TORINO PROCESS 2016-17

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TORINO PROCESS 2016–17

CONTENTS

1. INTRODUCTION

1.1 WHAT IS THE TORINO PROCESS?

Inspired by the European Union (EU) Copenhagen-Bruges Process, the Torino Process is an evidence-based approach to the analysis of vocational education and training (VET), 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 its biennial monitoring of policy progress, which enables partner countries to monitor the implementation of VET reforms and assess progress and impact.

Since the first round of the Torino Process in 2010, the European Training Foundation (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. Through the three rounds already implemented (2010, 2012 and 2014), the focus of the Torino Process has 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.

In the previous three rounds, partner countries have strengthened the participation of stakeholders, including government actors at national and sub-national levels, VET providers, social partners and non-governmental actors. The Torino Process has been the trigger for a dialogue in partner countries on policy analysis and policy monitoring, thus contributing to increasing transparency and accountability, and providing a basis for reflection and strengthening of the monitoring system. The results of the Torino Process have prompted regular communication among stakeholders within partner countries, and between countries and the EU, and have been the basis for making joint commitments for the development of human capital. These commitments have been summarised in the Torino Conference Declarations, which have closed each of the three completed rounds.

The 2016–17 edition will focus on monitoring progress against the 2014 round, and will promote a more in-depth analysis of the implementation of policies against targets, also taking into account the EU Copenhagen Process and the upcoming EU skills agenda. Candidate countries involved in monitoring the medium-term deliverables (MTDs) agreed in Riga (Latvian Presidency, 2015) will specifically discuss and address the MTDs within the Torino Process 2016–17, with the objective of streamlining monitoring exercises.

The Torino Process is a vehicle for:

- policy development, in particular by
  - developing a shared understanding of a medium-term vision, priorities and strategy for VET development;
  - taking stock of recent social, political and policy developments with direct relevance to VET;
  - supporting the exploration of policy options for promoting and implementing these priorities;
- policy implementation, in particular by
  - monitoring progress of policy implementation and impact;
  - exploring alternative options for implementation;
  - tracking policy performance;
- policy learning by
  - developing policy analysis and monitoring capabilities, including strengthening monitoring processes;

- providing opportunities for policy learning within and among partner countries and with the EU through a participatory approach, consultations which include national and regional fora, and the Torino Process international conference;
- empowering partner countries to coordinate external support for their national priorities in a more efficient way.

The following sections provide details of the thematic focus and implementation of the Torino Process 2016–17, and about the Analytical Framework that guides the monitoring and analytical processes.

1.2 PRINCIPLES OF THE TORINO PROCESS

The Torino Process is founded on the following four principles, which over the years have safeguarded the quality, value and legitimacy of its deliverables and monitoring solutions in relation to participants and beneficiaries.

- **Ownership** of both the process and the results in terms of final report and policy development implications by the partner country's policy leaders and stakeholders. This includes seeking complementarity between the Torino Process and the national policy agenda and other relevant processes. Ownership is a key factor in ensuring that the outcomes of the Torino Process have a sustained influence on national policy.
- **Broad participation** in the process by relevant stakeholder groups, including parliamentary committees, policy leaders, social partner representatives, school managers, teachers, local authorities, company representatives, researchers and civil society representatives. This provides the basis for reflections and consensus building by local actors, thus making the connection between policy analysis and agreements about policy choices and implementation.
- **A holistic approach**, using a broad concept of VET for both young people and adults, and adhering to a system approach, taking into account not only the system elements and how they communicate, but also how the VET system responds to the economic and social environment in which it operates.
- **An evidence- or knowledge-based assessment**, which is seen as essential for countries to make informed decisions about policy developments and to measure progress and, where relevant or of interest to the country, to benchmark against EU average performance. This evidence-based approach is also fundamental for capturing and scaling up good practice from pilot to system level.

These principles are the basis of implementation of the Torino Process and are quality assured throughout the process at national, regional and cross-regional levels.

