

Monitoring tool and its relevance for linking up national progress to European benchmarks

*Workshop on Promoting Lifelong Learning in Turkey:
Putting the LLL Strategy in Practice*
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Overview on monitoring and progress assessment tools

EU & ET 2020

- Education and training benchmarks
- Joint Assessment Paper
- Annual monitoring and assessment
- EU Member States

Bruges Process

- A vision for VET (initial and continuous)
- Progress reporting on strategic objectives and short term deliverables (e.g. – quality, accessibility, flexibility)
- EU Member States and Candidate Countries

Torino Process

- Evidence-based analysis of VET policies
- Analytical Framework VET analysis (qualitative and quantitative evidence)
- ETF Partner Countries

EU Targets and Benchmarks

Europe 2020 Strategy and Education & Training 2020 Framework

	EU target (2020)	EU average (2013; 2011-ECEC; 2012-ERRG; 2009-LABS)	EU MS highest performer	EU MS lowest performer	Turkey
Early school leavers from education and training (%)	Below 10%	12	3.8 (HR)	24.1 (ES)	38.1
Tertiary education attainment (%)	At least 40%	36.6	51.8 (IE)	22.4 (IT)	19.2
Early childhood education and care (%)	95%	93.2	100 (MT)	70.6 (HR)	43.1
Lower achievers in basic skills (R – reading; M – maths; S- science) (%)	15%	19.6 - R; 22.2 - M; 17.7 - S	8.1 - R 7.8 - M 6.0 - S (FI)	41.0 - R 47.1 - M 41.4 - S (BG)	24.5 – R 42.2 – M 29.9 - S
Employment rate of recent graduates (%)	82%	75.7	91.9 (MT)	42.9 (EL)	62.0
Adult participation in lifelong learning (%)	15%	10.7	31.4 (DK)	1.7 (BG)	3.8

Source: Education and Training Monitor 2013

http://ec.europa.eu/education/library/publications/monitor13_en.pdf

Joint Assessment Framework Education and Training

Joint Assessment Framework (JAF)

- the monitoring tool for the Europe 2020 strategy
- ensure a consistent and transparent assessment of progress across Member States and provides basis for country specific recommendations

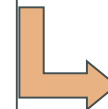


Education and Training Monitor

- annual report
- progress on the EU 2020 headline targets, ET 2020 benchmarks and core indicators
 - Early school leavers and tertiary education attainment;
 - Early childhood education and care;
 - Low achievers in basic skills (15 years olds and adults)
 - Adult participation in lifelong learning
 - Learning mobility
 - Employment rate of recent graduates
 - Foreign language skills; digital competences; entrepreneurial competences
 - Investment in education and training
 - Vocational education and training
 - Skills for future labour market



**EU comparative
performance
analysis**



**Member States
performance
analysis**

Relevant survey data sources for adults' participation in education and training

(see EUROSTAT)

Labour Force Survey (LFS)

(quarterly; source of data on participation of adults aged 25-64 in education and training)



Key indicator: Lifelong Learning

percentage of persons aged 25 to 64 who received education or training in the four weeks preceding the survey

In covers formal and non-formal education and training:

- activities in the school/university systems,
- courses, seminars workshops, etc. outside the formal education.

Continuing Vocational Training Survey (CVTS)

(done at every 5 years, last in 2010; focused on enterprise strategies for employee skill developments; covers enterprises with 10 or more employees)

Adult Education Survey (AES)

(done at every 5 years, last in 2011; designed to give detailed information on the participation of individuals in education and training activities)

Bruges Communiqué - A global vision for VET by 2020 (Contribution of VET to support Europe 2020 strategy)

- Attractive and inclusive VET
- High quality initial VET
- Easily accessible and career-oriented continuing VET
- Flexible systems of VET based on a learning outcomes approach which cater for validation of non-formal and informal learning
- European education and training area with transparent qualifications systems
- Substantially increased opportunities for transnational mobility in VET
- Easily accessible and high-quality lifelong information, guidance and counselling services

- ✓ **WHO: all EU Member States and Candidate Countries**
- ✓ **Focused on qualitative reporting on progresses achieved in implementing Bruges deliverables**



Torino Process



a participatory process leading to an evidence-based analysis of VET policies in ETF Partner Countries

SOUTHERN AND EASTERN MEDITERRANEAN

Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia

EASTERN EUROPE

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia, and Ukraine

SOUTH EASTERN EUROPE AND TURKEY

Albania, Bosnia and Herzegovina, former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia, and Turkey

CENTRAL ASIA

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan



‘VET’ refers to the system of both initial and continuing VET delivery

Torino process - Analytical Framework for qualitative and quantitative evidence (Questions coupled with relevant indicators)

VISION AND STRATEGY

Vision for the VET system
Capacity for innovation and change
Drivers for innovation and change

ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

Factors shaping demand for skills
Mechanisms for identifying demand and matching skills
VET system influence on demand

ADDRESSING SOCIAL AND INCLUSION DEMAND

Factors shaping demand for VET
Delivering to individual learners
Delivering to societal needs

INTERNAL EFFICIENCY OF THE VET SYSTEM

Quality assurance
Policies for VET trainers and directors
Teaching and learning
Efficiency gains and losses

GOVERNANCE AND POLICY PRACTICES

Basic map of entities involved in VET at national, regional, and provider level
Governance and practices in the areas covered in Sections A–D

FRAME – Skills for the future

Foresight

Review of Institutional
Arrangements

To assist Enlargement countries to develop the skills of their people for sustainable economic development and social cohesion in a medium to long-term perspective

