. For the creation of a normal living and study environment for students with special needs in state schools, ca 100 mln kroons will be invested in the schools in the course of 3 years as a priority of the educational budget.

2. Securing educational institutions with the teaching aids and literature necessary for the fulfilment of the objectives of the curriculum.
2.7. For overcoming the underdevelopment of the vocational education system and for the acceleration of reorganisations, priority financing of the so-called pilot schools is planned, in order to secure the continuous development of the vocational education system. In the 11 pilot schools where national curricula were worked out in 2000, courses for raising the professional and job-related qualification of the teachers of other schools in the same speciality.

3. Renewal of the principles of state order for education in co-operation with social partners

4. Development of support systems
4.1. Development of guidance systems

Chapter 6. Organisation of the implementation

Education
The aim of the Vocational Education Reform Foundation is to co-ordinate and implement programmes of the European Union and other countries that are related to vocational education and the labour market, in order to support the economic development of Estonia and preparation for the integration with the EU. This foundation is responsible for the co-ordination and implementation of the PHARE development programmes of the vocational education system.
3. Description

3.1 Background and justification:

This project has a two-fold objective viz. to boost human capital by enhancing education and skill levels and improve the employment prospects of the unemployed, particularly the long-term unemployed and persons excluded from the labour market within the target region of West Estonian islands. The project will also contribute with the other approved measures for the region under the Phare 2000 programme to addressing some of the regional economy’s weaknesses and deficiencies especially those associated with peripherality and late development, which place the Islands at a competitive disadvantage relative to the rest of Estonia.

The Islands geographical peripherality also gives rise to a series of indirect costs for exporters for example insufficient customer contact, delays at points of exit, higher costs of information gathering and customer service. The growing trends towards “just-in-time” delivery of manufacturing inputs, magnifies the disadvantage of distance. The relatively underdeveloped nature of the economy and its low-income level has inhibited the creation of an adequate infrastructural base. The physical isolation of the Islands from major infrastructural networks accentuates this disadvantage.

A recent EU review of the impact of Structural Funds on economic and social cohesion in EU Member State regions identified four key factors linked with regional differences in GDP viz.

- Structure of the economic activity
- Extent of innovative activity
- Regional accessibility and
- Skills of the workforce

In the context of this project, the skills of the workforce factor were analysed for the proportion of 25-59 year olds with university or equivalent; upper secondary or basis schooling. The best performing regions tended to have an above average proportion of relatively highly qualified workers.

The structure of economic activity on the Islands include agriculture and fishing where there has been a substantial decline in jobs, food processing, manufacturing and tourism. The problem of the declining number of jobs combined with the growing number of young people entering the labour market has created mounting pressure on the education system. The main groups at risk include young people without vocational qualifications and middle-aged and older women. To reverse these negative trends and support the development of sustainable economic growth there is an immediate need to enhance the overall productivity of the Islands. In economic terms the potential long-run growth in productivity will be determined by the rate of accumulation of human capital, research and development and improvements in the infrastructure. Within the context of this project, the focus will be on the accumulation of human capital through a series of measures set out in this project fiche aimed at improving the overall investment climate within the West Estonian Islands region.

The current situation on the Islands suggests far stronger links and constructive co-operation between education providers, private sector and the institutions responsible for economic
development in the region including entrepreneurs, local governments and county administration is required to enhance the overall impact and sustainability of the project. This co-operation will be fostered by a joint steering committee that will include all the key stakeholders.

It will be important to have access to information from regional government planners on the areas identified for economic development, forecast the economic growth sectors in the region and the subsequent manpower needs in sufficient time and detail to enable education planners to provide the appropriate education and training responses.

The demographic situation in the region is quite favourable—out of the total population of 39,486 in Saaremaa the age group of 15-64 forms 65.9% of the population, while in Hiiumaa out of the total population of 11,575 the age group of 15-64 forms 66.3% of the population. Based on data available in January year 2000, the demographic labour pressure index in Saaremaa was 1.44 and Hiiumaa 1.87.