1.3 METHODOLOGY: THE ANALYTICAL FRAMEWORK

The Analytical Framework (AF) comprises a collection of questions, the selection and grouping of which reflects the thematic focus of policy monitoring in the Torino Process on VET planning, provision and responsiveness to external demand. The AF helps to take stock of developments in five dimensions of monitoring: vision and VET strategy, external and internal efficiency (understood as responsiveness of VET to the socioeconomic context and needs, including those that emerge within the VET system), and governance.

The AF covers these five dimensions with the help of dedicated questions, organised in building blocks, one for each dimension. The content and structure of the AF equips it for use as a primary source of guidance on how to monitor partner country contexts and VET policy, and prepare evidence-based analysis of monitoring findings. The AF helps with the collection and interpretation of qualitative information, the contextualisation of data, and the monitoring of policy developments and progress, including against EU benchmarks (if so desired).

More specifically, the AF is intended to:

- guide the review of VET policies in the countries participating in the Torino Process;
- update and expand the pool of evidence and information on factors influencing demand for VET in the country, and on how well the VET system is addressing this demand;
- provide a robust base for the design, implementation and assessment of reform policies in VET;
- raise capacity in partner countries to set policy goals and adequate monitoring processes, monitor progress towards their achievement, and promote a culture of informed, evidence-based policy making.

1.4 IMPLEMENTATION: UPDATES, PROCESS, DELIVERABLES

1.4.1 CHANGES IN IMPLEMENTATION SINCE 2014

The Torino Process delivers not only results, but also insights in its own right. The ETF constantly uses these to extract guidance for improvement in the form of 'lessons learnt', by commissioning external evaluations of the process and submitting new ideas to a discussion in the biennial Torino Process conferences, and through ETF internal consultations. In other words, the Torino Process is not a static exercise. Each new cycle is used to introduce improvements and implement a policy learning approach to policy analysis.

In 2014 the Torino Process was consolidated to reflect the results of an ETF-wide consultation and two external evaluations. The direction of the consolidation process was confirmed during the implementation phase in 2014 and carried on in the preparations for the 2016–17 round. The key directions can briefly be described as follows.

- Moving forward in making the Torino Process a policy analysis approach 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, in particular moving from problem identification and policy formulation towards policy implementation and policy monitoring and evaluation.
- Expanding the tools for country support in implementing the Torino Process and safeguarding the quality and relevance of its deliverables. This includes the possibility of integrating a regional dimension into the reporting through regional actors and consultations, and learning from good practice and innovative solutions at national level.
- Reinforced focus on progress. This involves using the Torino Process reports from the preceding round as a baseline, 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 two years. This concept was already present in previous rounds of the Torino Process, and continues to be of relevance in 2016. The Torino Process also aims to contribute a monitoring tool for long-term strategies (for instance, roadmaps).
- Enhancing the use of evidence available in the countries, the identification of priorities and the selection of policy options with the help of a streamlined, more robust selection of indicators and consultative analysis methods that harvest the full potential of professional expertise of participants in the Torino Process.
- Increasing country ownership of the process and broadening the active participation of relevant national stakeholders, including 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, and helping them reap the full potential of the Torino Process solutions, data and information.
- Stronger structural links between Torino Process evidence collection and analysis, and relevant processes and initiatives at EU level, most notably with the Riga Conclusions process and the implementation and monitoring of the MTDs.

Building on the learning generated in the first three rounds of the Torino Process, the ETF will continue to apply a differentiated approach to implementation in the countries to address specific country needs in relation to the development of policy analysis capabilities. In particular, the 2014 round has identified the need to further strengthen the participation of actors and the quality of evidence used for policy analysis across partner countries.

In order to achieve these objectives, as described in previous sections, both the AF and the indicators have been revised, though their essence has been maintained. The implementation modalities of the Torino Process have also been revised to facilitate both a differentiated approach based on countries' monitoring and policy analysis development and requirements, and increased consistency and coherence of the AF with other monitoring and reporting requirements.

In the 2016–17 round, countries will have access to a selection of differentiated approaches developed to address the specific needs of candidate countries, of countries wishing to reference to EU benchmarks, and of countries wishing to improve and deepen the analytical dimension of their reports. The next sections describe the implementation solutions for each group.

