



TORINO PROCESS 2018-20

GUIDELINES

The contents of this paper are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2018.
Reproduction is authorised provided the source is acknowledged.

TORINO PROCESS 2018–20 GUIDELINES

CONTENTS

1. INTRODUCTION	3
1.1 What is the Torino Process?	3
1.2 What is new in this Torino Process round?	4
2. TORINO PROCESS 2018–20 DELIVERABLES	6
2.1 National reports	6
2.2 Building blocks and thematic questions	11
A. Country and VET overview	11
B. Economic and labour market environment	13
C. Social environment and individual demand for VET	15
D. Internal efficiency and operation of the VET system	19
E. Governance and financing of VET	23
2.3 ETF assessments	27
3. TORINO PROCESS IMPLEMENTATION	30
3.1 Overview of the implementation process	30
3.2 Phases of implementation and time schedule	32
3.3 Specific actions for candidate countries	32

4. INDICATORS: GUIDELINES AND OVERVIEW	34
ANNEXES	37
Annex 1. Sub-national dimension.....	37
Annex 2. Process assessment report.....	39
Annex 3. Indicators' definition and indicative sources	40
Annex 4. Education classification.....	48
ABBREVIATIONS AND ACRONYMS	50
REFERENCES	51



1. INTRODUCTION

This document presents the Guidelines for the implementation of the Torino Process – an evidence-based, participatory approach to the analysis of vocational education and training (VET) as a pathway for skills development – in partner countries of the European Training Foundation (ETF).

The Guidelines provide basic information about the Torino Process 2018–20 and an overview of changes from preceding rounds (Chapter 1), describe key deliverables and provide a reporting framework for their preparation (Chapter 2), present the implementation plan of the Torino Process and its timeline by deliverable and region (Chapter 3), and supply the users of the Guidelines with orientation concerning the choice and use of statistics in support of national reporting (Chapter 4).

The Guidelines are prepared for the benefit of national Torino Process coordinators, ETF staff working with the countries participating in the Torino Process, and all other interested parties who benefit or hope to benefit in their work from the Torino Process approach and its results.

1.1 WHAT IS THE TORINO PROCESS?

Inspired by the EU Copenhagen-Bruges Process, the Torino Process is an evidence-based approach to the analysis of human capital development and VET policies responses. It is based on country ownership and the broad and open participation of stakeholders from the public and private sectors. At the heart of the Torino Process lies the regular monitoring of emerging challenges concerning skills development and VET policy, which enables partner countries to assess their impact and the progress with the implementation of VET reforms.

Since the first round of the Torino Process in 2010, the ETF has progressively refined the methodology, gaining insights from implementation and providing partner countries with a specific method of data collection and analysis, as well as an approach to policy analysis based on participation and consultation. The focus of the Torino Process has progressively moved from description to measuring the progress of partner countries in the area of VET, thereby transforming itself into a tool for dialogue on the status of VET reforms across partner countries. The Torino Process has also served to reinforce the partner countries' policy analysis and monitoring capabilities, and to demonstrate the benefits of consultation, participation and strategic dialogue for better, evidence-based policy making.

The Torino Process has established itself as a vehicle for:

- **policy development** – forging a shared understanding of a medium-term vision, priorities and strategy for VET development; taking stock of recent economic, social, political and policy developments with direct relevance to skills development; monitoring the progress of policy implementation and the impact of policies; and tracking policy performance;
- **policy analysis and learning** – developing policy analysis and monitoring processes and capabilities; providing opportunities for policy learning within and between partner countries and with the EU through a participatory approach, including national, regional, and international fora such as the Torino Process international conference; empowering partner countries to coordinate external support for their national priorities in a more efficient way. In addition, the Torino Process provides valuable input for bilateral and regional policy dialogue and programming purposes for the ETF partner countries, the EU and other donors.

1.2 WHAT IS NEW IN THIS TORINO PROCESS ROUND?

1.2.1 CALIBRATION OF STRATEGIC ORIENTATION

The 2018–20 edition of the Torino Process builds on the strengths of the previous rounds, in particular on the added value of the Torino Process for the partner countries and the EU, and on the four principles of the Torino Process: country ownership of the process and its results, broad stakeholder participation, evidence-based analysis, and holistic interpretation of VET and its linkages.

According to a recent external evaluation of the Torino Process and to consultations with stakeholders in partner countries, the Process is well established as a relevant initiative that has an added value as a forum for policy discussions and peer learning at country, regional and cross-country level. However, there is also scope for improvement, in particular in terms of consolidating the process to increase the quality and impartiality of the analysis. This is one of the main reasons for the adjustments to the Torino Process in this fifth round. Some of the key findings from the previous rounds are an additional reason for the calibration. They show that in all partner countries of the ETF, policy progress and reform implementation remain challenging areas, which need to be re-evaluated in the light of demand for skills in changing and oftentimes volatile socio-economic environments.

In order to respond to the recommendations from internal and external consultations and evaluation, the Torino Process 2018–20 consolidates its strong points, while bringing in some new features in terms of strategic orientations, to increase its added value. In this edition, the Torino Process will focus in particular on delivering high quality assessment of VET policy in the partner countries in a lifelong learning perspective. This is a wider scope than in previous rounds, which opens up the analysis to broader socio-economic issues pertaining to human capital development, and considers VET policy responses in a holistic perspective, which includes initial VET (IVET including post-secondary), continuing VET (CVT), training as part of active labour market policies (ALMPs), etc. In this sense, the Torino Process 2018–20 will:

- introduce a new output in the form of **a VET policy assessment prepared by the ETF** with to provide the ETF's expert view on human capital development issues and VET policy responses and to reinforce the coherence and impartiality of the analysis across partner countries;
- apply **a more flexible, holistic and adapted framework** – the **National Reporting Framework (NRF)** – to guide the analysis and better capture the national skills development issues as well as the impact of VET policies in place to address these issues;
- **reflect at an early stage and upstream on the policy uptake** in the partner countries and how best the Torino Process can bring added value to the national VET policy cycle and/or EU/country bilateral policy dialogue. Consequently, the timing of implementation will be more flexible to better fit into the national policy dialogue;
- **continue to foster broad participation** of all stakeholders involved in the policy cycle of skills development and its linkages with the socio-economic context, with a specific focus on private sector, civil society and international/bilateral cooperation organisations.

1.2.2 REINFORCEMENT OF THE TORINO PROCESS METHODOLOGY

With some exceptions, which are described next, the methodology of the Torino Process remains the same as in previous rounds. It consists of a framework for national reporting (NRF), which features a collection of in-depth questions and a procedure for the collection and analysis of evidence in response to those questions. The framework is described in Chapter 2, and the process in Chapter 3. The latter unfolds in three stages – consultation, drafting and peer review, validation – and adheres to certain formal requirements, which include:

- the nomination of a national Torino Process coordinator;
- the preparation of a national report on the basis of a series of consultation meetings with stakeholders, which summarises the outcomes of consultations, highlights the main findings, and supplies additional statistical evidence, where needed. The selection of stakeholders should ensure

that there is involvement by a representative mix of individuals and institutions from public and private sectors with contextual knowledge and professional expertise that can be mobilised for the formulation of responses to questions in the framework (see participation principle below);

- the preparation of an ETF assessment (see section 2.3)
- adherence to four principles of implementation: country ownership of the process and its results, broad stakeholder participation, evidence-based analysis, and holistic interpretation of VET.

Over the years, the four principles have ensured the quality, value and legitimacy of Torino Process deliverables and monitoring solutions in relation to participants and beneficiaries. In this round, the principles have been reinforced to ensure a higher-quality process and outputs, as follows.

- **Ownership** is underlined as a primary principle for ensuring more engaged participation and appropriation of the results of the analysis by reflecting upstream on the added value of the process and the use of the analysis, in the national policy context or bilateral dialogue with the EU and donors.
- **Participation** is reinforced to encompass the main actors involved in skills development, with the emphasis on social partners and civil society. There will be key milestones during the process (elaboration, discussion and dissemination of the report) adapted to the national situation (e.g. national monitoring cycle, links with EU sector policy dialogue). Participation is in line with effective multi-level governance principles.
- **Holistic analysis/approach** is strengthened and made more explicit, encompassing VET policy linkages with general and higher education and its impact on the socioeconomic environment (employability and employment, growth and job creation, social inclusion etc.).
- **Evidence-based analysis** is maintained and reinforced by making more explicit the use of quantitative and qualitative evidence for the analysis. As the focus is on a high-quality country report that brings value to the policy dialogue, the use of national indicator evidence is encouraged.

1.2.3 NEW DELIVERABLES AND A NATIONAL REPORTING FRAMEWORK

Over the years, the Torino Process has evolved into an analytical exercise that is expected to deliver robust results to an increasingly diverse and demanding range of VET stakeholders, both national and international, and include an increasingly holistic understanding of VET as a segment of education that responds to a wide range of social, technological, and economic developments. This requires that at regular intervals, the deliverables of the Torino Process are adapted in form and purpose to reflect shifting developments and expectations.

In this round of the Torino Process, the most significant change is to the purpose of the national Torino Process reports. While previously they were presented as the final deliverable of the Torino Process exercise, now they are intended to be the primary source of evidence and insight for the ETF assessments of VET, which are designated as the new final outcome of the exercise (see section 2.3 for additional details).

This change in purpose reinforces the significance of national reporting, making it the basis of all outcomes of the Torino Process. However, while the national reports are still about evidence and information in the form of responses to questions, their new purpose has implications for the analytical framework that guides the national reporting. The framework required adjustment in substance and structure. To reflect the new arrangements, the name of framework has also been changed: from 'analytical framework' to 'national reporting framework'. All the changes, and the NRF itself, are described in section 2.1.

2. TORINO PROCESS 2018–20 DELIVERABLES

The Torino Process deliverables include:

- at the national level,
 - national reports – prepared by partner countries and based on the NRF
 - ETF assessments – prepared by the ETF and based on the national reporting
- at the regional level,
 - regional reports.

The national reporting (produced by the partner countries), the VET policy assessments (produced by the ETF) and the regional reports are to be considered not only the final outputs of the process but also a way of capturing the policy analysis that is carried out through the Torino Process implementation. Therefore, these reports are as important as the implementation itself. The ETF, in close cooperation with the partner countries, will ensure that the Torino Process deliverables feed into national and regional VET policy dialogue and that the policy analysis and peer learning are of the highest standard.

The following sections will address in detail the NRF and the ETF assessments of VET.

2.1 NATIONAL REPORTS

2.1.1 IMPROVEMENT AND CONTINUITY

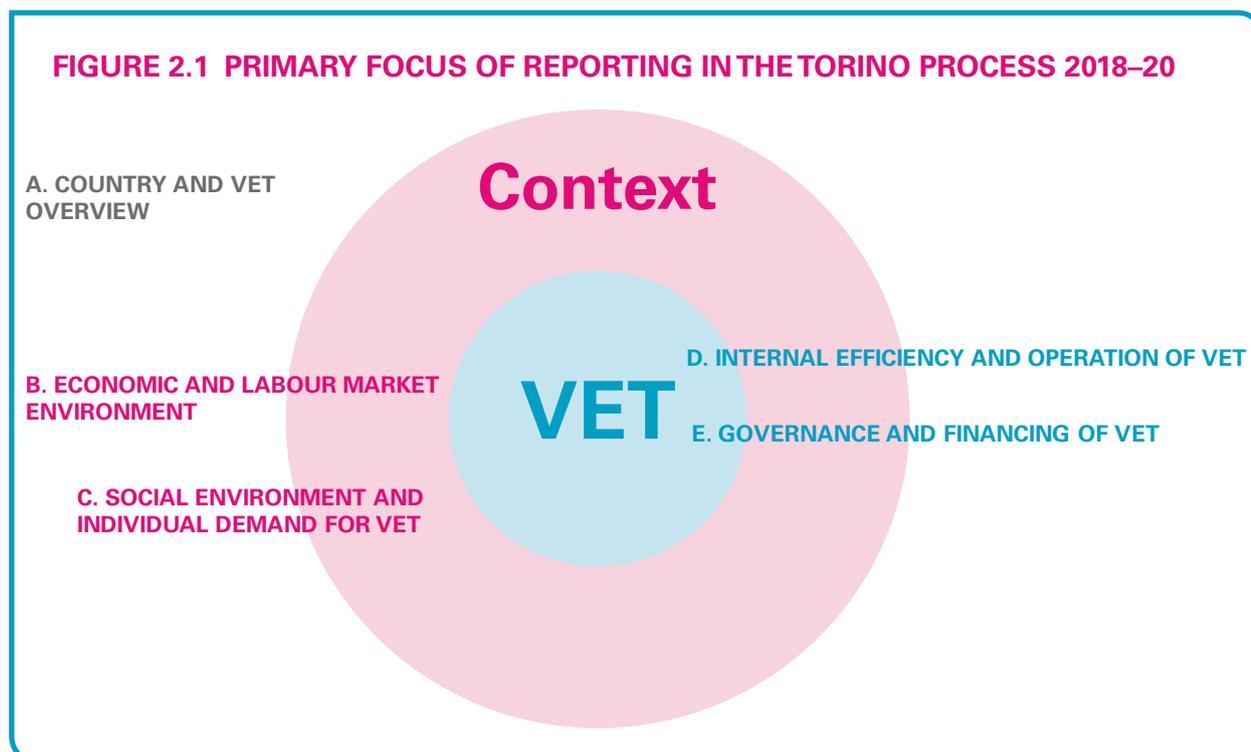
The national reports will focus the analysis on skills development issues and on the related VET policy responses with a more holistic view of VET (IVET including post-secondary, CVT, ALMPs etc.), and on the way in which VET may or may not be responding to demands and expectations that emerge within its social and economic environment (Figure 2.1). The objective is to collect evidence on how policies may be influencing IVET and CVT, but also how VET addresses, or could address, the challenges and opportunities which emerge in the area of skills development.