A recent labour market survey has highlighted a growing trend of young people leaving the Islands in order to seek better education and career prospects. After graduating from the basic school, around 60% of the young people continue in gymnasium. The rest can continue in the 2 vocational schools or have to leave the Islands. In order to address this problem, education providers have to respond by widening access and improved quality of courses on different educational levels, including higher vocational education level.

Almost 50% of the registered unemployed have only basic education. In the age group of 15-64 the unemployment rate is 9% in Saaremaa and 8% in Hiiumaa.

From a special planning perspective, Saaremaa and Hiiumaa are characterised by high concentrations of people in the main administrative centres -more than half of the population is living in either Kuressaare and its surrounds or Kardla and the surrounding municipalities. Distance learning and working opportunities will have to be developed in order to provide people in the remote areas with equal access to education and work opportunities and encourage them to remain in the West Estonian Island region.

To support the economic development of the region with qualified labour, education and training delivery at different education levels and forms will be supported. On the basis of existing labour market data there appears to be a mismatch between education and training provision and the needs of the Wester Estonian Islands labour market/economic needs.

The project will contribute towards strengthening the capacity of the training institutions network to provide wider access to initial and continuing education to different target groups by increasing the number/range of courses based on preset occupational standards and matching them with the labour market requirements.

The network of training providers will include Kuressaare Vocational School (RTC), Tallinn Technical University College, Suuremoisa Vocational School in Hiiumaa and Tuuru Foundation. Special attention will be paid to the development of higher vocational education courses to secure further education options in the Islands thus reducing one of the reasons given by young people for leaving – better education prospects/options.
The selection of courses will be made by the project steering committee after the review of the labour market situation in the islands and based on the priority economic sectors in the region. The priority sectors include electronics, tourism, food processing and boat building. Whereas the developed courses are on a modular basis, it will allow using all the modules for the training of adults. Investment is foreseen for equipment and information/library infrastructure. Support for up-grading the facilities where the inadequacy of the existing resources can no longer ensure the relevance of programmes to the needs of individuals and the economy will be important. Support centre for home-based distance learning and work activities will be developed to tackle the problem of remote and inaccessible areas.

**Development of work-linked training scheme**

In order to further support the region in accumulating human capital and with a capacity to respond efficiently to the rapid changes in the labour market, it will be vital to include industry in the process of training young and adult people through an integrated work-linked training scheme. Integrated work-linked training will provide the future workers and technicians with practical skills in an enterprise environment thus enabling the participant bridge the gap between school environment and real-life situation in an enterprise. This kind of measure will assist in reducing the problem of making new technologies and equipment in industry available for training purposes, as it is evident that training institutions cannot up-grade their training equipment as quickly as industry requires due to the high capital costs involved.

Development of the scheme and further involvement of industry into training young and adult people will place higher demands on employers. The prerequisite for the successful implementation of the scheme will be increased awareness and receptivity of industry to fully participate. This fact suggests training of employers (incl. in-company training supervisors) and accrediting the enterprises to ensure that the quality of the working environment, safety regulations and training arrangements etc. are of a sufficiently high standard to meet the in-company training objectives.

The scheme will foster stronger and more sustainable links between enterprises and training institutions and foster confidence that the skills of the trained people will meet the requirements of industry.

The work-linked training scheme will be developed in one economic sector in the West Estonian Islands region and ship-building has been identified a possible pilot sector. The final selection of the sector will be made by the project steering committee.

Whereas the public employment offices provide for registered unemployed only, it is important to secure access to information and counselling to other target groups. In order to provide young and adults with professional assistance in making their career and education choices, **career guidance and counselling services will be developed** within the existing training institutions for school-leavers (after basic and upper-secondary school/gymnasium) and for adults in need of retraining or up-grading their skills due to rapid changes in the labour market. Information materials on labour market, initial and continuing training opportunities etc. will be provided and counsellors trained to make the services operational in a short period of time. The activities will be based on the master plan that is being elaborated by the Ministries of Education and Social Affairs for building up a
comprehensive career and vocational counselling system in Estonia. The plan will be completed in 2001.