Specific actions for candidate countries

Within the scope of supporting candidate countries in the implementation of the Riga Conclusions and monitoring of MTDs within the Torino Process, the ETF will provide candidate countries with specific support to:

1. apply ex-ante impact assessment as a method to select the policy options under one priority MTD that are likely to have more impact in line with the country's own priorities and objectives; as part of the Riga follow-up for all MTDs, the ETF will support candidate countries in the mapping of all MTDs, including the establishment of baselines for each MTD;
2. develop the Torino-ETF, a network of national networks (partners) for the collection and processing of information on an annual basis to support the monitoring of the MTDs; in 2016 this will include identifying institutions for the national networks, developing mechanisms for collecting and processing information, and identifying funding schemes to ensure the autonomy of national networks.

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 (see **Chapter 2, Section D, Questions 6–7**).
MTD 2. Further develop quality assurance mechanisms in VET in line with the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) recommendation and, as part of quality assurance systems, establish continuous information and feedback loops in initial VET (IVET) and continuing VET (CVET) systems based on learning outcomes (see **Chapter 2, Section D, Questions 8 and 13**).
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 (see **Chapter 2, Section C, Questions 2–7 and Section D, Questions 10 and 13**).
MTD 4. Further strengthen key competences in VET curricula and provide more effective opportunities to acquire or develop those skills through IVET and CVET (see **Chapter 2, Section D, Question 9**).
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 (see **Chapter 2, Section D, Questions 2–3**).
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 (see **Chapter 2, Section E, Questions 4 and 8–10**).

Specific actions for ETF partner countries for referencing EU monitoring and benchmarking

Within the Torino Process, partner countries that are willing to undergo a more specific referencing exercise will be invited, on a voluntary basis, to conduct a complementary exercise, as a continuation and expansion of the exercise started in 2014. This comprises a closer monitoring of the MTDs, which are already addressed in the AF, and benchmarking against EU targets through selected indicators. The indicators (outlined in the table below) are an integral part of the European (EU 2020) and Education and Training 2020 (ET 2020) strategies, and were reconfirmed in the 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (European Commission, 2015).

Indicators used for benchmarking[1]	
Early leavers from education and training *(ET 2020 headline target)*	The share of 18–24-year-olds having attained at most lower secondary education and not receiving further education or training
Tertiary education attainment *(ET 2020 headline target)*	The share of 30–34-year-olds having successfully completed university or university-like education
Underachievement in reading, maths and science *(ET 2020 target)*	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 *(ET 2020 target)*	The share of 25–64-year-olds receiving education or training
Employment rate *(EU 2020 headline target)*	Individuals aged 20–64 in employment as a percentage of the total population in the same age group
Employment rate of recent graduates *(ET 2020 target)*	Recent graduates from upper secondary to tertiary education aged 20–34 in employment as a percentage of the total population in the same age group

(1) See definitions in Chapter 3.

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.

The benchmarking and the monitoring of the MTDs remain indicative and based on voluntary participation. It will be primarily up to the partner countries to take action to follow up the conclusions of the monitoring and benchmarking exercise.

Specific actions for policy analysis development through policy learning

Countries that have a greater need to make progress in terms of the quality of policy analysis and monitoring processes will receive targeted expertise input from the ETF, as outlined in the ETF work programme, through dedicated actions, including the development of specific competences in evidence-based policy analysis and participation.

The ETF will provide expert support to all partner countries that request it, both in terms of content dialogue and analysis and in terms of implementation of the process principles.

The 2016–17 implementation will aim, in particular, to reinforce the use of evidence by partner countries for policy analysis and the holistic coverage of the VET sector, especially the reinforcement of CVET reporting. The specific support for the implementation of the Torino Process in all countries will be guaranteed, in particular by means of workshops, guidance for implementation and coaching, increased use of online support, peer reviewing, support for the facilitation of the process, and other specific input that will be agreed with the countries, based on their specific needs at the start of the process.

1.4.2 IMPLEMENTATION PROCESS: A THREE-STEP APPROACH TO CONTENT GENERATION AND VALIDATION

The Torino Process advocates tailored approaches to the policy challenges and solutions in each of its partner countries. This means that the process puts extra effort into embedding fact-finding and analysis in the respective national policy context by taking into account the phase of the policy cycle in which the country finds itself at the time of implementation, the country's specific needs, and its aspirations and development trajectory.