These are major areas of analysis, which the NRF approaches in smaller steps in the form of questions. The questions are organised in thematic areas within five building blocks (A to E), and follow the same logic of inquiry, starting with the identification of problems related to skills within national economic and socio-demographic developments, moving on to a discussion of how VET is contributing to their resolution in a holistic way (through IVET and CVT, active labour market measures, recognition of informal and non-formal learning etc.), and concluding with a reflection on what could be done to mobilise the potential of VET in this respect even further. The main purpose of the NRF is to facilitate the preparation of the national reports by partner countries.

Building block A prepares the ground for the questions in building blocks B to E by collecting general information about each country, the set-up of its VET and the vision for its development, as well as the basic features of the socioeconomic environment of VET.

Two of these blocks (D and E) focus on VET itself. They enquire about conventional key areas of VET policy, such as teachers, quality assurance, qualifications, curricula and content, governance and funding.

FIGURE 2.1 PRIMARY FOCUS OF REPORTING IN THE TORINO PROCESS 2018–20



Building blocks B and C focus on the broader context in which VET takes place: its influence on VET policies and systems, how VET responds to developments in that context and in education overall, and how this, in turn, may be shaping the context of VET. The questions in building block B enquire about that context from the point of view of the economy and the labour market, while the focus in building block C is on demand that emerges from needs and socio-demographic developments concerning the very individuals who could, should or do participate in VET. It focuses on the demands and expectations they might have as actual or prospective participants in VET.

The thematic areas in the building blocks are kept as clear-cut as possible, but certain themes are transversal and of relevance for more than one dimension of analysis. Different aspects of such themes may go beyond the section which is devoted to them and be covered in other sections of the NRF. Examples include migration, quality of VET, innovation, qualifications and qualification frameworks, and governance.

2.1.2 OVERVIEW OF STRUCTURAL CHANGES

The NRF also introduces several structural and substantive changes to accommodate the change in purpose of national reports from a primary source of Torino Process analysis to a base of evidence and contextual information for the ETF assessments. These changes, which are described below, consist of a revised profile for building block A and a new structure for building blocks B to E, which are now each divided into three sections: thematic questions, an 'open floor' section with space for additional information, and a section requesting a summary of findings.

(Re)introducing building block A: country and VET overview

Building block A is now devoted not only to questions concerning the vision for VET (see the former analytical framework), but also to the collection of information to gain an overview of the country and its VET system. The answers in this building block set the stage for the in-depth questions in building blocks B to E and provide guidance on how to contextualise the information provided in response to these questions.

Introducing the thematic questions section in building blocks B to E

The background information collected through the NRF can be decisive for the quality of judgements about national policies for VET in the ETF assessments – judgements about the relevance of those policies, their effectiveness and impact, and their potential for improvement. To ensure that the assessments are reliable and plausible and that countries are assessed against their own commitments in their specific context, the NRF now makes a distinction between two types of thematic questions in each of its building blocks (except for A).

The first group are questions enquiring about human capital development issues/problems. They collect information about the current state of affairs in the different thematic areas covered by the NRF in blocks B to E, and about the presence of problems (issues) in these areas. The second group are questions about policy responses to the issues. They enquire about VET policies that countries have (or have not) put in place to address these and possibly other problems through change and system-wide improvement.

In most cases, this distinction does not lead to new questions, but to a disaggregation of existing ones so that the NRF can collect information about VET-related problems separately from information about countries' responses to these problems. For instance, where a question in building block B previously asked about the ways in which countries ensure that the skills supplied through VET are matched to those in demand in the labour market, the NRF now requests this information in two steps. First, it enquires about evidence of the issue itself, i.e. whether there is a mismatch between supply and demand and, if yes, what are the features of the problem (this is a question about the issues at hand). Second, it asks whether there are policies in place to address this problem, and asks countries to describe them, as well as the progress of their implementation.

Introducing the 'open floor' section in building blocks B to E

Another new feature in the NRF, which is driven by the desire to ensure the reliability and relevance of background information, is the so-called 'open floor' section in building blocks B to E. Here, countries have the opportunity to go beyond the pre-set questions of the NRF when describing issues, policies and national contexts. The section is reserved for VET-related issues and policies of importance for partner countries that the NRF might not have covered.

Introducing the summary and analytical conclusions section in building blocks B to E

The third new feature in the NRF is that in each of the blocks from B to E, countries are asked to provide a summary of the major issues covered in the building block, the corresponding policies, and a critical reflection on progress with policy implementation and what else needs to be done for the sake of improvement.

2.1.3 GUIDANCE ON PROVIDING INFORMATION IN THE NRF

Expected length and reliability of responses

As in the previous rounds of the Torino Process, the responses to all questions in the NRF must be delivered in accordance with certain requirements, which are mandatory and are put in place to safeguard the reliability and quality of information. These requirements can be thought of as quality assurance checkpoints to ensure that reporting is coherent and the reporting approach comparable between partner countries.

The first requirement is that all responses to the NRF questions must be based on evidence. This means that all factual statements must be corroborated with an indication of a source. There is no limitation as to the choice of sources, as long as the reference to them is clear and they can be independently verified

by the reader. Examples include statistical data (see also Chapter 4 for more information on the use of quantitative data), third-party reports, written conclusions from focus group discussions or stakeholder consultations and previous Torino Process reports. Where applicable, the current chapter provides suggestions for indicators by thematic question (see Annex 3).

The second requirement is that the information provided must directly answer the question, meaning that it is as relevant as possible.

The third and final requirement is that the responses to the NRF questions must be concise. The NRF does not impose a word limit on the responses, but recommends that each answer is within the range 100–500 words.

Responding to the questions in building block A: country and VET overview

As previously noted, building block A consists of an introduction and overview. In this building block, it is more important to provide information that is focused rather than lengthy, but all statements must be corroborated with evidence and/or sources. Some themes in this building block might overlap with themes covered in other building blocks, for instance B and C, but this is intentional as building block A is meant to prepare the ground and collect basic information about the country and its VET system, which information should be of relevance for all thematic areas covered in the NRF.

Responding to the thematic questions in building blocks B to E

Although the questions (issues and policies in response) in each building block are paired and deal with one and the same problem, the two descriptions – of the problem and of the policies that seek to address it – require attention to different details.

For example, a claim that the labour market is affected by a given problem (e.g. skill shortages), which is caused by another problem (e.g. skill mismatches), requires evidence, or at least a reference to a source that proves the claim. A description of the policy responses that address these two interconnected issues, on the other hand, should avoid mixing together the actions that are already in place and those that are still in the planning stage; this scenario is one that has been encountered in previous reporting rounds of the Torino Process.

To facilitate the work of national report drafters, the NRF provides brief yet robust guidance on how to respond to each of the two types of questions in the framework.

For **questions enquiring about issues**, it is essential to corroborate each statement with evidence, as follows.

1. Make a statement or observation in response to each question, one issue at a time.
2. Corroborate each statement or observation with evidence, either qualitative or quantitative, or alternatively, with a reference to a source, such as a third-party report.
3. Do not provide information about policy intentions to address the issues. This should be addressed in the section about policies.

For **questions about policies**, it is essential to make a clear distinction between actions and plans for actions, as follows.

1. Describe what is already in place in terms of policy and practice, for instance as described in legislation.
2. Reflect on progress since the last round of the Torino Process. Did the policy implementation bring improvement? Were there any negative side-effects? Were there any adjustments based on lessons learned?
3. Outline what is planned but not yet implemented, for instance as described in strategies, declarations and other forms of reform planning.

Providing information in the 'open floor' section of building blocks B to E

Countries and their education and training systems are unique, and despite occasional similarities in reform priorities, challenges and policy plans, they all have their own concerns that need attention, and their own trajectory of change and improvement. The NRF is a universal tool for the collection of background information across countries and their specific national contexts and, as such, it may have limitations that prevent countries from reporting on issues that they consider significant.

To account for this, in the 'open floor' section, countries are free to provide information on problems and policies and policy areas (e.g. innovation, piloting of new initiatives) that the NRF did not ask about, as long as they match the overarching theme of the building block. Countries are asked to clearly specify the area/issue for easy reference of the reader.

Providing information in the summary and analytical conclusions section of building blocks B to E

This section asks partner countries to summarise what they consider to be the main points in each building block. To the extent possible, the summary should be divided as follows:

1. **policy challenges** concerning the themes covered in this building block;
2. **factors** that contribute to each of these policy challenges;
3. **solutions** to these challenges, both planned and those already under implementation; solutions should be limited to those already agreed upon as part of an official reform package;
4. **progress** with the implementation of the solutions that partner countries have described, such as the changes that there have been since the previous round of the Torino Process;
5. **recommendations** suggesting what else should be done, making sure that it is clear how the recommendations address the challenges described under point 1.

2.1.4 THE NATIONAL REPORTING FRAMEWORK

Partner countries participating in the Torino Process are invited to provide responses to each of the questions in the NRF and present them according to the guidance provided in section 2.1.3 above. Please refer to the guidance in that section on how to answer questions/provide information in the NRF.

TABLE 2.1 OVERVIEW OF BUILDING BLOCKS – HEADINGS AND THEMATIC AREAS

A. Country and VET overview	A.1 Country background
	A.2 Overview of VET
	A.3 The context of VET
B. Economic and labour market environment	B.1 VET, economy and labour markets
	B.2 Entrepreneurial learning and entrepreneurship
C. Social environment and individual demand for VET	C.1 Participation in VET and lifelong learning
	C.2 Equity and equal opportunity in VET
	C.3 Active support to employment
D. Internal efficiency and operation of VET	D.1 Teaching and learning environment
	D.2 Teachers and trainers
	D.3 Quality and quality assurance
E. Governance and financing of VET	E.1 Institutional arrangements
	E.2 Involvement of non-state actors
	E.3 VET budget
	E.4 Mobilisation of resources for VET
	E.5 Allocation and use of resources in VET

The questions in building block A are in two groups. The first group focuses on the country context while the second group collects general information about VET and its context.

The questions in building blocks B to E are clustered by thematic areas and within those areas, by type: questions about issues and questions about policies, as previously noted. Table 2.1 provides an overview of thematic areas in each of the building blocks of the NRF, including those in building block A.

2.2 BUILDING BLOCKS AND THEMATIC QUESTIONS

A. COUNTRY AND VET OVERVIEW

This section features a brief introduction to the country, its VET, its reform priorities and its international commitments and partnerships.

Throughout this and all subsequent sections of the NRF, 'VET' refers to both initial and continuing VET in a lifelong learning perspective, and for the purposes of national reporting it is limited to private and public provision in formal environments. Initial vocational education and training (IVET) is VET delivered in formal education including post-secondary, usually before entering working life. Continuing vocational education and training (CVT) is VET usually delivered after graduation from formal education and training, and may include training in the framework of active labour market measures.

A.1 Country background

A.1.1 Introduction

Please provide basic country information and a brief update on social, political and economic developments in your country since the preceding round of the Torino Process.

A.2 Overview of vocational education and training

A.2.1 Overview of VET: set-up and regulatory framework

Please describe the key terms pertaining to VET in your country, such as definitions of VET in the legislation, definition of VET provider, types of VET providers and the graduation credentials they provide (certificates, degrees, diplomas etc.), and the ISCED level of their programmes.

Please give an overview of formal VET programmes: existing IVET programmes including post-secondary – types, entry requirements and levels (ISCED), duration, qualifications provided and European Qualifications Framework (EQF) levels (if applicable); existing CVT programmes – types, entry requirements and levels (ISCED, if applicable), duration, qualifications provided and EQF levels (if applicable). Does a national framework of qualifications (NQF) exist? If yes, how is it structured and how does it influence VET programmes and lifelong learning?

Please briefly describe the legislative framework of VET policies. List key legislation on IVET and CVT, such as Law on Education, Law on VET (including CVT), Labour Code (if applicable to teachers and provision of continuous training to workers), laws/regulations on (national) qualifications systems, recognition of prior learning, provision of CVT to unemployed and other priority groups, etc.

A.2.2 Institutional and governance arrangements

Please describe the governance arrangements in VET, starting with an overview of institutions/bodies involved in VET at national, regional, sector and provider level (including the VET providers themselves), and then providing a brief description of functions and responsibilities of each in areas such as the setting, implementing, monitoring and evaluation framework of policies, and the day-to-day running of the VET system.

The latter may include areas such as funding, staffing policy, teaching, assessment, admission and learning content.

A.2.3 Basic statistics on VET

Please provide, to the extent that it is available, the following basic statistics about VET in your country (IVET and, if possible, CVT):

- number of VET schools by type (public/private);
- enrolments in secondary vocational education by programme and sex;
- number of VET teachers and trainers;
- public expenditure on vocational education in local currency unit and as a share of gross domestic product (GDP);
- share of VET funding by source (i.e. public sector, private sector, households, external donors, etc.).

A.2.4 Vision for VET and major reform undertakings

Please describe the strategy and vision for the medium- to long-term development of VET in your country, as described in strategies for VET or similar documents. Is this strategy/vision backed by wider vision on human resources development? Does it include a wider perspective on the role of VET, ranging from training in support of economic growth sectors to addressing youth employment?¹ Does the strategy include an action plan and how is the progress of its implementation measured?