The activities will be additionally coordinated with the Labour Market Board and regional public employment services at the Steering Committee level (with respective representatives included) to create synergy between provided counseling services to different target groups.

**Development of an accredited certifying institution in the islands**

To enhance the relevance of initial and continuing education and training programmes to changing regional skill needs, quality driven certification and assessment systems will be developed with the active involvement of enterprises. Competence based certification will provide additional motivation for individuals and companies in the Islands for acquiring initial and further qualifications and through this measure increasing the accumulation of human capital within the West Estonian Islands region for attracting investment.

Development of an accredited institution will include elaboration of procedures, guidelines and tests for awarding qualifications, a register for recording awarded qualifications, training of examiners (incl. external examiners).

This project component will be coordinated with the MoEA, with the Ministry of Social Affairs, Professional Councils, the Estonian Chamber of Commerce and Industry and the National Qualification and Examination Centre. Component will be implemented in line with the new Law on Recognition of Foreign Qualifications and Law on Professions.

An added value dimension of this project is stimulating social dialogue in the region. Respective employer and employee organizations will be included in the Steering Committee.

**3.2 Linked activities:**

Past Phare activities:
1. ES 9409 Vocational Education and Training Reform in Estonia
2. ES 9502.02BE Business Education Reform Programme
3. ES 9803.02.01 Upgrading the Skills of the Workforce in Estonia

Project "Upgrading the Skills of the Workforce in Estonia" has a twofold aim of developing and piloting the idea of regional training centres in the disadvantaged areas, and development of the national qualification system within the context of EU accession. It has prepared Estonian central and regional authorities for the current Phare ESC project.

Kuressaare RTC in Saaremaa is one of the three pilot regional training centres. The current project will logically build on the outcomes and continue the developments of the previous project. The RTC has published a Development Plan that coincides with the proposed project activities. As a concrete outcome of the Phare ‘98 project, 3 new initial training courses with short modular courses have been developed for adult learners. An Adult Education Centre is operating in the RTC and 500 people have been trained, including 96 registered unemployed.
The project will support the reorganisation of the VET institutions network as part of the MoE strategy and the implementation of the Law on Vocations.

4. Phare 2000 project ES0006-1 “Support to the balanced development of the labour market services”. One part the project concentrates on upgrading the skills of public employment service personnel in information technology, language and “soft skills” such as negotiating, interviewing, counselling, motivating, stress management, time management, project management and team work. The counsellors in public employment services are working with unemployed persons, whereas in the current project “Enhancing Human Resources Development in West Estonian Islands”, the counselling services will be established within the existing training institutions for school-leavers.

3.3 Results:

- Training institutions management, teaching staff, local municipalities, and employers trained (45 people altogether)
- 5 modular initial and at least 5 shorter continuing education and training programmes developed and implemented. The initial training courses modules can be used for training of adults.
- RTC/ITU College reference library updated
- Career guidance and counselling services for youth and adults operational
- Support centre for home-based distance learning and work activities developed
- Accredited certifying institution established
- School/enterprise network for work-linked training scheme implemented in one economic sector

See ANNEX 1.

3.4 Activities

1. Prepare a strategic plan for the development of the training providers network in the region based on a review of labour market needs and the region economic and social plan;
2. Review of strategic and operational plans of the training institutions
3. Train 45 management, teaching staff, local municipalities, employers on project-related measures, (including the preparation for Structural Funds)
4. Develop/up-date 5 modular curricula (incl. higher vocational education) in identified priority sectors and at least 5 short modular courses for different target groups
5. Develop teaching materials, course and service catalogues
6. Procure equipment, training materials and upgrade the facilities to support the delivery of new courses. Equipment will include course-related specific equipment to support the delivery of new courses, IT and classroom presentation equipment.

7. Establish a distance-learning and work centre.

8. RTC library will be provided with computers and modern literature to function as resource centres that collect and disseminate information on technological, scientific, management, EU related etc. topics, with Internet access, and will support initial and continuing training programmes.