The Torino Process 2016–17 cycle comprises the consolidation of a three-step approach to the collection and analysis of information, already implemented in previous rounds of the process. The first step is consultation, which takes place in the so-called 'kick-off phase' of the Torino Process cycle in each country and in the subsequent stage of gathering evidence and responding to the AF. The second step is peer review, which is implemented by the ETF and the country together, and involves a third party (another partner country, an EU Member State, a donor active in the field of VET). Finally, the third step is the validation that takes place during the 'validation event' for the Torino Process in each country.

All steps are inspired by ETF experience in previous rounds of the Torino Process, as well as in other policy analysis exercises implemented by the ETF.

1. **Consultation**
   The purpose of consultation is to mobilise the contextual knowledge and professional expertise of Torino Process participants. It is assumed that the kick-off event will bring together a representative mix of participation roles in the VET system. This meeting will introduce the AF, outline areas of progress and the updated evidence available, respond to all AF questions, and design a roadmap for the finalisation of the report in the form of specific consultation needs and evidence gathering, to be followed up by countries with the support of the ETF.
2. **Peer review**
   The purpose of peer review is to establish a quality assurance mechanism based on dialogue and consultation between the ETF and the specific country. The peer review step will be initiated by the country in the case of self-assessment, or by the ETF in the case of ETF-supported assessment. In both cases, peer review will be a formal step before the validation is completed.
3. **Validation**
   The purpose of validation is to conclude the national consultation and approve the report, including the assessment of progress and the development stage in the priority areas identified through the process. The ETF will provide criteria for assessment and validation. This step, like the previous ones, is based on participation and consultation.

To support the actual production of the report, the ETF offers two modalities of implementation arrangements.

1. **ETF-supported assessment**
   This is the appropriate modality for those countries that require a stronger lead and greater support from the ETF in the organisation of the process and in the preparation of their reports. The ETF, together with the national Torino Process coordinators, will ensure that a participatory approach is applied in the policy analysis, and will quality assure the selection and provision of evidence to guide the analysis. Each country is responsible for securing ownership of the report (by ensuring

broad participation in the consultation and validation phases and validating the final report). This includes:

- identification of a clear counterpart institution in the country that is in charge of maintaining regular communication with the ETF and facilitating access to information and data, as well as to stakeholders' networks;
- agreement to co-organise a kick-off consultation workshop with all relevant stakeholders;
- implementation of the peer review and validation steps.

2. **Country-led self-assessment**
   This is the appropriate modality for those countries that choose to lead the process and to draft their own reports. A peer review phase as well as consistent guidance and coaching from the ETF will safeguard the quality of deliverables and adherence to the four Torino Process principles. This includes:
   - identification of a clear counterpart institution in the country that is in charge of the implementation of the process and the drafting of the report;
   - agreement to organise a kick-off consultation workshop with all relevant stakeholders;
   - agreement from the country to involve a wide range of stakeholders in the consultations on the draft report (possibly through a workshop);
   - acceptance by the country of the ETF guidelines in terms of the desirable length and structure of the report;
   - implementation of the peer review step;
   - inclusion of the ETF in the validation step of the process.

For both modalities, the application of the three steps is mandatory. The ETF will provide more detailed guidance for the implementation of each step through specific tools that will be made available to all partner countries.

1.4.3 THE DELIVERABLES

The final output of the Torino Process is presented in the country reports. However, the reports are not simply the final objective, but a way of capturing the policy analysis that is carried out through the Torino Process implementation. Therefore, the report is as important as the implementation itself.

The revised AF and the indicators provide a methodological approach for the analysis of evidence and the identification of priorities and policy choices. They also provide a structure for the country and regional reports, fostering comparability and mutual understanding between countries.

The implementation of the Torino Process in each country will take into account any other relevant process (whether led nationally, or by a donor or international organisation) that has the same 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 Process, ensuring that existing information is built upon and that there is no duplication with other similar exercises (e.g. the World Bank's Systems Approach for Better Education Results (SABER) reports in some countries). The ETF will also ensure that the Torino Process implementation takes into account the outcomes of important national or regional programmes, such as Governance for Employability in the Mediterranean (GEMM) in the Southern and Eastern Mediterranean or FRAME in South Eastern Europe and Turkey. This also includes wider policy-monitoring efforts by the European Commission that address human capital concerns.