Please briefly describe the major reform undertakings over the past few years that concern VET and that are either still ongoing or still having their impact evaluated. Please also provide, if applicable, information on the time period covered by these undertakings, their priorities and an overview of responsibilities for implementation.

A.3 The context of VET

A.3.1 Socioeconomic context

Please describe the economic situation in your country.² Are there any recent developments that influence, or are expected to influence, the economy and its demand for skills? To the extent relevant, consider developments such as political change, growth or decline of certain industries, economic disparities between regions, demographic and social developments, such as internal or external migration, which could have an impact on the welfare system of your country, digital transformation³ etc.

To the extent possible, please explain what is driving the developments you have described, and how they influence the economy and its demand for skills.

A.3.2 Migration and refugee flows

Are refugee flows and migration⁴ factors that shape the socioeconomic context in your country in any way? If yes, please describe the phenomena and their impact (what kind of migration exists in your country,⁵ and its extent; who are the migrants and refugees, e.g. by age, gender, level of education).

1 United Nations Development Programme (UNDP) Sustainable Development Goal (SDG) 8.B (Decent work and economic growth).

2 For indicator suggestions and definitions, please refer to Chapter 4 and Annex 3.

3 For definitions, see https://ec.europa.eu/growth/industry/policy/digital-transformation_en

4 Although there is a (legal) difference between 'migrant' and 'refugee', the NRF might use these terms interchangeably.

5 This can be internal migration (from rural to urban areas, or vice versa), international migration (labour outflows to other countries), or international immigration (labour inflows and/or refugees into your country). See Annex 3 for indicator suggestions.

A.3.3 Education sector context

Please describe the place of VET, by type (IVET/CVT), in your country's system of formal education and training (you can provide a diagram), as well as the vertical (e.g. to higher education) and horizontal (e.g. to general education) routes of progression for VET learners.

What is the status of VET in the system you have described? For instance, what is the proportion of students enrolled in VET compared to enrolment in other education alternatives for students of the same age? What proportion of students in VET and in general education make use of the progression routes you have described?

A.3.4 Lifelong learning context

If lifelong learning is a policy priority in your country, please describe briefly the formal role and contribution of VET to the implementation of that priority.

A.3.5 International cooperation context: partnerships and donor support

Please provide information on donor involvement in support of VET in your country, by donor, project and/or policy area/reform priority supported, duration of support and total amount earmarked.

B. ECONOMIC AND LABOUR MARKET ENVIRONMENT

This building block focuses on the demand for VET from the economic and labour market perspective. It collects information on labour market and economic factors that shape the demand for skills, and on the responsiveness of VET to these factors. This includes migration, skill gaps and mismatches, the transition to employment, and the role that VET plays in the promotion and development of entrepreneurship.

Thematic questions

B.1 VET, economy and labour markets

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

B.1.1 Labour market situation

Please describe the labour market in your country in terms of its characteristics and current challenges.

The choice of characteristics could comprise participation rate, rate of employment and unemployment by attributes such as gender, age, and level and type of education (please include information about VET), employment by sector (public or private), etc. The challenges could include informal employment, precarious work,⁶ labour market segmentation, high unemployment and youth unemployment, underemployment, skill mismatch,⁷ inactivity, region-specific or age-/gender/education-specific problems in the labour market, etc.

Please also describe who is particularly affected by the challenges you describe (e.g. young people, women, higher education graduates, people with low qualifications).

6 Precarious work is non-standard employment that is poorly paid, insecure and unprotected, and that cannot support a household. It is frequently associated with the following types of employment: part-time employment, self-employment, employment in subsistence agriculture, fixed-term work, temporary work, on-call work, homeworking, telecommuting, etc. Informal employment (with no social protection coverage) and 'working poor' can also be used as indicators of precarious work.

7 Skill mismatch can appear in various forms, such as skill shortages or skill gaps. See www.cedefop.europa.eu/files/9023_en.pdf for a discussion.

B.1.2 Specific challenges and opportunities: skill mismatch

If one of the challenges you have described in response to the previous question is skill mismatch in one or more forms, please indicate whether VET and education more generally contribute to this situation, and if yes, how? For instance, does education and training equip jobseekers with the skills that are in demand in the labour market? If not, please describe the possible reasons. These could include factors such as outdated training content, low participation in CVT, or study choices that are unfavourable to employability.

B.1.3 Specific challenges and opportunities: migration

To the extent that this question or any part of it is relevant in your country context, please describe the impact of migration and of emigration and immigration flows on the labour market. The impact could include brain drain or brain waste, the crowding-out of local workers in certain sectors, decreasing wages or increasing unemployment. Does any of this impact pose a challenge that requires a policy response?

B.1.4 Specific challenges and opportunities: digital transformation

If in building block A you described digital transformation⁸ as a development with an impact on your country's economy and labour market, please indicate whether some of that impact concerns VET and education more broadly. For instance, digital transformation may contribute to skill mismatch and in this way raise new expectations of VET that providers and their curricula may not be equipped to meet.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

B.1.5 Strategic policy responses involving education and VET

Please outline the strategic policy responses that are in place to address the issues you have described in the preceding questions of this building block. Do any of these responses involve the education and/or VET sector and rely on it for its implementation? If yes, please describe.

B.1.6 The role of VET in remedies through active labour market policies (ALMPs)

ALMPs are aimed at motivating and incentivising people to look for employment, making them more employable through retraining, expanding the opportunities for those who are inactive, etc. Are these or any other elements or approaches being implemented in your country? What is the coverage rate? Do ALMPs involve education and/or VET in any way (e.g. skills development through CVT in support of jobseekers), and if yes, how?

B.1.7 Identification of skills demand and its bearing on VET provision

Please describe how the competent authorities in your country identify and anticipate demand for skills in the labour market and assess/rectify the balance between the supply of and demand for skills.⁹ For instance, are the results used to inform improvement of policies for education and VET in particular, and if yes, how? Examples could include adapting education and VET curricula and programmes, building partnerships with private sector entities to increase the relevance of provision, improving permeability in education, removing barriers to transversal mobility between VET and general education, etc.

Please also state whether all skills are accounted for. Is there validation of non-formal and informal learning, and/or recognition of qualifications acquired abroad, including those of migrants and refugees?

⁸ For definitions, see https://ec.europa.eu/growth/industry/policy/digital-transformation_en

⁹ Examples might include employers' surveys, analyses of administrative data from public employment services, vacancy monitors, analysis of vacancy adverts in the media, qualitative and quantitative forecasts of skills needs in selected sectors, analysis of education enrolment and completion trends, tracer studies, school-to-work transition surveys, etc.

Please include information on the key actors formally involved in these processes (e.g. sectoral organisations), and what their role is.

B.1.8 Supporting migrants and refugees through VET

Are VET programmes and skills recognition services provided to migrants and refugees so that they can integrate into the labour market? If yes, please describe.

B.2 Entrepreneurial learning and entrepreneurship

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

B.2.1 Job creation and VET

Does VET in your country contribute in any way to job creation, for instance through self-employment for VET graduates? If yes, please describe and indicate the extent to which this is the case. For instance, and if data is available, what share of VET graduates is self-employed, on average?

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

B.2.2 VET policies to promote entrepreneurship

Do the competent authorities in your country track self-employment and business creation of those who have followed VET courses, and if yes, how is this information being used?

Please describe policies and measures for the promotion and development of entrepreneurship, if any, specifying the main actors involved. For instance, is entrepreneurship in VET covered through specific courses or integrated into the curriculum as a transversal theme? Are there any other incentives or obstacles to entrepreneurship, e.g. legal or financial?

'Open floor'

Please supplement your responses with questions and issues that this building block has not covered. Please clearly indicate the specific issue that is being addressed and follow the same guidance as for the other building blocks (see section 2.1.3 above).

Summary and analytical conclusions

Please use this section to summarise what you consider to be the main points in this building block. Follow the guidance provided in section 2.1.3 above.

C. SOCIAL ENVIRONMENT AND INDIVIDUAL DEMAND FOR VET

Building block C focuses on people – on the young people and adults who could, should or do participate in VET – and the demands and expectations they might have as actual or prospective participants in VET. The questions in this building block discuss problems and solutions in VET from the point of view of individual demand for education and training, structured along the lines of the social rights of individuals to access and participate in education and training, to enjoy equal opportunities to succeed there, and to find fulfilling employment.

Thematic questions

C.1 Participation in VET and lifelong learning

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

C.1.1 Participation

In building block A you have provided the basic information on participation in IVET and CVT by different student characteristics, such as age, gender, VET programme and course type. Looking behind the data, are there any problems with VET access and participation, such as a shortage or oversupply of places, a lack of attractiveness of VET as a study choice, obstacles to access in remote locations, problems in the area of admission, etc.?

If yes, please describe each of these problems and indicate whether they are common to other segments of your education system or only to VET, and why.

C.1.2 VET opportunities for vulnerable and marginalised groups

Given the responses you have provided to the previous question, please discuss how successful (or not) VET has been in providing and actively promoting learning opportunities for young people and adults from vulnerable and marginalised groups.¹⁰ How does VET compare with general education in this respect?

Please start by providing information on how such groups are defined in your country and, to the extent possible, discuss IVET and CVT separately.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

C.1.3 Policies to improve VET access and participation

Please indicate whether there are any policies in place that influence, intentionally or not, the issues you have described in response to question C.1.1? For instance, are there measures to increase access to VET as an education and training alternative? Do you have proactive measures in place to increase the share of young people with technical and vocational skills (for instance, through social targeting),¹¹ and what role, if any, does digital and online learning play in them?

C.1.4 Promoting VET access and participation for vulnerable and marginalised groups

What measures, if any, have been undertaken to address the shortcomings you have identified in question C.1.2 about the needs of prospective learners from marginalised and vulnerable groups? Examples could include measures targeting improvement in access and retention rates, reaching out to young people not in employment, education or training (NEETs), positive discrimination through quotas for certain groups of applicants to IVET and CVT, and the provision of housing and boarding opportunities and transportation.

¹⁰ In general, these are groups that face higher risk of poverty and social exclusion than the general population and could include (but are not limited to): people those with disabilities, migrants and those from ethnic minorities (including Roma), homeless people, ex-prisoners, drug addicts, older people, people with low or no qualifications, people disadvantaged because of their place of residence, e.g. rural areas, young people from disadvantaged backgrounds and young people not in education, employment, or training (NEETs). See also http://ec.europa.eu/employment_social/2010againstpoverty/extranet/vulnerable_groups_en.pdf

¹¹ UNDP SDG 4.3 and 4.4 (Quality education).

C.1.5 Flexible VET provision in support of participation in VET

Please describe and assess what elements of the VET system allow for flexible delivery of programmes, and for easier learner access to courses and qualifications. Consider whether VET caters for different needs, such as through shorter courses, more flexible delivery modes, modularisation and varied study offer).

Please also consider the balance between centrally directed curricula and local autonomy in adapting curricula. Are qualifications structured in units of learning outcomes? Is it possible to achieve partial (or units of) qualifications?

In addition, are there any efforts to organise VET so that it caters to a wider range of needs, including for lifelong learning, in-company training, etc.?

C.1.6 Validation of non-formal and informal learning

Does validation play a role in influencing participation in VET? Specifically, can validation support access for learners, for example if they lack some of the required entry qualifications? Can VET qualifications be obtained through the validation of non-formal and informal learning?

Overall, please describe the validation policies and mechanisms in place, for example in laws, institutional roles, accredited bodies, assessors, guidance counsellors, as well as the links between the NQF and the validation arrangements. Are the qualifications issued through a validation process located in the NQF?

Are validation processes reliable, valid and accepted by stakeholders? If so, how is this determined? If applicable, explain the extent to which these arrangements apply to the certification of skills of refugees and/or labour migrants in your country. Alternatively, are there specific arrangements in place for these groups of people?

C.2 Equity and equal opportunity in VET

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

C.2.1 Success of learners in VET

Please provide information on the success of learners in VET, such as graduation rate by type of VET and programme, repetition and drop-out rates, etc. Are there any challenges in this respect compared with previous years, international benchmarks, and/or the performance of other segments of education in your country that cater for the same age group of learners?

If yes, please describe and discuss the reasons. These could include problems with the quality and motivation of learners, student absenteeism, disciplinary climate, etc.

C.2.2 VET learners in need of additional learning and training support

What proportion of learners in VET require additional support (financial, teaching or other) because of a disability or other disadvantage in relation to opportunity?¹² Do VET providers experience any difficulties in providing such support, and if yes, why (e.g. financial, human resources, know-how constraints)? Do other segments of education experience those difficulties, or are the issues limited only to VET?

¹² Such disadvantages may be due to disability, educational difficulties, cultural differences, socioeconomic obstacles, geographical obstacles, etc. See also http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

C.2.3 Measures in support of equity in VET

Please describe policies and practices that aim to safeguard equity in VET, ensuring that all the students enrolled, including those from disadvantaged and marginalised groups, can succeed.¹³ Examples could include individualised learning plans, teaching support, free-of-charge remedial lessons, smaller classes, etc. Are these policies and practices specific to VET or part of a broader approach in your education system?

In your view, do these policies and practices work? Please explain your response.

C.2.4 Inclusive education and VET

Has your country committed to inclusive education as a reform priority? Inclusive education can be defined as the ability of schools to respond to the educational needs of all their pupils, and may imply adjustments in physical infrastructure, but also additional learning support.

If yes, does this commitment include VET? If so, how?

C.3 Active support to employment

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

C.3.1 Employability of VET graduates

Please discuss the employability of VET graduates in your country. Are there any problems in this respect, for instance in terms of transition time (too long), lack of coherence between the field of study and field of employment of VET graduates, discrepancies between wage expectations and actual pay, etc.