9. Establish career counselling services, including training of counsellors.

10. Develop an accredited institution for awarding competence based qualifications, incl. development of procedures, guidelines and tests, training of 5 examiners, create a regional register of awarded qualifications linked to the national data-base.

11. Develop a work-linked training scheme in one sector, including:

- Signing of co-operation agreements between the employer organizations and the training institutions.
- Development of criteria for accrediting the enterprises.
- Development of curricula, materials and methodology.
- Training of in-company instructors.
- Testing of the first group of trainees to evaluate the effectiveness of the scheme.

It is foreseen to use classical technical assistance to support institution building in all components. Investment is foreseen for teaching equipment and materials in the training institutions, RTC library, distance learning and work centre and career guidance centre.

4. Institutional Framework

4.1 Steering and monitoring
A steering committee will be established for steering and monitoring the project (see point 6.1).

Independent evaluation will be carried out by an independent monitoring institution, which will report to European Commission, EC Delegation in Estonia, the Ministry of Finance, Ministry of Economic Affairs and Ministry of Education.

After the end of the project the assets will be in the ownership of the training institutions under the Ministry of Education.

4.2 Implementation
The implementation of the project will be secured by the Foundation VET Reform in Estonia together with local project manager.

4.3 Beneficiaries
The direct beneficiaries of the project are the training institutions, career counselling centre, the qualifications awarding centre and the accredited enterprises. The final beneficiaries are the trainees in the developed programmes.
5. Detailed Budget

<table>
<thead>
<tr>
<th>Phare</th>
<th>Support</th>
<th>Total Phare (I+IB)</th>
<th>IFI</th>
<th>TOTAL</th>
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<tr>
<td>Investment</td>
<td>Institution</td>
<td>Building</td>
<td>Co-financing</td>
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<tr>
<td>Technical assistance (activities 1,2,3,7,9,10,11)</td>
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<td>0,25</td>
<td>0,25</td>
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<tr>
<td>Course and material development</td>
<td>0,08</td>
<td>0,08</td>
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<td>0,08</td>
</tr>
<tr>
<td>IT, classroom and office equipment *</td>
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<td>Course specific equipment and materials**</td>
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<td>Technical implementation support</td>
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<tr>
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<td>0,67</td>
<td>0,33</td>
<td>1,0</td>
<td>0,25</td>
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</tbody>
</table>

*includes equipment for training institutions, career counselling centre, qualifications awarding centre and distance work and learning centre

** The number and total value of each contract will be decided after the final selection of courses and their content. It is anticipated that 4 contracts will allow to cover the whole range of courses and materials.

Indicative breakdown between the project activities:

1. Training institutions, work-linked training and distance work and learning centre:
   IB 0,2 MEUR; Investment 0,6 MEUR

2. Career Counselling services
   IB 0,07 MEUR; Investment 0,03 MEUR

3. Qualification Awarding Institution
   IB 0,06 MEUR; Investment 0,04 MEUR

The budget breakdown has been based on the estimations as per experience under previous development projects.

6. Implementation Arrangements

6.1. Implementing Agency

The Implementing Agency is the Foundation VET Reform in Estonia (FVETRE). The VET Foundation will be responsible for tendering, contracting and implementation of all the aspects of the project. Estonian co-financing will be secured within the framework of an agreement between the Ministry of Education and the FVETRE. The National Fund will transfer funds to FVETRE in accordance to the Financing Agreement signed between the National Fund and FVETRE.

The Foundation is operating as the Implementing Agency for the current Phare 1998 project.
“Upgrading the Skills of the Work Force/VET Reform” and is managing all the aspects of the implementation.

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Steering Committee

For regular steering and monitoring purposes an inter-institutional Steering Committee will be appointed for the project, which meets on quarterly basis to monitor the progress of the project. The Steering Committee will include people from the MoE, Labour Market Board/PES, MoSA, Chamber of Commerce and Industry, Association of Industry and Employers, training institutions, FVETRE etc.