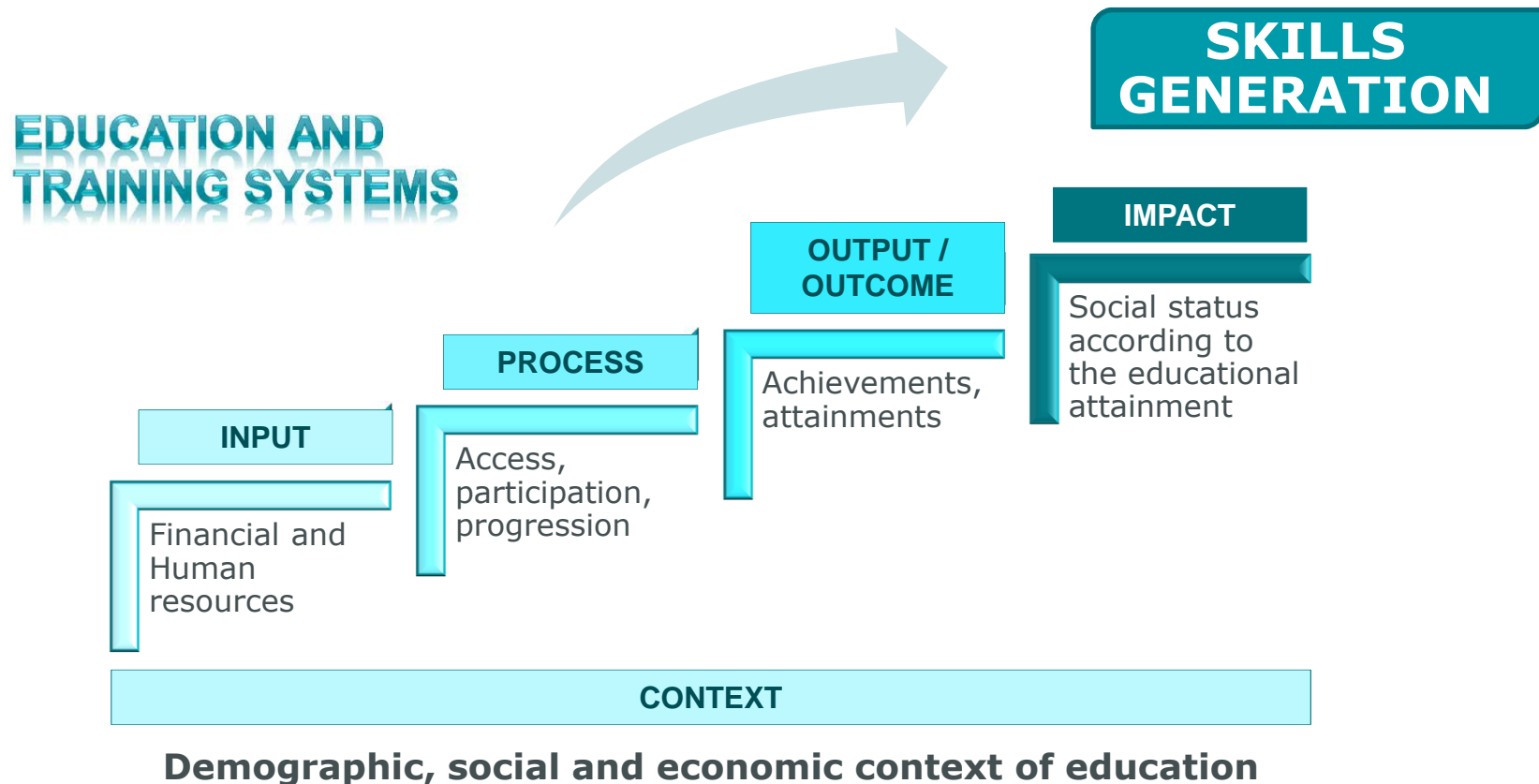
Monitoring

Regional cooperation

- entrusted by EC (DG ENLARG) to support all Enlargement countries for further development of their human resources in a medium to long-term perspective
- implemented in 2013-2014 and funded under the 2013 IPA multi-beneficiary envelope

MONITORING COMPONENT

How to monitor progress towards the skills generation?



Adapted from: "Measuring Educational Quality by Means of Indicators" (Scheerens, Luyten, Van Ravens), based on: DG-EAC, "Fundamentals of a common quality assurance framework (CQAF) for VET in Europe"



The proposed common set of indicators

INPUT
Financing Education
Supporting Teachers' Training
Financing Active Labour Market Policies (ALMPs)
PROCESS
Lifelong Learning
Participation in VET
Foreign Languages skills
Digital competencies
Entrepreneurship
Activation of unemployed
OUTPUT/OUTCOME
Early leavers from education and training
Achievement in Basic Skills
Tertiary education attainment
VET completion
IMPACT
Employment rate of recent graduates
Adult literacy
Placement rate of VET learners
Innovative skills
Earning by education
CONTEXT
Employment rate

WHY these indicators?

- ✓ Relevant for **skills generation process**
- ✓ Relevant for **HRD related goals at regional and EU level**

The long road towards robust monitoring tool based on relevant and comparable set of indicators...

Some challenges:

- Lack of reliable evidence sources (e.g. methodological caveats; time lags in data release; high costs for data production);
- Choice of relevant indicators (balanced use of different types of indicators) to match the planned activities and committed targets
- Ensure compatibility with other national (e.g. IPA II monitoring) and European monitoring and progress assessment

Not only 'dry' monitoring...but an opportunity for mutual learning