How do VET graduates fare in terms of employability compared with graduates from other segments of education (e.g. higher education)? Are the graduates of certain VET levels and programmes affected more negatively than other VET graduates by the problems you have listed above?

C.3.2 Economic factors with an impact on transition

Are there any economic factors that could impede the entry of VET graduates into the labour market? Such factors may include lack of labour demand because of insufficient job creation, legislative rigidities in the labour market, oversupply of labour due to migration, etc. Feel free to refer to information provided in response to questions in building block B.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

C.3.3 Overview of policies in support of employability and transition to employment

Please outline the policies that are in place to address the problems you have described in response to the preceding questions in thematic area C.3. Such policies might be developing the employability of

¹³ UNDP SDG 4.5 and 4.6 (Quality education).

young people in different and complementary ways, for instance by improving the quality and relevance of skills development in VET and other segments of education, or facilitating the transition from VET to employment (e.g. through career guidance or the promotion of entrepreneurship – see the following questions).¹⁴ If you refer to responses provided elsewhere in this building block or in building block B, please explain how they are relevant to this question.

C.3.4 Career guidance

What role does career guidance play in the package of measures you have described in response to the preceding question, and what services does it comprise?¹⁵ For instance, is career guidance provided to VET students and graduates, to workers, and to unemployed individuals who, for whatever reason, wish to reskill with the help of VET? What is the coverage rate? Are there any specific challenges and is there scope for improvement?

‘Open floor’

Please supplement your responses with questions and issues that this building block has not covered. Please clearly indicate the specific issue that is being addressed and follow the same guidance as for the other building blocks (see section 2.1.3 above).

Summary and analytical conclusions

Please use this section to summarise what you consider to be the main points in this building block. Follow the guidance provided in section 2.1.3 above.

D. INTERNAL EFFICIENCY AND OPERATION OF THE VET SYSTEM

Section D discusses efficiency in the VET delivery system. The IVET and CVT delivery system refers to all formal and non-formal VET provision in the country and all forms of input (tangible and intangible) into their operation. VET deliverables are the knowledge, skills and attitudes of VET graduates. Efficiency generally describes the extent to which the education system (and VET in particular) is delivering the maximum possible value with the minimum possible input.

Section D proceeds with a selection of key topics, such as the teaching and learning environment, policies for teachers and trainers, and quality/quality assurance mechanisms and policies.

Thematic questions

D.1 Teaching and learning environment

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

D.1.1 Teaching and learning methods, including work-based learning

Please describe the methods of teaching and learning used in IVET and CVT and provide your assessment of their quality and appropriateness.

¹⁴ See also ETF, ‘Policies supporting youth transition to work in the Eastern Partnership countries’ (forthcoming).

¹⁵ Career guidance can include career information, guidance and counselling, and other services intended to assist people of any age and at any point in their lives to make education, training and occupational choices and to manage their careers. See also www.etf.europa.eu/sites/default/files/m/C12578310056925BC12576020050A7BC_NOTE7UELKN.pdf

Examples could include different approaches to learning (practice versus theory, competence-based versus objectives-based), organisation of space (workshop versus classroom, work-based versus school-based), approach to tasks (group versus individual), the role of the learner (self-managing versus directed), etc.

Is work-based learning one of these methods? If yes, what types of work-based learning are available and which are used most widely? Are there any obstacles to work-based learning? If yes, please describe.

D.1.2 Teaching and learning environment

Please provide a brief description of the teaching and learning conditions, indicating what factors have a positive or negative impact on them. Are there any problems in this respect, for instance regarding infrastructure, classroom climate, missing or outdated teaching materials, etc.?

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

D.1.3 Policies to improve training/teaching and learning methods in VET

What measures do providers, authorities and donors take to improve the learning and training methods for VET learners? What do these measures focus on, and how? Examples may include new approaches to teaching, the introduction of open educational resources, peer learning and support, etc.

Do any of these policies focus on introducing and/or improving the provision of work-based learning in VET? What are the challenges in this respect, and how are they being addressed?

D.1.4 Improving the training and learning environment

Are there any measures in place to address the shortcomings you have identified in response to the question about the conditions of teaching and learning? Examples might include infrastructure investment, reduction of class sizes, ICT modernisation, etc.

D.2 Teachers and trainers

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

D.2.1 Composition of the workforce of VET teachers and trainers

Please describe the categories of teachers and trainers in VET (e.g. teachers, trainers, masters, assistant teachers, trainers in companies, others), as well as the stages within in the career path of each category (junior teacher, senior teacher, etc.).

What is the composition of the teaching workforce in VET by age, gender, tenure and academic qualifications? Are there any problems with any aspect of this composition, such as an ageing workforce, gender imbalance, a high share of teachers with low qualifications, a high turn-over rate, etc.? If yes, please describe.

D.2.2 Entering the teaching profession in VET

Please describe the requirements and/or procedures for becoming a teacher and a trainer in a VET school/ institution and for becoming a trainer in a company. Are these arrangements and requirements sufficient and do they deliver the expected results?

D.2.3 Employment status of teachers in VET

Please provide information on the employment status of all categories of teachers you have listed in question D.2.1. Employment status could include information such as full-time or part-time employment, civil servants, public employees or employees with private sector contracts, freelancers, etc. Are there any issues concerning the employment status or income of teachers? Please describe and explain their relevance.

D.2.4 Quality of teachers and trainers in VET

What is the perceived quality of teachers and trainers in VET? If there are shortcomings in this area, please describe. Examples could include outdated competences and/or limited exposure to the world of work, lack of professional development, etc. What programmes and types of providers are affected? Is this part of a broader problem with teacher quality in your country, or is it limited only to VET?

In the same vein, do VET teachers and trainers in your country regularly participate in professional development? 'Regularly' means, for instance, at least once every five years. Is the quality of this professional development satisfactory and can all teachers and trainers attend it, or is it of insufficient quality? For instance, does it comprise only theoretical courses, or does it also include on-the-job modules?

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

D.2.5 Attracting and retaining teachers and trainers in VET

Please indicate whether there are any actions in place to address the problems you have identified in questions D.2.1 to D.2.3 concerning the composition of the teaching workforce in VET, and their recruitment and conditions of employment.

For instance, if there are shortages of teaching staff in VET or of trainers in companies, or an oversupply of teachers in VET, what measures have been taken to attract new teachers and optimise the teaching workforce, or to attract private sector practitioners to become (part-time) trainers in VET? Have there been changes in the employment status of teachers, the minimum qualification requirements to become a teacher, or the structure of teachers' career path? Please explain.

D.2.6 Steering, motivating and supporting professional development

What is being done to improve the availability of qualified teachers for VET?¹⁶ Please also describe what kind of professional development opportunities there are for teachers, and who is paying for them.

For instance, in some countries there is a minimum requirement to undergo professional development every five years, with this being paid for by the state. In addition, teachers can attend private or supplementary professional development courses, which they may have to pay for, at least partially, themselves. Please also include information about professional development opportunities to upgrade teachers' vocational specialisms (e.g. teacher visits, traineeships, working in companies and cooperation with in-company mentors).

Are there any incentives for professional development, such as progression to the next step on the career ladder, financial incentives, or others?

¹⁶ UNDP SDG 4.C (Quality of education).

D.2.7 Ensuring the quality of teachers in VET

What quality assurance policies and measures are in place to monitor and evaluate teacher effectiveness and to address ineffectiveness? Are these policies and measures working and delivering as planned and expected? Please describe and explain.

D.3 Quality and quality assurance

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

D.3.1 Quality and relevance of education and training content in VET

Please provide your assessment of learning and training content in VET. For instance, is it considered to be relevant and of good quality?¹⁷ To what extent does VET meet labour market demands, the expectations of VET learners, the requirements of VET authorities, etc.?

If the expectations are not met, what programmes and types of providers are mostly affected, and how? Are the problems specific to VET or do they also affect other segments of education in your country?

Where available, please refer to student assessment results and data on the employability of VET graduates to corroborate your statements about the quality of outcomes currently produced by the VET system.

D.3.2 Defining the quality of learning outcomes

Considering your responses to the preceding question, please indicate whether there is a common, formal definition of quality in VET in your country, who defines and revises it, and what it encompasses (e.g. labour market relevance, social inclusion, responsiveness to external factors, academic achievement, innovation, creativity, other elements). Please specify the extent to which, and in what terms, the notion of 'quality' differs between IVET and CVT.

How are standards for quality assurance purposes set and what is the reference framework (legislation, regulation, strategy plans detailing specific measures/mechanisms)?

Are there any problems in the area you have described in response to this question?

D.3.3 Quality assurance processes in VET

Please describe how quality assurance in VET in your country is set up and operates. Does it operate at system level, at provider level, or both? Who is responsible for what? This may include procedures for accreditation of VET providers, programmes and qualifications, processes for the external evaluation of VET providers and the procedures for their self-assessment (e.g. mandatory or optional process, key actors, tools and guidelines developed, training, usage of results), as well as mechanisms for student assessment.

In your description, please also outline the quality assurance process for qualifications (e.g. the design/review of qualifications; the assessment/examination process; the qualification awarding process; the use of standards in these processes; the participation of stakeholders in these processes).

Please provide your assessment of how these arrangements and practices work. If there are problems and weak points, please describe them.

17 The notion of 'quality' and its definition in VET may vary between countries, but common to all is that quality is always about the extent to which VET meets the requirements of its context, such as labour market demands, the expectations of VET learners, the requirements of VET authorities, etc.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

D.3.4 Creating and updating VET content

Please describe the process of designing and updating VET programmes. For instance, who is responsible for initiating changes and proposing new VET programmes, and who is involved in consultations and consensus-building? How do these mechanisms take into consideration the changing labour market and skills demand? What procedures are in place or are being planned to align VET curricula with such demand?

In your responses, please provide information on current policy actions to modernise the content of VET. For instance, are learning-outcomes-based qualifications reflected in the design and delivery of programmes? If yes, what are the challenges, if any, in shifting to learning-outcomes-based content?

D.3.5 EU key competences

Are any of the 'EU key competences' (literacy and languages; mathematics, science and engineering; digital competence; personal, social and learning competence; civic competence; entrepreneurship; cultural awareness)¹⁸ or comparable competences reflected in VET programmes? Please, describe.

D.3.6 Policies to strengthen quality assurance

Are there measures in place to remedy any deficits you have indicated in response to the preceding questions about the quality of learning outcomes and quality assurance? Who monitors and evaluates these, and makes suggestions for improvement in this area, and how? Please describe.

'Open floor'

Please supplement your responses with questions and issues that this building block has not covered. Please clearly indicate the specific issue that is being addressed and follow the same guidance as for the other building blocks (see section 2.1.3 above).

Summary and analytical conclusions

Please use this section to summarise what you consider to be the main points in this building block. Follow the guidance provided in section 2.1.3 above.

E. GOVERNANCE AND FINANCING OF VET

Building block E collects updates on governance and financing in VET. 'Governance' refers to all institutionalised multi-level participation in VET policy making and management, including the setting of objectives and their implementation and monitoring in any given domain of VET policy and at any given governance level (multi-level governance).

'Financing of VET' refers to the consistency between the policy framework and the budget mechanisms in place that channel the resources towards the achievement of policy objectives. Three elements are analysed: VET budgeting, mobilisation of resources for VET, and allocation and use of resources in VET.

¹⁸ See also https://ec.europa.eu/education/policy/school/competences_en.

Thematic questions

E.1 Institutional arrangements

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

E.1.1 Effectiveness of institutional and governance arrangements

How do you assess the effectiveness of institutional and governance arrangements that you have described in building block A? Please explain your judgement, and in particular the considerations/criteria on which it is based. Examples of considerations could include how well these arrangements (e.g. decentralisation, autonomy) support (or hamper) VET providers in delivering what is expected, the suitability of arrangements for the implementation of planned VET reforms, the involvement of VET stakeholders, etc.

E.1.2 Accountability, leadership and control

Please describe the accountability, leadership and control mechanisms for VET. Who is accountable to whom, and for what? For instance, who initiates new policies? Is responsibility and leadership shared, or centralised? To whom are VET providers and their staff accountable for the quality of their work, and how? To whom are regional VET authorities accountable, and for what? How is VET as a sector accountable to its external stakeholders?

Are there any issues relating to the accountability, leadership and control arrangements that you have just described? If yes, please explain.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

E.1.3 Governance reforms

Are there policies that aim to improve the institutional and governance arrangements in VET? If yes, please describe their implementation and explain their aims.

E.2 Involvement of non-state actors

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

E.2.1 Distribution of responsibilities between state and non-state actors in VET

Please describe the participation and contribution of non-state actors (social partners, employers, civil society, and teacher and student organisations) to the governance of VET and the shaping of VET policy. For example, is there a formalised social partnership, for example through a national tripartite agreement, sector/regional skill councils, or other arrangement? If no formalised partnership exists, are there informal or ad hoc partnerships, for instance in specific thematic areas/projects?

Overall, how do you assess the distribution of functions and responsibilities for shaping and implementing VET policy between state and non-state actors? Is it adequate, transparent and clear to all involved, without overlaps or gaps in responsibilities? Are supervision and accountability lines drawn clearly so that different stakeholders know what is expected of them? Please justify your statements.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

E.2.2 Policies in support of participation of non-state actors

What policies, if any, are in place to mobilise the participation of non-state actors? For instance, are there incentives, whether financial or otherwise, for participation by non-state actors, and are institutional frameworks in place (e.g. national tripartite agreement, skills national or sectoral councils, school boards framework, NOF, etc.)? Is the promotion of public–private partnerships a policy priority, and how is it being implemented?