1.4.4 PHASES OF THE PROCESS AND TIME SCHEDULE

Partner countries are encouraged to launch the next cycle of the Torino Process in early 2016 by appointing national coordinators, agreeing with the ETF the implementation modality, mobilising the evidence needed for the analysis, and identifying the key stakeholders who should take part in the process[1]. The documentation of the key findings from their analyses and consensus-building

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1 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.

processes will feed into a final comprehensive document, the Torino Process country report, which will include a statistical data annex. The ETF suggests compliance with the AF as far as possible, with a view to ensuring coherence and allowing for a certain degree of comparability between countries within a particular region. The final versions of the country reports will be published on the ETF website. ETF guidelines to facilitate the drafting will be available separately from this document.

The Torino Process will be implemented according to the following schedule.

	Q1	Q2	Q3	Q4
2016	Kick off country consultations	Country consultations Drafting of reports	Country peer reviews Finalisation of drafting	Validation of country reports Regional consultations
2017	Regional reports	International conference	Closure of the process	

The Torino Process is based on a participatory approach that is also reflected in the modalities of consultation for the formulation of regional and cross-regional reports. As such, regional events and the final international conference, which will take place in June 2017, have to be seen as integral part of the policy learning cycle that is the basis of the Torino Process methodology.

2. ANALYTICAL FRAMEWORK 2016–17

2.1 WHAT IS NEW?

The AF is a tool for evidence-based monitoring of developments in partner country contexts and VET policy. The focus of the AF is progress on policies for improvement and their implementation. The following sections give an overview of adjustments undertaken to improve the effectiveness and applicability of the AF in the 2016 round of the Torino Process for both partner countries and ETF experts.

The current revision of the AF was guided by the results of consultations about lessons learnt from the implementation of the preceding round of the Torino Process, and by the possibilities created by a revised, streamlined selection of progress indicators. The feedback received also took into account the experience of partner countries in applying the AF for monitoring and analytical purposes.

The following is an overview of response requirements, with explanations and guidance.

2.1.1 RESPONSE REQUIREMENTS

The response requirements are criteria that guide the formulation of answers to questions included in the AF. They can be thought of as quality assurance pointers that ensure that reporting is coherent and that the reporting approach is roughly the same for all countries. This prevents the AF being overloaded with technical requirements and instructions that are of limited relevance for the issues it covers.

There are six response requirements in total. The first two – the evidence and analysis requirement, and the progress reporting requirement – are intended to ensure the coherence of AF responses and their adherence to minimum standards of quality. They are called *quality-of-response requirements*. The remaining four – gender, locality, innovation and social partnerships – add a transversal dimension to each AF question, to the extent that this is possible and relevant. They are called *transversal response requirements*.

Quality-of-response requirements

Requirement 1. Evidence and analysis

This is the requirement to ensure the quality, reliability and credibility of responses in the AF with the help of several ‘checks’, listed below. They are all equally significant and can be performed in any order.

The first check is to verify that each response is based on evidence. There are four permissible sources of evidence:

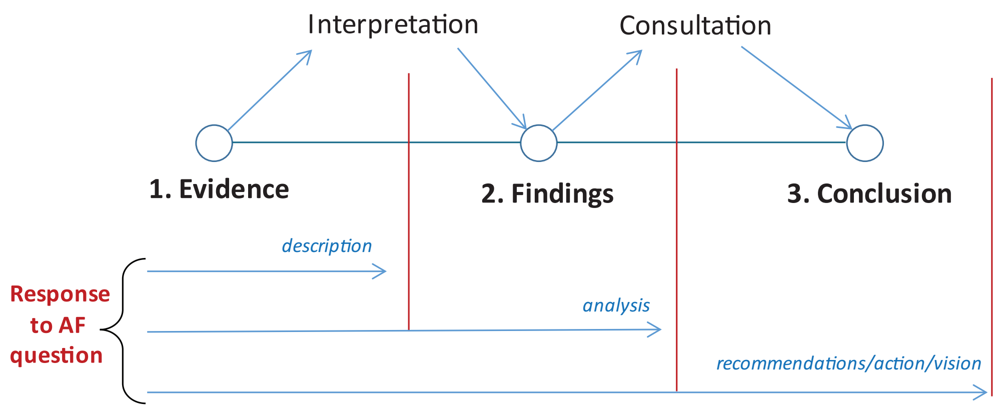
- the indicators listed in Chapter 3;
- validated third-party reports (including the evidence they use);
- the results of stakeholder consultations carried out in the course of Torino Process implementation;
- analytical arguments, possibly supported through anecdotal evidence or evidence from site visits, and other insights gained through the thematic work of the ETF.