The SC will:
- review, comment and approve all the reports and work plans
- discuss and authorise any changes that need to be made in project implementation plan or resource allocation
- if in the capacity of its members, solve the problems in project environment

6.2 Twinning

No twinning arrangements are foreseen for the implementation of the project.

6.3 Non-standard aspects

National co-financing will come from the 2001, 2002 and 2003 budgets of the MoE.

The DIS Manual will strictly be followed.
6.4 Contracts in MEUR

<table>
<thead>
<tr>
<th></th>
<th>Supply contracts</th>
<th>Service contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TA</td>
<td></td>
<td>1 TA contract total value 0.25</td>
</tr>
<tr>
<td>2. Course and material development</td>
<td></td>
<td>2. Total value 0.08</td>
</tr>
<tr>
<td>3. IT, classroom and office equipment</td>
<td>3. Total value 0.27</td>
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</tr>
<tr>
<td>4. Course specific equipment and materials</td>
<td>4. Total value 0.4</td>
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</tr>
</tbody>
</table>

7. Implementation Schedule

7.1 Start of tendering/call for proposals: October 2001
7.2 Start of project activity: January 2002
7.3 Project Completion: June 2003

8. Equal Opportunity

- Equal opportunities for men and women will be ensured by the steering committee during the implementation of the project.
- Equal opportunities for men and women to participate in the project will be guaranteed and measured by recording the participants in the training courses.

9. Environment
n/a

10. Rates of return
n/a

11. Investment criteria

11.1 Catalytic effect:
- Trained qualified labour force will attract investments into the region

11.2 Co-financing
- The project will be co-financed by the Estonian Ministry of Education, 2002 and 2003 budget; co-financing from the enterprises will be sought.

11.3 Additionality:
- Phare grants do not displace other financiers
- Boosting HRD will attract and complement the investments into the region and will support
the government active labour market measures to combat unemployment and social problems in the region.

11.4 Project readiness and Size:

The project is in line with the Employment Action Plan. Labour market survey has been completed in the region and the conclusions have taken into account in the preparation of the project.

11.5 Sustainability:

- The project supports the implementation of regional development plans within the framework of on-going vocational education reform in Estonia. This will secure the interest of all the partners and sustainability of the outcomes of the project. The measures described comply with the European Employment Strategy: improving employability, developing entrepreneurship, encourage adaptability of businesses and their employees.

11.6 Compliance with state aids provisions:

n/a

11.7 Contribution to the National Development Plan:

The project will help to implement the measures according to the relevant parts of the National Development Plan, the chapters on education and employment.

12. Conditionality and sequencing

Labour market surveys will have to be reviewed before the start of the project activities in order to secure that the latest information of quickly changing labour market is used as a basis for the decisions made on curricula and work-linked training schemes.

Profiles of the curricula have to be completed before supply component can start.

Annexes to project Fiche

1. ANNEX 1 Logical framework matrix for the project
2. ANNEX 2 Time Implementation Chart
3. ANNEX 3 Cumulative contracting and disbursement schedule
### Annex 1

**LOGFRAME PLANNING MATRIX FOR ENHANCING HUMAN RESOURCES DEVELOPMENT IN WEST ESTONIAN ISLANDS**

<table>
<thead>
<tr>
<th>Programme name and number:</th>
<th>ES01.07.04</th>
</tr>
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<tbody>
<tr>
<td>Contracting period expires:</td>
<td>31/12/2003</td>
</tr>
<tr>
<td>Disbursement period expires:</td>
<td>31/12/2004</td>
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<td>Total budget:</td>
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<td>Phare budget:</td>
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<table>
<thead>
<tr>
<th>Overall objective</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased overall level of economic and social cohesion within the Islands</td>
<td>1.1. Increased GDP per capita in the regions by 2%</td>
<td>1.1.Estonian Statistical Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project purpose</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| 1. Strengthened capacity of the western islands region vocational training institutions to provide wider access to initial and continuing courses to different target groups thereby creating a supply of highly qualified, flexible and skilled manpower for the needs of the regions economy | 1. Increased percentage in the participation rates on initial and continuing training programmes by 8% by 2003 as compared with year 2000. | 1. Regional training institutions statistics | • Regional economic and social targets clearly defined  
• Flexible and consistent socio-economic policy at national, regional and local levels  
• Increased economic activity in the regions |
| 2. Enhanced relevance of initial and continuing education and training programmes to changing islands skill needs, supported by strengthened certification and assessment arrangements with the active involvement of enterprises | 2.1.50% placement rate of participants completing the programmes and courses/modules*  
2.2. Increased satisfaction level of employers and trainees | 2.1.Regional training institutions statistics  
2.2. Regular surveys of employers and trainees |