E.3 VET budget

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

E.3.1 Expenditure planning, VET budget formation and execution

Please describe how the planned expenditures relating to the implementation of skills development/ VET strategy and/or action plans are estimated (per capita, based on previous years, by specialty, by geographical area, or based on outputs or programmes, etc.).

Please also briefly describe the main steps in the process of formation, execution and subsequent in-year monitoring and correction of the annual budget for VET. Your description should include an indication of the entities involved at national and sub-national level (VET providers, VET authorities, others) and their roles and responsibilities at each stage.

Are there any shortcomings in the processes you have described? If yes, please explain.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

E.3.2 Policies to improve expenditure planning and budgeting in VET

What policies, if any, are in place to improve the processes of expenditure planning and budget formation and execution that you have described in response to question E.3.1? Please describe.

E.4 Mobilisation of resources for VET

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

E.4.1 Sources and mechanisms of funding for VET

Please provide a brief overview of sources of funding for VET (state and local budgets, private sector, own revenues of VET providers, households, external donors, NGOs, etc.) and indicate the share they contribute to the VET budget at national and/or regional levels.

What are the mechanisms for mobilising funding from private sources? For instance, how do companies contribute (e.g. through training levies)? How do households and donors contribute (e.g. in the form of

tuition fees, voluntary donations to VET providers, other mechanisms)? Finally, can public VET providers generate their own revenues through the provision of services?

Please indicate whether there are any problems in the areas you have described in response to this question.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

E.4.2 Diversification and mobilisation of funding for VET

Are there policies and measures in place that aim to influence the current mix of funding sources for VET, for instance by attracting a larger share of funding from private sources (e.g. by incentivising companies to host work-based learning or allowing public VET providers to generate revenues and fundraise), or by delegating the burden of funding to local budgets, etc. If yes, please describe.

E.5 Allocation and use of resources in VET

Identification of issues

Please refer to the guidance on providing information on issues, as presented in section 2.1.3 above.

E.5.1 Patterns of resource allocation

Please describe how the resources for VET are typically allocated between types of VET provider, types of expenditure (capital and current, wage and non-wage related expenses), regions, etc., as well as the mechanisms for resource allocation. Feel free to refer to information provided under expenditure planning and budgeting (E.3.1 and E.3.2).

Are there any issues with the resource allocations? For instance, are there funding shortages for some types of expenditures, providers, and/or regions? If yes, why? Is resource allocation equitable and/or results/performance based, or do some regions or providers benefit more than others? If yes, please describe and explain why.

Description of policies

Please refer to the guidance on providing information on policies, as presented in section 2.1.3 above.

E.5.2 Policies to ensure adequacy of resources for VET and equity in their allocation

Are there policies in place that are intended to improve the fairness of allocation of financial resources (e.g. equalisation grants, special funding and support programmes/initiatives) and ensure that the allocations are sufficient to address the financial needs in the VET system? Please describe.

'Open floor'

Please supplement your responses with questions and issues that this building block has not covered. Please clearly identify the specific issue that is being addressed and follow the same guidance as for the other building blocks (see section 2.1.3 above).

Summary and analytical conclusions

Please use this section to summarise what you consider to be the main points in this building block. Follow the guidance provided in section 2.1.3 above.

2.3 ETF ASSESSMENTS

Over the years, the Torino Process has demonstrated that the joint work of national and international counterparts (authorities, stakeholders, experts and VET practitioners) can deliver insights and policy recommendations that are relevant, accepted and in line with latest international developments in areas of relevance to VET reform.

To reinforce the added value of the Torino Process in this respect, the ETF has decided to invest further in this partnership through a direct engagement in the policy analysis with a view to raising the quality of deliverables and improving the rigour and relevance of data and evidence used in the national reporting. The outcomes of this direct engagement are the ETF assessments, which are intended to provide a reliable, country-owned basis for programming of national policies and EU and other donor support in each country.

The assessments take the form of ETF assessment reports. Their purpose is to analyse the evidence and findings provided by partner countries from an external point of view, comment on the policy priorities on which they report and, where necessary, provide additional guidance on improvement in the light of international experience.

The ETF assessments are prepared on the basis of Torino Process national reports and strive to be neutral, concise and analytical. Like all Torino Process deliverables, they adhere to the four Torino Process principles. The focus of reporting is guided by a holistic interpretation of what VET stands for; the analysis is evidence based; the report findings and recommendations are shared and discussed in a participatory manner; and, to the extent possible, the findings and recommendations are owned by the partner countries for further use within their own policy-making cycle.

2.3.1 RATIONALE

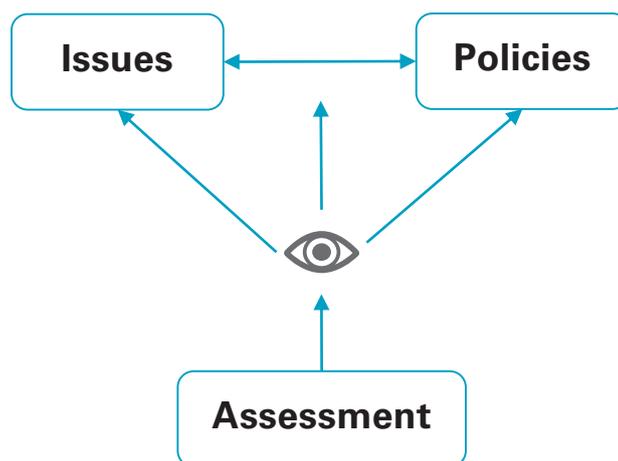
Since its inception, the Torino Process has focused on the progress of reforms in VET. The starting point is the observation that in all partner countries there are certain problems that authorities, practitioners, stakeholders and the wider public believe confront VET, and that they wish to resolve in order to improve both the way VET works and what it provides. These issues may concern the internal efficiency of IVET and CVT systems, the influence of the contexts in which VET is taking place, the standing of VET in that context, the broader trends in the development of the economy and society, etc.

The previous rounds of the Torino Process have shown that none of the countries are passive observers of their own challenges. All have policies in place to address these challenges in one way or another. Some policies are there to ensure the smooth day-to-day operation of VET systems, while others guide VET reforms and change VET for the better by improving its capacity to fit new economic, technological, and social realities. How well these policies deliver in relation to expectations depends on how well they manage to address and resolve the issues that are the focus of concerns and improvement plans.

The analysis of the relationship between policies and issues can be a valuable source of insight into the pace, progress, impact and relevance of VET reforms, as well as into the overall direction in which VET is heading. Some issues may be set aside without policy responses. Some might be the focus of reforms in ways that are not as effective as anticipated. Other policies might be successful in resolving old problems, while creating new ones.

With the national report as its basis, each partner country's assessment looks into which issues in VET require action, discusses policies and how they relate to these issues, and recommends improvement on the basis of national insights and international experience. Figure 2.2 illustrates this logic and the focus of analysis of ETF assessments.

FIGURE 2.2 LOGIC OF EXTERNAL ASSESSMENT: TRIANGLE OF ANALYSIS



2.3.2 FEATURES

Areas in focus

The focus of the external assessments is on policies for VET in a lifelong learning perspective. This means that the primary interest is on how policy influences internal efficiency, governance and financing in IVET and CVT along the lines of the thematic areas in the NRF (see Chapter 1 above). The assessments also consider the socioeconomic context in which VET takes place, inquiring about the way it has an impact on VET and shapes policies for VET, but also on how VET addresses the skills development challenges in the economies and societies of partner countries, and whether it harvests the opportunities for improvement and progress that come with those challenges.

Guiding questions and assessment dimensions

The external assessment is guided by four questions, which target the elements of the triangle shown in Figure 2.2.

1. What are the key issues concerning skills which the country faces for its economic and social advancement?
2. How does VET address these issues and are there policies in place to support VET in addressing them?
3. Are these policies working? For instance, are they relevant, effective and achieving lasting change?
4. If there are no policies, or if they are not relevant or delivering, why is that, and can that be improved?

The first two questions describe and analyse the state of affairs as presented in the national reports of partner countries. The third question invites an external assessment of policies from a substantive and implementation point of view, as illustrated in Figure 2.3. This includes an assessment of whether the policy solutions are relevant (do they address the skills-related issues in question?), whether they achieve the desired results, whether there has been progress towards the resolution of issues, and whether there are any adverse consequences. Finally, the fourth question invites the formulation of recommendations on the basis of responses to the previous questions.

FIGURE 2.3 DIMENSIONS OF EXTERNAL ASSESSMENT OF VET POLICY



Themes and structure

The themes that are the focus of the assessments will vary from country to country, but the reports nevertheless share a uniform structure and scope. The choice of themes is limited to those included in the NRF. The discussion of each will follow the four guiding questions, organised into three main parts:

1. Introduction – Excerpts from the country profile (no more than 1 500 words),
2. Findings – Description of each issue and policy; assessment and recommendations for each (no more than 7 000 words),
3. Recommendations – Summary of the recommendations in the report (about 1 000 words).

3. TORINO PROCESS IMPLEMENTATION

3.1 OVERVIEW OF THE IMPLEMENTATION PROCESS

As mentioned previously, the Torino Process takes into consideration the findings of internal and external consultations and evaluations with the aim of improving the efficiency and added value of the process of policy analysis and therefore better supporting partner countries in policy development and policy implementation and learning (see section 1.1). Similarly to previous editions, the Torino Process 2018–20 consolidates the strengths of the process while introducing some adaptations in line with the recommendations emerging from the evaluations, including the items below.

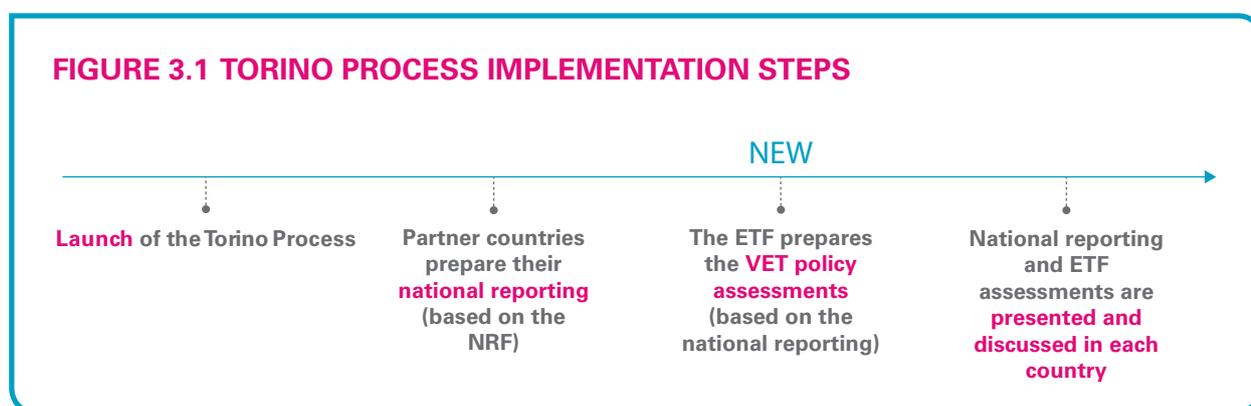
- **Moving forward in making the Torino Process a policy analysis tool** that supports policy making in the partner countries through policy learning. This implies moving the Torino Process closer to the heart of the policy cycle through its different phases, and in particular moving from problem identification and policy formulation towards policy implementation and policy monitoring and evaluation.
- **Reinforcing the monitoring focus to track progress.** This involves using the Torino Process reports from the preceding round as a baseline in order to report and monitor progress on the basis of indicators and quantitative and qualitative evidence to capture what has changed (or not) in the past years. This concept was already present in previous rounds of the Torino Process, and continues to be relevant.
- **Enhancing the use of evidence** available in the countries, the identification of priorities and the selection of policy options with the help of a more robust selection of international and national indicators and consultative analysis methods that harvest the full potential of the professional expertise of participants in the Torino Process.
- **Increasing country ownership and participation**, including broadening the active participation of relevant national stakeholders, in particular representatives from the private sector, the social partners and civil society, with a view to fully integrating the principles and approach of the Torino Process into the formal policy cycle of partner countries.
- **Increasing the involvement of the donor community**, in particular during the presentation, discussion and dissemination of Torino Process results, in order to make the best use of the process to feed into EU and donor programming and monitoring.
- **Forging stronger structural links between Torino Process evidence collection and analysis**, and relevant processes and initiatives at EU level, most notably in the case of candidate countries with the Riga Conclusions process and the implementation and monitoring of the medium-term deliverables (MTDs) and the ETF national data collection exercise. A policy analysis guide backed by case studies has been developed by the ETF and will be used during the process to strengthen national capacities.

In order to achieve these objectives, as described in previous sections, the framework for the analysis – the NRF – has been revised, although its essence has been maintained. The implementation modalities of the Torino Process have also been revised to facilitate a differentiated and flexible approach, mainly in order to respond to countries' monitoring and policy analysis development and requirements.

The Torino Process 2018–20 will be launched, for all countries, on 5–6 December 2018 during a workshop in Turin. Implementation, at national and regional levels, will consist of the steps indicated in Figure 3.1.

The implementation of the Torino Process in each country will take into account any other relevant process (whether led nationally, led by the ETF/EU or led by other donors or international organisations) that has the same or similar objectives and is mobilising evidence-based analysis. The ETF will ensure that the final outputs of this type of report or process are included in the implementation of the Torino

FIGURE 3.1 TORINO PROCESS IMPLEMENTATION STEPS



Process, ensuring that existing information is built upon and that there is no duplication with other similar exercises. The ETF will also ensure that the Torino Process implementation takes into account the complementarities with the follow-up of the Riga Conclusions (see section 3.3.1).