The second check is to verify that the evidence used is properly described in terms of origin and definitions, and that its relevance to the issue discussed is clear. For example, tables and graphs should be supplied with guidance on how to read them and what the indicators mean.

Third, it is important to ensure that the answer to each AF question is built around one or more relevant findings. The findings are analytical conclusions reached on the base of the evidence selected and its interpretation.

Finally, a discussion of findings under each building block should be complemented with a discussion about how these findings matter, for example, whether they should be followed by action and, if yes, whether the reporting country is already planning or undertaking it (see also requirement No 3). The lead question is: what is the intended course of policy action to improve the situation described in the response (or to sustain it if it is satisfactory)?

FIGURE 2.1 GRAPHIC REPRESENTATION OF RESPONSE REQUIREMENT NO 1



Requirement 2. Progress reporting

In the 2016 round of the Torino Process, reporting on progress is no longer a stand-alone sub-section but a transversal requirement to the reporting on all questions in Sections B to E.

Reporting on progress in any area and on any priority requires a starting point, a baseline. The questions in the 2016 AF are a shortened version of those applied in 2014 and the themes have remained the same. This means that the country reports from the preceding Torino Process round can (and should) be used as a baseline for reporting on progress in 2016.

Transversal response requirements

The transversal response requirements have been introduced to accommodate a selection of transversal themes: gender, local dimension, innovation and social partnerships. The depth of analysis in responses for each of these dimensions might vary from country to country depending on the theme and the evidence available, but the analysis behind all AF questions should always consider them and include them in the response.

Requirement 3. Gender

Does gender as a factor influence the findings presented in the responses and, if yes, how? Are there significant variations to the response analysing evidence based on gender?

Requirement 4. Local dimension

How do local communities and regions deal with the issues presented in response to AF questions? Are these issues the same at local level and, if yes, are there local or regional solutions to the challenges they present? Are there significant variations in the responses based on local (including municipal and regional) evidence and diversity?

Requirement 5. Innovation

Are there practices and solutions that can be characterised as an innovative approach to the findings discussed in the response? Are there exceptions to the response, and can these be documented?

Requirement 6. Social partnerships

What role (if any) do social partnerships play in the solutions discussed in response to requirement No 1? Has there been any progress from 2014 on the role of social partnership in the specific response?

TABLE 2.1 SUMMARY AND OVERVIEW OF RESPONSE REQUIREMENTS

Type	Requirement	Guidance
Quality-of-response requirements	1. Evidence and analysis	Present, describe and analyse evidence for the response
	2. Progress	How do the developments described in the response compare to the preceding Torino Process round?
Transversal response requirements	3. Gender	Does gender influence the findings presented in the response and, if yes, how?
	4. Local dimension	How do the responses matter locally?
	5. Innovation	Are there practices and solutions that can be characterised as innovative with respect to the issues discussed in the response?[2]
	6. Social partnerships	Do social partnerships form part of or influence the solutions discussed under requirements Nos 1 and 3?

2.1.2 STRUCTURE

The AF features the same building blocks as in preceding years, but the thematic sections in each block have been modified to better reflect the strategic projects and the Riga Conclusions. They are also linked to a dedicated group of indicators, revised to correspond to the issues covered and to facilitate compliance with response requirements Nos 1 and 2.