<table>
<thead>
<tr>
<th>Results</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| 1. Strategic plan for delivering training providers network elaborated  
2. 5 initial and 5 continuing education and training programmes fully implemented in the islands training institutions | 1. Strategic plan approved by MoE  
2. Labour market analyses completed, curricula developed and accredited, distance learning packages developed, teachers trained, equipment installed and | 1. Project reports  
2. Project reports, MoE approval of curricula |
| | | | • Strong cooperation between social partners and the education and training institutions |
3. Regional Training Centre reference library updated with greater access to the wider community

4. Career guidance and counselling services for youth and adults established

5. Support centre for home-based distance learning and working developed

6. Accredited certifying institution established in the islands regions

7. School/enterprise network for work-linked scheme agreed and implemented

8. Training institutions management, teaching staff, local municipalities and employers trained

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means</th>
<th>Cost</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| - Strategic plan for the development of the training providers network in the region; review of strategic and operational plans of the RTC; training of management and teaching staff (including preparation for Structural funds); development of 5 new curricula (incl. higher vocational education) in identified priority sectors and at least; short modular courses for different | - 1. TA contract  
- Local and International technical experts  
- Training of teachers, management staff, employer organizations  
- 2. Service contract for course and material development –  
- 3. Supply contract for IT, classroom and office equipment for training centre, counselling | 1. Total 0,25 MEUR  
2. Total 0,08 MEUR  
3. Total 0,27 MEUR | - Review of regional labour market analyses completed |

3. Number of registered visitors increased by 10%

4. Career guidance and counseling services operational

5. Support centre operational.

6. Certifying procedures, guidelines and tests developed, 5 examiners trained, register created.

7.1 Economic sector identified, cooperation agreements signed, curricula and methodology developed, work-placement instructors trained

7.2 First group of 5 trainees finished and completed the qualification tests

8.45 persons trained and have got certificate

8. Project reports
target groups; development of teaching materials, course and services catalogues; procurement of equipment and upgrading the facilities to support the delivery of new courses; set-up of a distance learning and work centre; RTC library will be provided with computers and modern literature to function as resource centres that collect and disseminate information on technological, scientific, management, EU related etc. topics, with Internet access, and will support initial as well as continuing training programmes; establishment of career counselling services, incl. training of counsellors; development of an accredited institutions for awarding competence based qualifications, incl. development of procedures, guidelines and tests, training of 5 examiners, set-up of the regional register of awarded qualifications linked to the national data-base.

- Development of work – linked training scheme: 1 economic sector identified; co-operation agreements signed between the employer organizations/enterprise and the training institutions; curricula and methodology developed; work-placement instructors trained; first group of trainees finished and completed the qualification tests.

*placement rate within the full-time initial vocational education training programmes will be measured by the MoE after the trainees have completed the full programme cycle in the 2005/2006 academic year

Technical implementation support will be provided from the MoE co-financing (0.1 MEUR)

| 4. Supply contract for course specific equipment and teaching and guidance materials | 4. Total 0.4 MEUR |
TIME IMPLEMENTATION CHART  
Project No: ES  
Project Title: HUMAN RESOURCES DEVELOPMENT PROJECT OF THE WESTERN ISLANDS

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### ANNEX 3 CUMULATIVE CONTRACTING AND DISBURSEMENT SCHEDULE

**Project No: ES**

#### CUMULATIVE CONTRACTING SCHEDULE

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