3.1.1 SUB-NATIONAL DIMENSION

As part of the national processes, some countries may be interested in implementing the Torino Process at sub-national (regional, local) level. The sub-national implementation of the Torino Process should add value to partner country monitoring processes (with a regional/local focus) and/or to the implementation of partner country VET reform, including regionalisation/decentralisation or similar governance processes.

The ETF will allocate limited resources to the sub-national Torino Process implementation, focusing on countries in which the above-mentioned connection and added value can be made. Countries that have already implemented the Torino Process at sub-national level include Ukraine, Tunisia, Russia and Kazakhstan.

3.1.2 REGIONAL DIMENSION

Within the framework of Torino Process implementation, the ETF will continue to facilitate and provide input to the regional dialogue linked to VET policies. The regional Torino Process implementation is expected to produce two outputs.

The Torino Process regional reports will be prepared prior to the regional events (see section 3.2 for an overview of implementation phases). These will not only be a summary of the main trends and analytical findings across each region. They will focus on skills challenges and opportunities in the countries of the specific region in view of emerging economic, technological, social and demographic developments. In that respect they will contribute to moving forward the skills development agenda within the overall agenda of the regional policy dialogues, for instance by linking to the EU/ETF regional strategies as appropriate. This can also include contributions that the Torino Process will make to the EU regional policy dialogue, for instance by identifying specific thematic areas to be considered, providing expertise input to regional policy dialogue platforms, informing regional interventions from the EU and other donors, etc.

The regional reports will be finalised following the regional events to allow them to be enriched with additional inputs and feedbacks resulting from the event discussions. The regional reports will be edited, translated and published by the ETF.

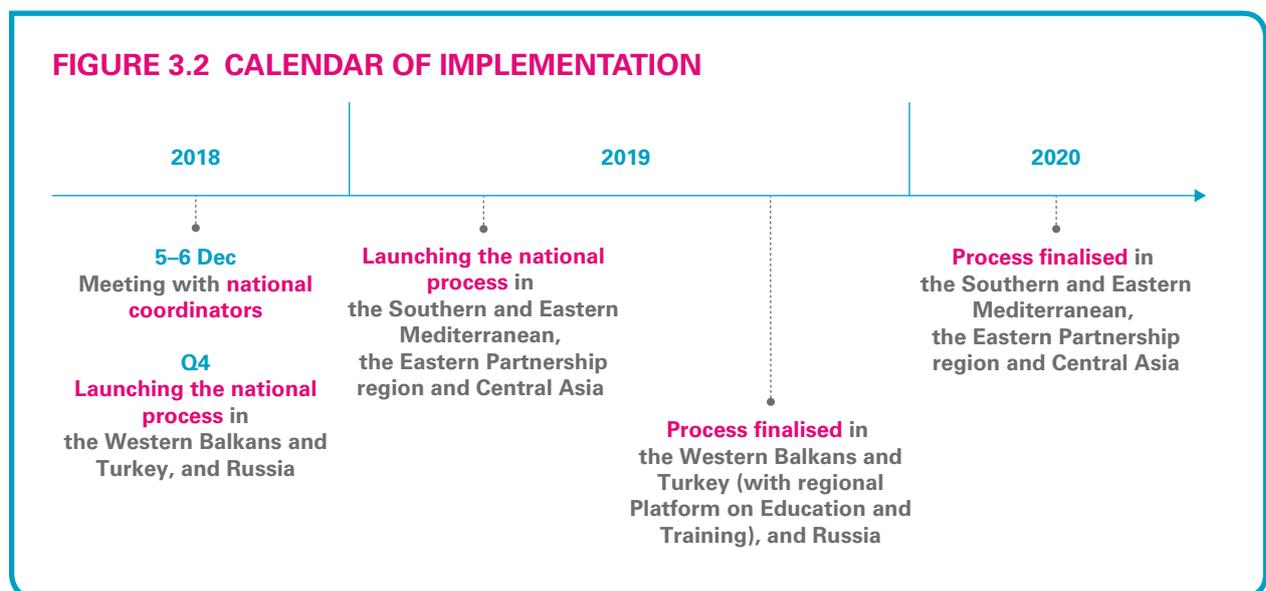
The Torino Process regional events will be an opportunity to present key findings and trends in skills and in VET policies at regional level. They represent a discussion and sharing platform for countries to present and discuss their experiences and good practices. These events will also be an opportunity to identify potential areas for regional/bilateral cooperation. The identification of the specific contribution in each

region of the Torino Process to the EU regional policy dialogue will be a key issue for discussion at the regional workshops.

3.2 PHASES OF IMPLEMENTATION AND TIME SCHEDULE

The Torino Process 2018–20 will be launched in all countries in December 2018. While the process will start in all countries at the beginning of 2019, different phases of implementation are foreseen in each region in order to bring more flexibility to the process, provide more time for the consultations, and fit better into national and regional policy dialogue.

At the start of the implementation, national coordinators, with the ETF, define the key implementation milestones, mobilising the evidence needed for the analysis and identifying the key stakeholders who should take part in the process.¹⁹ Following the starting phase, each region will follow a specific calendar, as shown in Figure 3.2.



3.3 SPECIFIC ACTIONS FOR CANDIDATE COUNTRIES

3.3.1 COMPLEMENTARITIES WITH THE FOLLOW-UP OF THE RIGA CONCLUSIONS

To raise the overall quality and status of VET, the EU Member States, the European Economic Area countries (Iceland, Liechtenstein, and Norway) and the EU candidate countries, supported by the European Social Partners and the European Commission, adopted the so-called Riga Conclusions in June 2015. They did so in the context of the EU Copenhagen Process for VET and in order to meet the EU Education and Training 2020 (ET 2020) strategic objectives. The Riga Conclusions define five priority policy areas (MTDs) for VET for the period 2015–20.

With effect from 2015 all participating countries – including the candidate countries – conduct annual monitoring and reporting on their progress towards the MTDs. The final monitoring round will be in the first quarter of 2019. The information collected so far by the candidate countries under the Riga monitoring and reporting exercise will be used during the Torino Process, mainly as an input to the NRF’s thematic section discussions and report drafting on the internal efficiency of VET.

¹⁹ For candidate countries, communication and consultation processes will be jointly agreed with the Riga follow-up process and MTD monitoring, including working group(s) and stakeholders involved in the implementation steps.

MEDIUM-TERM DELIVERABLES FOR 2015–20 (RIGA CONCLUSIONS)

MTD 1. Promote work-based learning in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.

MTD 2. Further develop quality assurance mechanisms in VET in line with the European Quality Assurance for Vocational Education and Training (EQAVET) recommendation and, as part of quality assurance systems, establish continuous information and feedback loops in IVET and CVT systems based on learning outcomes.

MTD 3. Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning.

MTD 4. Further strengthen key competences in VET curricula and provide more effective opportunities to acquire or develop those skills through IVET and CVT.

MTD 5. Introduce systematic approaches to, and opportunities for, initial and continuing professional development of VET teachers, trainers and mentors in both school- and work-based settings.

The Riga Conclusions also include a focus on transversal areas, such as partnerships with social partners and other relevant stakeholders, efficient funding, and excellence and innovation in VET.

3.3.2 BENCHMARKING

A few indicators have been selected for benchmarking of the candidate and the potential candidate countries against the EU 2020 targets within the Torino Process round.

The benchmarking exercise has a dual scope.

1. It can serve as a policy support tool for evidence-based policy vision and policy making. In this respect, benchmarking serves to strengthen the policy-making cycle and to help partner countries to meet their goals.
2. It can also serve as a referencing tool to support countries in identifying their priorities. Although benchmarking can be seen as a way of comparing countries' performances in specific areas, it is, in fact, about more than that. It is within the scope of the benchmarking exercise to enable partner countries to learn from the experience of others, to identify challenges, and to focus their efforts in areas of priority.

TABLE 3.1 OVERVIEW OF INDICATORS USED FOR BENCHMARKING*

Early leavers from education and training	The share of 18–24-year-olds having attained at most lower secondary education and not receiving further education or training
Tertiary education attainment	The share of 30–34-year-olds having successfully completed university or university-like education
Underachievement in reading, mathematics and science	The share of 15-year-olds failing to reach level 2 in the OECD's Programme for International Student Assessment (PISA) for reading, mathematics and science
Adult participation in lifelong learning	The share of 25–64-year-olds receiving education or training
Employment rate	Individuals aged 20–64 in employment as a percentage of the total population in the same age group
Employment rate of recent graduates	Recent graduates aged 20–34 in employment as a percentage of the total population in the same age group

*See definitions in Annex 3.

4. INDICATORS: GUIDELINES AND OVERVIEW

The NRF suggests using a number of general and more VET-specific indicators for the Torino Process VET policy analysis. The ETF recommends the use of a list of indicators (see below),²⁰ as the minimum demanded for the analysis, to the extent that data is available. A list of indicative data sources is included for each indicator. Countries are invited to use other data and indicators to support their analysis, in addition to those suggested. **Whenever authors use the indicators defined in this chapter or other data, the sources and definitions should always be clearly stated and should contain reliable and valid information.** The *ETF manual on the use of indicators* provides technical insights on the use of quantitative and qualitative information.²¹

International data sources contain rather limited information on VET, while classifications and definitions behind national data are often closely linked to the respective national context. This makes comparisons of VET data across countries a challenging task, and conclusions from such comparisons should be drawn with caution. Nevertheless, national statistics represent an invaluable source of evidence, without which an in-depth analysis of VET systems would not be possible. Therefore, the reinforcement of data quality and deployment in policy analysis remains a high priority in this new round of the Torino Process.

The suggested indicators can be used to describe issues that influence human capital development and VET policies in the ETF partner countries. However, they do not claim to assess national systems or policies in a comprehensive and exhaustive way. They can provide an essential yet limited overview of the VET systems in each country, which needs to be complemented by other intelligence. Furthermore, statistics have their limitations in that they can oversimplify complex issues, and if they are to be interpreted properly they must be contextualised.

The following list includes the indicative data sources (international and national) that could be consulted to obtain the indicators.

- International sources:
 - Eurostat
 - International Labour Organisation (ILO)
 - Organisation for Economic Cooperation and Development (OECD)
 - United Nations Educational, Scientific and Cultural Organisation's (UNESCO) Institute for Statistics (UIS)
 - The World Bank
- National sources:
 - national statistical offices
 - ministries, VET agencies/centres, research institutions, etc.

²⁰ In 2018 the ETF has carried out a national data collection exercise in 13 partner countries whose results will be made available to the respective national Torino Process coordinators. In 2019 the ETF will conduct the data collection exercise in a further 10 countries.

²¹ See www.etf.europa.eu/web.nsf/pages/Indicators_Manual

LIST OF SUGGESTED INDICATORS

Indicator	Thematic area
Gross domestic product (growth rate, per capita, per employed)	A.3.1
Gross value added by main economic sectors (Agriculture/Industry/Services)	A.3.1
Employment by broad economic sectors (Agriculture/Industry/Services)	B.1.1
Active population by education level and sex	A.3.1
Activity rate by sex	B.1.1
Employment rate by sex	B.1.1
Unemployment rate by sex	B.1.1
Total population	A.3.1
Population growth rate	A.3.1
Dependency ratios (total/young/old)	A.3.1
Relative size of youth population	A.3.1
International migrant stock of mid-year by age groups and sex	A.3.2
Number of refugees by country/territory of asylum/residence	A.3.2
Number of VET schools	A.2.3
Enrolments in secondary vocational education by programme and sex	A.2.3, C.1.1
Students in vocational programmes at upper secondary education by sex (number and share of total upper secondary students)	C.1.1
Students/apprentices in combined school- and work-based programmes by programme and sex	C.1.1
Inactivity rate by sex and age group (15–24/25–49/50–64)	B.1.1
Informal employment by sex	B.1.1
Incidence of self-employment by sex	B.1.1
Young people not in employment, education or training (NEETs)	B.1.1
Employment rate by sex and educational attainment	B.1.1
Youth employment rate by sex	B.1.1
Unemployment rate by educational attainment and sex	B.1.1
Youth unemployment (rate and ratio) by sex	B.1.1
Incidence of vulnerable employment by sex	B.1.1
Long-term unemployment (rate and ratio) by sex	B.1.1
Migrant remittance inflows	B.1.3
Number of registered jobseekers/registered or unemployed by sex	B.1.6
Participants in labour market services by sex	B.1.6
Participants in labour market measures by sex	B.1.6
Expenditure on labour market policies	B.1.6
Transition from unemployment to employment (job placement) by sex	B.1.6
Number of job vacancies	B.1.6
Over-education by sex and occupation (empirical method)	B.1.2
Employment rate of recent graduates by sex and programme orientation	C.3.1
Adult participation in training/lifelong learning by sex	A.3.4
Enrolments in VET by rural/urban areas, special needs education and other vulnerable/disadvantaged groups	C.1.2

Indicator	Thematic area
Number of VET schools that are wheel-chair accessible	C.1.2
Number of VET teachers that have been trained to work with students with special educational needs	C.1.2
Early leavers from education and training by sex	C.2.1
Graduates from secondary vocational education by programme and sex	C.2.1
Graduation rate (gross) in secondary vocational education by programme and sex	C.2.1
Completion rate in secondary vocational education by programme and sex	C.2.1
Student–teacher ratio in secondary vocational education (headcount basis)	D.1.4
Number of VET teachers and trainers by sex	D.2.1, A.2.3
Number and share of teachers in secondary education who have received at least the minimum organised teacher training	D.2.1
Number and share of VET teachers who participated in continuing professional development in the past 12 months	D.2.4
Underachievement in reading, mathematics and science	D.3.5
Expenditure per student in secondary institutions (headcount basis) by programme orientation (general/vocational) in local currency unit	E.3.1
Public expenditure on vocational education (as percentage of GDP and total public expenditure)	E.4.1, A.2.3
Public expenditure on secondary vocational educational institutions by expenditure category (current/capital) in local currency unit	E.5.1

ANNEXES

ANNEX 1. SUB-NATIONAL DIMENSION

Starting with the 2014 round, some partner countries have initiated Torino Process-type assessments at the sub-national level. Typically, such initiatives have been taken by countries in which the sub-national level already held considerable responsibility for VET policy development and/or implementation, or by countries that are engaging in devolution or decentralisation processes.