2 For example, in a discussion of teaching and learning conditions, this could include an overview of innovations in the learning environment, as well as digital and online learning (see also http://ec.europa.eu/education/policy/strategic-framework/education-technology_en.htm). In an overview of planning for the future of the VET system, this dimension could cover efforts towards 'smart specialisation'. For more information, see http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/smart_specialisation_en.pdf

TABLE 2.2 OVERVIEW OF BUILDING BLOCKS AND THEMATIC SECTIONS

A. Overview of the VET system and its socioeconomic context	Vision and progress
	Legislation
B. Addressing economic and labour market demand	Overview of labour market factors that shape demand for skills
	Solutions for identifying demand for skills
	Solutions for matching skills demand with supply
	Access to work through better transition
	Access to work through business creation and self-employment
C. Addressing demographic, social and inclusion demand	Overview of sociodemographic factors that shape demand for VET provision
	Access, participation, progression
	Delivering to socioeconomic and inclusion demand and objectives
D. Internal efficiency of the VET system	Teaching and learning
	Learning conditions
	Quality assurance
	Learning outcomes
E. Governance and policy practices	Update on governance arrangements
	Assessment of governance arrangements

2.2 THEMATIC SECTIONS AND KEY QUESTIONS

A. OVERVIEW OF VET AND VISION FOR VET

This section features a brief introduction to the VET system and an overview of more significant developments in its socioeconomic context since the preceding round of the Torino Process. Throughout this and all subsequent sections of the AF, the definition of VET refers to both IVET and CVET delivery systems.
IVET is expected to 'equip young learners with skills directly relevant to evolving labour markets', while CVET is aimed at providing structures through which 'adults can update their skills and competences' (European Commission, 2010). IVET is VET that is delivered in the initial education system, usually before entering working life, and can include post-secondary VET (Cedefop, 2008). CVET may encompass any kind of education (general, specialised or vocational, formal, non-formal, informal, etc.) and can be defined as education or training 'after initial education and training – or after entry into working life' (Ibid.).

Key questions

Vision and progress

1. Please provide country information and a brief update on social, political and economic developments since the preceding round of the Torino Process.
2. Please provide an overview of more significant developments in education and VET policy since the preceding round of the Torino Process. Have there been adjustments in the medium- to

long-term vision for the development of the VET system since the preceding round of the Torino Process[3]?
3. If the answer is yes:
   a. What triggered these adjustments and what is their focus?
   b. To what extent are they coordinated with priorities in other sectors, for example investment or economic development, and with non-state actors?
   c. Who is responsible for the implementation of the vision and what is the timeline for implementation?
4. Please reflect briefly on priorities and recommendations of the Economic Reform Programme for your country that could have an impact on VET[4].

Legislation

5. Have there been adjustments in the legislative framework for VET? If yes, please describe them and explain what made them necessary.

B. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

Section B focuses on VET from an economic and labour market perspective. It collects updates on country policy and practice in the area of skill identification and matching and improved labour market access through better transition to work.
When formulating your responses, please keep in mind the six response criteria presented in Table 2.1.

Key questions

Overview of economic and labour market factors that shape demand for skills

1. What economic and demographic factors have influenced, influence, or are expected to influence the national economy and its demand for skills?
2. What is the labour market situation in the country and what are the main challenges[5] in this respect? Have there been any particular developments since the preceding round of the Torino Process that merit mentioning?
3. How do you assess the nature and degree of mismatch in the country between skills demand and supply?

Solutions for identifying demand for skills

4. What solutions are in place in your country to ensure that the skills demand is reliably identified? For example, is there an adequate system of collecting and using labour market information[6]? Among the solutions listed, are there any that rely on, or directly concern, VET and, if yes, how?

Solutions for matching skills supply with demand

5. What solutions are in place to ensure that the skills and competences available, in particular those supplied by the IVET and CVET systems, are matched to those required by the economy and the labour market [7]?

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3 For countries of the South Eastern Europe and Turkey region, this also includes the South East Europe 2020 Strategy for inclusive growth through skills development.

4 This question is limited to the enlargement countries only.

5 Examples include informal employment, precarious work and labour market segmentation, unemployment, youth unemployment, underemployment and inactivity.