The ETF engages in the sub-national dimension on a case-by-case basis and at the request of individual countries. As countries have diverse reasons for initiating this type of Torino Process analysis, the ETF engages in an in-depth discussion with the country concerned in order to explore with its partners the modalities that are best suited to the country context. Given the demand-based nature of this process, it is expected that countries with an interest in the sub-national approach are ready to play an active/leading role in its implementation.

IMPORTANT SUCCESS FACTORS FOR WORK AT SUB-NATIONAL LEVEL

The experience of those countries that have engaged in the sub-national dimension has confirmed that the four Torino Process principles of ownership, participation and the use of a holistic and evidence-based approach are just as relevant for the sub-national level as they are for the national level.

In addition, practitioners involved in sub-national work have identified further factors that contribute to successful Torino Process implementation at sub-national level.

- **Clarifying the main purpose(s):** Stakeholders at national and sub-national level should agree how the Torino Process work at sub-national level will contribute to national and sub-national VET policy and/or VET reform. While in some cases an important reason to engage in the sub-national dimension may be linked to a process of decentralisation or regionalisation, or to other developments at national level, the sub-national analysis should always have value for the region involved.
- **Deciding on the timing:** The timing of work at sub-national level (in parallel to the national exercise of the year before or after) depends on the use that a country and sub-national entities wish to make of the Torino Process assessment. A specific consideration for each country is how assessment from sub-national reports will be taken into consideration in the national exercise.
- **Adapting the NRF:** For the Torino Process at national level, the ETF has, for comparability reasons, developed a single NRF to be used by all participating countries. While experience has shown that this framework represents an excellent basis for the sub-national dimension, countries and regions/cities involved in the sub-national dimension are warmly encouraged to adapt and shape the framework to their specific requirements. Experience has shown that a participatory adaptation of the framework that involves key sub-national stakeholders supports ownership and smooth implementation.
- **Engaging stakeholders:** Sub-national Torino Process assessment provides an excellent opportunity to enlarge the circle of stakeholders who are actively involved in a number of groups that may be difficult to engage at national level. These include, for example, VET provider staff, VET students, individual employers or regional social partner representatives, and regional and local civil society organisations.
- **Providing coordination:** Experience has shown that the presence of a well-prepared coordinator in each participating sub-national entity and the setting up of stable sub-national working groups that involve key stakeholders from education and business are key success factors.

- **Supporting participants through capacity building:** In many countries VET stakeholders at sub-national level have limited or no involvement in the assessment of VET policy and VET reforms. They might also have less experience in the search for and use of evidence to support the assessment. Experience has shown that joint training sessions for working group members, such as on the use of evidence in policy assessment, on policy analysis, including the formulation of recommendations, and on the development of action plans to address recommendations resulting from sub-national Torino Process assessment, represent a valuable accompanying measure.

ANNEX 2. PROCESS ASSESSMENT REPORT

The objective of this report is to document the implementation of the Torino Process. The assessment of the process delivers information about the extent to which countries manage to operationalise the four Torino Process principles. In the Torino Process 2018–20, participating countries are asked to fill in the assessment report at the end of the process (preferably in the context of the final Torino Process workshop).

Country	
National coordinator	
ETF country coordinator	
Working group members	Please provide a complete list of institutions that are part of the Torino Process working group in your country using the following categories: public authorities, private sector, civil society, donors.
Working group and implementation	Please provide information on the working methods of the working group. In particular, please tell us whether the working group is an ad hoc group formed for the Torino Process or a permanent group, whether it involves groups of stakeholders who did not participate in previous rounds, etc.
Torino Process principles	Describe how the Torino Process has been implemented in accordance (or not) with each principle and what actions have been put in place to ensure, as far as possible and within the context, the coverage of the four principles.
Implemented measures and qualitative achievement	
Ownership	How was the Torino Process used, or how will it be used, for your country's VET policy cycle? Please explain (e.g. linked to new strategy definition, input to monitoring cycle). How was it used, or how will it be used, for dialogue with EU and donors and as a potential tool and platform for donor coordination? What is the added value of the Torino Process for your country? Please give examples.
Participation	Which stakeholders were involved in the process (public authorities, employers' representatives, trade unions and civil society, donors)? What improvements could be highlighted in increased stakeholder participation from non-state actors such as employers, trade unions and civil society? To what extent has donor participation increased compared with previous Torino Process rounds? Were stakeholders sufficiently informed to be able to actively contribute to the analysis (e.g. by providing feedback, taking an active role in drafting)? Are there opportunities for involving more stakeholders? Did the participation of stakeholders in the Torino Process contribute to enhanced evidence, transparency and accountability of policies?
Holistic view of VET	How holistic was the view of VET, in a lifelong learning perspective, in the Torino Process analysis (e.g. the extent to which issues relating to CVT including ALMPs or non-formal/informal VET were covered)? If the coverage was only partial, please explain why.
Evidence	What type of evidence has been used? How did you 'generate' evidence in the case of missing data?

ANNEX 3. INDICATORS' DEFINITION AND INDICATIVE SOURCES

Gross domestic product growth rate

Definition: The indicator shows the annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 US dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.

Source: National Accounts/World Bank WDI database

GDP per capita (PPP) current international \$

Definition: PPP GDP is gross domestic product converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GDP as the US dollar has in the United States. GDP at purchaser's prices is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.

Source: World Bank WDI database

GDP per employed person (constant 2011 PPP \$)

Definition: GDP per person employed is gross domestic product (GDP) divided by total employment in the economy. Purchasing power parity (PPP) GDP is GDP converted to 2011 constant international dollars using PPP rates.

Source: World Bank WDI database

Gross value added by broad economic sectors (i.e. Agriculture/Industry/Services)

Definition: Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), rev. 3.

Source: National Accounts/World Bank WDI database

Employment by broad economic sectors (i.e. Agriculture/Industry/Services)

Definition: This indicator provides information on the relative importance of different economic activities with regard to employment. Data is presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) which is based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.

Source: Labour Force Survey

Active population by educational attainment level and sex

Definition: This is usually measured with respect to the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself. The broad educational attainment levels considered are:

- low: no education, ISCED levels 0–2
- medium: ISCED levels 3–4
- high: ISCED levels 5–8

For more details details on classification of educational programmes, see Annex 4.

Source: The indicator is based on data from the joint UNESCO–OECD–Eurostat (UOE) data collection or on data from the Labour Force Survey

Activity rate by sex

Definition: The activity rate is calculated by dividing the active population aged 15–64 or 15+ by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. The inactive population consists of all persons who are classified as neither employed nor unemployed.

Source: Labour Force Survey

Employment rate by sex

Definition: The employment rate is calculated by dividing the number of employed persons aged 15–64 or 15+ by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.

Source: Labour Force Survey

Unemployment rate by sex

Definition: The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).

Source: Labour Force Survey

Total population

Definition: The total population is estimated as the number of persons having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.

Source: Censuses or UN Population Division estimates

Population growth rate

Definition: Annual population growth rate for year t is the exponential rate of growth of mid-year population from year $t-1$ to t , expressed as a percentage. Population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship.

Source: Censuses or UN Population Division estimates

Dependency ratios (total/young/old)

Definition: Age dependency ratio (total) is the ratio of dependants – people younger than 15 or older than 64 – to the working-age population (those aged 15–64). Young age dependency ratio is the ratio of younger dependants – people younger than 15 – to the working-age population (those aged 15–64). Old age dependency ratio is the ratio of older dependants – people older than 64 – to the working-age population (those aged 15–64). Data are shown as the proportion of dependants per 100 working-age population.

Source: Censuses or UN Population Division estimates, World Bank WDI database

Relative size of youth population

Definition: This is the ratio of the youth population (aged 15–24) to the working-age population.

Source: Censuses or UN Population Division estimates, Labour Force Surveys.

International migrant stock of mid-year by age groups and sex

Definition: The term 'migrant' can be understood as 'any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country'. However, this may be a too narrow definition when considering that, according to some states' policies, a person can be considered as a migrant even when s/he is born in the country.

Source: United Nation Population Division. Trends in International Migrant Stock: The 2017 revision (UN database), www.un.org/en/development/desa/population/migration/data/estimates2/estimates17.shtml

Number of refugees by country/territory of asylum/residence

Definition: Refugees are people who are recognised as refugees under the 1951 Convention Relating to the Status of Refugees or its 1967 Protocol, the 1969 Organisation of African Unity Convention Governing the Specific Aspects of Refugee Problems in Africa, people recognised as refugees in accordance with the UNHCR statute, people granted refugee-like humanitarian status, and people provided temporary protection. Asylum seekers – people who have applied for asylum or refugee status and who have not yet received a decision or who are registered as asylum seekers – are excluded.

Source: UNHCR, www.unhcr.org/globaltrends2016/

Enrolments in secondary vocational education by programme and sex

Definition: Vocational education is designed for learners to acquire the knowledge, skills and competences specific to a particular occupation or trade, or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programmes leads to labour-market-relevant vocational qualifications acknowledged as occupationally oriented by the relevant national authorities and/or the labour market. Vocational programmes can be divided based on the amount of training provided in school as opposed to the workplace.

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

Students in vocational programmes at upper secondary education by sex (number and share of total upper secondary students)

Definition: This refers to students enrolled in vocational programmes in upper secondary education total and as a percentage of the total number of students enrolled in all programmes (vocational and general) at upper secondary education level (ISCED level 3).

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

Students/apprentices in combined school- and work-based programmes by programme and sex

Definition: In combined school- and work-based programmes, at least 10% but less than 75% of the curriculum is presented in the school environment or through distance education. Therefore, the work-based component of a school- and work-based programme would be a minimum of 25% and a maximum of 90%. These programmes can be organised in conjunction with education authorities or institutions. They include apprenticeship programmes that involve concurrent school-based and work-based training, and programmes that involve alternating periods of attendance at educational institutions and participation in work-based training. Combined programmes include work-study programmes, which are formal education/training programmes combining interrelated study and work periods for which the student/trainee receives earnings, as well as combined school- and work-based programmes without systematic earnings.

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

Inactivity rate by sex and age groups (15–24/25–49/50–64)

Definition: The share (in %) of the inactive population in the total population in the same age group living in private households.

Source: Labour Force Survey

Informal employment by sex

Definition: Employment in the informal economy as a percentage of total non-agricultural employment includes all jobs in unregistered and/or small-scale private unincorporated enterprises that produce goods or services meant for sale or barter. Self-employed street vendors, taxi drivers and home-based workers, regardless of the size of their business, are all considered enterprises. However, agricultural and related activities, households producing goods exclusively for their own use (e.g. subsistence farming, domestic housework, care work, and employment of paid domestic workers), and volunteer services rendered to the community are excluded.

Source: Labour Force Survey, International Labour Organisation (ILO) database

Incidence of self-employment by sex

Definition: The incidence of self-employment is expressed by the self-employed (i.e. Employers + Own-account workers + Contributing family workers) as a proportion of the total employed.

Source: Labour Force Survey

Young people not in employment, education or training (NEETs) by sex

Definition: The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data is expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

Source: Labour Force Survey

Employment rate by sex and educational attainment

Definition: The employment rate is calculated by dividing the number of employed persons (aged 15–64 or 15+) by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from work.

The broad educational attainment levels considered are:

- low: no education, ISCED levels 0–2
- medium: ISCED levels 3–4
- high: ISCED levels 5–8

For more details on classification of educational programmes, see Annex 4.

Source: Labour Force Survey

Youth employment rate by sex

Definition: The youth employment rate is calculated by dividing the number of employed persons aged 15–24 by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from work.

Source: Labour Force Survey

Unemployment rate by educational attainment and sex

Definition: The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)).

The broad educational attainment levels considered are:

- low: no education, ISCED levels 0–2
- medium: ISCED levels 3–4
- high: ISCED levels 5–8

For more details on classification of educational programmes, see Annex 4.

Source: Labour Force Survey

Youth unemployment rate by sex

Definition: The indicator is calculated by dividing the number of unemployed persons aged 15–24 by the total active population in the same age group.

Source: Labour Force Survey

Youth unemployment ratio by sex

Definition: The youth unemployment ratio is calculated by dividing the number of unemployed persons aged 15–24 by the total population of the same age group.

Source: Labour Force Survey

Incidence of vulnerable employment by sex

Definition: The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed.

Source: Labour Force Survey

Long-term unemployment rate by sex

Definition: The long-term unemployment rate is the share of unemployed persons of 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).

Source: Labour Force Survey

Long-term unemployment ratio by sex

Definition: The long-term unemployment ratio is the share of unemployed persons of 12 months or more in the total unemployed population, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).

Source: Labour Force Survey

Migrant remittance inflows

Definition: Remittances are cross-border transfers of money from workers in one country back to their country of origin, often through payments to family members. There are two basic types of remittance: personal transfers in cash or in kind between resident and non-resident households, and compensation of employees, which refers to the income of workers who work in another country for a limited period of time.

Source: World Bank WDI database, www.worldbank.org/en/topic/migrationremittancesdiasporaissues/brief/migration-remittances-data

Number of registered jobseekers/registered unemployed by sex

Definition: Each country has its own definition of registered unemployed or jobseekers in line with applicable national legislation that sets out rules and eligibility criteria for registering with the public employment service (PES), for example age, income status, past contributions to unemployment insurance system, etc., and for gaining access to active labour market programmes, etc. International practices define the two possible categories as follows:

- Registered jobseekers are all persons who are currently registered as jobseekers (i.e. being unemployed, employed or inactive) with PES.
- Registered unemployed are all persons who are registered with PES and do not have a job (national definitions may vary), excluding other categories of persons wanting to change job (e.g. employees) or who are not looking actively for a job (inactive).

For more information, see <http://ec.europa.eu/eurostat/documents/3859598/5935673/KS-GQ-13-002-EN.PDF/bc4d9da7-b375-4eb3-97c7-766ebf7b4aa0?version=1.0>

Given the wide variability across countries, authors are invited to include the national definition of jobseekers/unemployed when reporting data for this indicator.

Source: PES, national ministries/agencies

Participants in labour market services by sex

Definition: Labour market services refer to labour market interventions where the main activity of participants is job-search related and where participation usually does not result in a change of labour market status. They can include services such as job matching (e.g. information and referral to opportunities for work, training and other forms of assistance), counselling (e.g. career counselling and guidance, intensive assistance).

For more information, see <http://ec.europa.eu/eurostat/documents/3859598/5935673/KS-GQ-13-002-EN.PDF/bc4d9da7-b375-4eb3-97c7-766ebf7b4aa0?version=1.0>

Given the wide variability across countries, authors are invited to include the national classification of services when reporting data for this indicator.

Source: PES, national ministries/agencies

Participants in labour market measures by sex

Definition: Labour market measures cover interventions that provide temporary support for groups that are disadvantaged in the labour market and which aim at activating the unemployed, helping people move from involuntary inactivity into employment, or maintaining the jobs of persons threatened by unemployment. Such measures could include training (e.g. institutional training, workplace training, alternate training, special support for apprenticeship), employment incentives (e.g. recruitment incentives, employment maintenance incentives, job rotation and job sharing), supported employment and rehabilitation, direct job creation, start-up incentives, etc.

For more information, see <http://ec.europa.eu/eurostat/documents/3859598/5935673/KS-GQ-13-002-EN.PDF/bc4d9da7-b375-4eb3-97c7-766ebf7b4aa0?version=1.0>

Given the wide variability across countries, authors are invited to include the national classification of measures when reporting data for this indicator.

Source: PES, national ministries/agencies

Expenditure on labour market policies

Definition: Expenditure on labour market policies is usually limited to public interventions which are explicitly targeted at groups of persons with difficulties in the labour market, such as the unemployed, the employed at risk of involuntary job loss and inactive persons who would like to enter the labour market.

For more information, see <http://ec.europa.eu/eurostat/documents/3859598/5935673/KS-GQ-13-002-EN.PDF/bc4d9da7-b375-4eb3-97c7-766ebf7b4aa0?version=1.0>

Given the wide variability across countries, authors are invited to include the national classification of expenditure when reporting data for this indicator.

Source: PES, national ministries/agencies

Transition from unemployment to employment (job placement) by sex

Definition: Number of registered jobseekers/unemployed who transited from unemployment into employment as a share of the stock of registered jobseekers/unemployed persons.

Source: PES, national ministries/agencies

Number of job vacancies

Definition: A job vacancy is a post, either newly created, unoccupied or about to become vacant, which the employer actively seeks to fill with a suitable candidate from outside the enterprise (including any further necessary steps), immediately or in the near future. Although the definition states that a job vacancy should be open to candidates from outside the enterprise, this does not exclude the possibility of appointing an internal candidate to the post. A post that is open to internal candidates only, however, is not considered a job vacancy.

Source: PES, national ministries/agencies

Over-education by sex and occupation (empirical method)

Definition: The empirical method is a statistical measure where the distribution of education is calculated for each occupation according to the International Standard Classification of Occupations (ISCO). Over-education is defined as existing when the level of education is more than one standard deviation above the mean (or, alternatively, above the mode) for the educational level required for a given occupation. The indicator requires microdata on employment by education and occupation, usually available in the Labour Force Surveys or household surveys. The ISCO major groups are:

- legislators, senior officials and managers,
- professionals,
- technicians and associate professionals,
- clerks,
- service workers and shop and market sales workers,
- skilled agricultural and fishery workers,
- craft and related trades workers,
- plant and machine operators and assemblers,
- elementary occupations.

Source: Labour Force Survey, household surveys, national ministries/agencies

Employment rate of recent graduates by sex and programme orientation

Definition: The employment rate of recent graduates is estimated for persons aged 20–34 who fulfil the following conditions: first, being employed, according to the ILO definition; second, having attained ISCED levels 3–4 as the highest level of education; third, not having received any education or training in the four weeks preceding the survey; and fourth, having successfully completed their highest educational attainment one, two or three years before the survey.

The programmes considered for ISCED levels 3–4 are: General and Vocational.

Source: Labour Force Survey

Adult participation in training/lifelong learning by sex

Definition: Lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job.

Source: Labour Force Survey

Early leavers from education and training by sex

Definition: Early leaving from education and training is defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0–2 and 3C short (i.e. programmes with duration less than 2 years) for data up to 2013 and to ISCED 2011 levels 0–2 for data from 2014 onwards.

Source: Labour Force Survey

Graduates from secondary vocational education by programme and sex

Definition: Number of graduates regardless of age in secondary education vocational programmes.

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

Graduation rate (gross) in secondary vocational education by programme and sex

Definition: Number of graduates regardless of age in secondary vocational programmes, expressed as a percentage of the population at the typical age of graduation for those programmes. The typical age of graduation is the age that covers more than 50% of those graduating at that level.

Source: National ministries/agencies

Completion rate in secondary vocational education by programme and sex

Definition: The completion rate describes the percentage of students who graduate from vocational programmes a given number of years after they entered (i.e. theoretical duration) as a share of those who entered. Calculation requires data on new entrants (i.e. students entering the vocational programmes for the first time).

Source: National ministries/agencies

Student–teacher ratio in secondary vocational education (headcount basis)

Definition: The indicator is calculated by dividing the number of students by the number of teachers/trainers in secondary vocational programmes.

Source: National ministries/agencies

Number and share of teachers in secondary education who have received at least the minimum organised teacher training

Definition: Trained teachers are secondary school teachers who have received the minimum organised teacher training (e.g. pedagogical training) pre-service or in-service required for teaching in a given country. The indicator is expressed in absolute numbers and as a percentage of total teaching staff at secondary level of education.

Source: National ministries/agencies, UNESCO Institute for Statistics

Number and share of VET teachers who participated in continuing professional development in the past 12 months

Definition: Continuing professional development means formal and non-formal professional development activities which may, for example, include subject-based and pedagogical training. In certain cases, these activities may lead to supplementary qualifications. The indicator is expressed in absolute numbers and as a percentage of total teaching staff at secondary level of education.

Source: National ministries/agencies

Underachievement in reading, mathematics and science

Definition: Low achievers are the 15-year-olds who are failing level 2 on the PISA scale for reading, mathematics and science.

Source: OECD Programme for International Student Assessment (PISA)

Expenditure per student in secondary institutions (headcount basis) by programme orientation (general/vocational) in local currency unit

Definition: Expenditure per student by educational institutions at a particular level of education is calculated by dividing total expenditure by educational institutions at that level by the corresponding enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account.

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

Public expenditure on vocational education (as percentage of GDP and total public expenditure)

Definition: Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.

Source: National sources (annual financial reports by the Ministry of Finance and/or the Ministry of Education, and/or national accounts) or UNESCO–OECD–Eurostat (UOE) data collection

Public expenditure on secondary vocational educational institutions by expenditure category (current/capital) in local currency unit

Definition: The indicator includes expenditure on instructional educational institutions as well as expenditure on non-instructional educational institutions. Expenditure on institutions is not limited to that made on instructional services, but also includes expenditure on ancillary services for students and families, where these services are provided through educational institutions. As such, expenditure on educational institutions includes expenditure on core educational goods and services, such as teaching staff, school buildings, or school books and teaching materials, and peripheral educational goods and services such as ancillary services, general administration and other activities. Education expenditure on institutions covers all types of public or private schools and other educational institutions that are involved in delivering or supporting educational services.

Source: National ministries/agencies, UNESCO–OECD–Eurostat (UOE) data collection

ANNEX 4. EDUCATION CLASSIFICATION

Educational attainment (broad levels)	ISCED-11 level	ISCED-97 level	ISCED-76 level	Description
NO SCHOOLING	No schooling	No schooling	No schooling	Less than one year of schooling
LOW	0 Early childhood education	0 Pre-primary education	0 Education preceding the first level	Education delivered in kindergartens, nursery schools or infant classes
	1 Primary education	1 Primary education or first stage of basic education	1 First level	Programmes are designed to give students a sound basic education in reading, writing and arithmetic. Students are generally 5–7 years old. Might also include adult literacy programmes.
	2 Lower secondary education	2 Lower secondary education or second stage of basic education	2 Second level, first stage	Continuation of basic education, but with the introduction of more specialised subject matter. The end of this level often coincides with the end of compulsory education where it exists. Also includes vocational programmes designed to train for specific occupations as well as apprenticeship programmes for skilled trades.
MEDIUM	3 Upper secondary education	3 Upper secondary education	3 Second level, second stage	Completion of basic level education, often with classes specialising in one subject. Admission usually restricted to students who have completed the 8–9 years of basic education or whose basic education and vocational experience indicate an ability to handle the subject matter of that level.
	4 Post-secondary non-tertiary education	4 Post-secondary non-tertiary education		Captures programmes that straddle the boundary between upper-secondary and post-secondary education. Programmes of between six months and two years typically serve to broaden the knowledge of participants who have successfully completed level 3 programmes.

Educational attainment (broad levels)	ISCED-11 level	ISCED-97 level	ISCED-76 level	Description
HIGH	5 Short-cycle tertiary education	5 First stage of tertiary education (not leading directly to an advanced research qualification); subdivided into:		
	6 Bachelor's or equivalent level	5A	6 Third level, first stage leading to a first university degree	Programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes. Duration is generally 3–5 years.
		5B	5 Third level, first stage, leading to an award not equivalent to a first university degree	Programmes are of a typically 'practical' orientation designed to prepare students for particular vocational fields (high-level technicians, teachers, nurses, etc.).
	7 Master's or equivalent level	6 Second stage of tertiary education (leading to an advanced research qualification)	7 Third level, second stage	Programmes are devoted to advanced study and original research and typically require the submission of a thesis or dissertation.
	8 Doctoral or equivalent level			

Source: Adapted from ILO, *Key indicators of the labour market (KILM) 2015*.

ABBREVIATIONS AND ACRONYMS

ALMPs	Active labour market policies
CVT	Continuing vocational training
EQF	European Qualifications Framework
ET 2020	Education and Training 2020 (EU strategic framework)
ETF	European Training Foundation
EU	European Union
Eurostat	Statistical Office of the European Union
GDP	Gross domestic product
ILO	International Labour Organisation
ISCED	International Standard Classification of Education (UNESCO)
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification
IVET	Initial vocational education and training
MTD	Medium-term deliverable
NQF	National qualifications framework
NRF	National reporting framework
OECD	Organisation for Economic Cooperation and Development
PES	Public employment service
PISA	Programme for International Student Assessment (OECD)
PPP	Purchasing power parity
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOE	UNESCO/OECD/Eurostat (data collection)
VET	Vocational education and training
WDI	World Development Indicators

REFERENCES

ETF (European Training Foundation), *ETF Manual on the Use of Indicators*, ETF, Turin, 2013. Last accessed 13 September 2018 at: www.etf.europa.eu/web.nsf/pages/Indicators_Manual

ETF (European Training Foundation), 'Key Indicators on Education, Skills and Employment (KIESE)', ETF, Turin, 2017.

ETF (European Training Foundation), Milovanovitch, M., *Guide to Policy Analysis*, ETF, Turin, 2018. Last accessed 13 September 2018 at: www.etf.europa.eu/en/publications-and-resources/publications/guide-policy-analysis

ETF (European Training Foundation), 'Policies Supporting Youth Transition to Work in the Eastern Partnership Countries', ETF, Turin, forthcoming.

IAG-TVET (Inter-agency Group on TVET Indicators), *Proposed Indicators for Assessing Technical and Vocational Education and Training*, ETF/ILO/UNESCO, 2012.

ILO (International Labour Organisation), *Key Indicators of the Labour Market (KILM) 2015*, [online], ILO, Geneva.

OECD (Organisation for Economic Cooperation and Development), *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, 2017. <http://dx.doi.org/10.1787/9789264279889-en>

Website

www.etf.europa.eu

Twitter

[@etfeuropa](https://twitter.com/etfeuropa)

Facebook

facebook.com/etfeuropa

YouTube

www.youtube.com/user/etfeuropa

Instagram

instagram.com/etfeuropa/

LinkedIn

linkedin.com/company/european-training-foundation

E-mail

info@etf.europa.eu



European Training Foundation