6 MTD 3. Identification, for example through employers' surveys; analyses of administrative data from public employment services (PES); vacancy monitors; analysis of vacancy adverts in the media if PES data is of limited reach and value; tracer studies; foresight; forecasting; sector studies; qualitative research. Collection and use of labour market information means gathering of data on skills needs and their use to guide adjustments in skills provision through education and training.

7 MTD 3. Matching, for example through job placement and referral systems; career counselling and guidance systems; work-based learning; tracer studies for VET graduates; school-to-work transition surveys of young people; active labour market programmes based on identified demand; job search assistance programmes; partnerships between schools and enterprises.

6. What are the challenges for labour market data generation and its use for the planning of education and training? Please try to prioritise the factors that represent an impediment[8]. For example, is information available on difficult-to-fill vacancies and, if so, is it being used in the development of qualifications and for skill delivery planning processes?

Access to work through better transition

7. What are the factors that facilitate and those that impede access to employment for graduates from IVET and CVET, and how exactly do they influence access?
8. Does VET play a role in facilitating transition to work from unemployment and inactivity and, if yes, how?
9. What career guidance provision is in place for VET students and graduates, for workers, and for unemployed individuals who, for whatever reason, wish to reskill with the help of VET[9]?

Access to work through business creation and self-employment

10. Do the VET authorities track self-employment and business creation by those who have followed VET courses[10] and, if yes, are lessons learnt that are used to guide improvements?
11. Is entrepreneurship as a key competence included in VET schools' curriculum in integrated learning outcomes format?
12. To the extent that career guidance is available, does it promote entrepreneurial career choice and self-employment of VET graduates?

C. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING DEMOGRAPHIC, SOCIAL AND INCLUSION DEMAND

Section C focuses on the demand for VET education, as determined by demographic and social developments, and collects updates on the efficiency and equity of VET provision in terms of access, participation and progression. The section also aims to identify developments and trends in the ability of VET systems to reach out to the socioeconomically weakest segments of the population and provide them with the training they might require.
When formulating your responses, please keep in mind the six response criteria presented in Table 2.1.

Key questions

Overview of sociodemographic factors that shape demand for VET provision

1. What factors have dominated the social inclusion agenda since the preceding round of the Torino Process, and did they have an impact on VET demand and provision[11]?

Access, participation, progression

2. What arrangements are in place for promoting and facilitating the access of learners to the system of formal VET provision (including CVET)[12]?
3. Are there measures to increase the attractiveness of VET, and, if yes, what is their impact?

8 For example, time lag, lack of systematic planning of surveys, weak role of intermediaries and partnerships, poor readability of information.

9 MTD 3. Career guidance could comprise career information provision, assessment and self-assessment tools, counselling interviews, career education programmes, taster programmes (to sample options before choosing them), work-search programmes and transition services, all of these prior to and during participation in VET (ETF, 2009).

10 For example, through tracer studies.

11 Such issues could include regional and urban–rural disparities in socioeconomic development, ethnic and/or religious divisions, under-representation of females in education and employment, the presence of vulnerable groups, individuals with special educational needs, migrants, asylum-seekers, economically inactive people and long-term unemployed individuals.

12 MTD 3. Such arrangements could include flexible pathways to higher levels of education and/or the labour market, as well as to the formal VET system through recognition of non-formal and informal learning; adult training incentives; adequate support for students at risk and those who struggle academically, etc.

4. How would you assess transition from general education to VET (entry requirements, entry tests, tracking, etc.), and the opportunities for horizontal transfer within VET and from VET to higher education? Are there constraints that affect access to higher levels of education or training, in general or for specific groups of participants in VET?
5. Do data provide specific information on vulnerable sub-groups so that education and training policies can be shaped to target the root causes of exclusion of these groups from training and access to the labour market?

Delivering to socioeconomic and inclusion demands and objectives[13]

6. How successful has the VET system been in providing learning opportunities for young people and adults:
   a. from regions that are officially categorised as disadvantaged (economically, socially, politically, or otherwise);
   b. from socioeconomically disadvantaged groups;
   c. with an immigration background;
   d. who are young people not in employment, education or training (NEETs)?
7. What particular action is being undertaken to remedy policy shortcomings for any of these groups of potential learners?

D. INTERNAL EFFICIENCY OF THE VET SYSTEM

Section D discusses the internal efficiency and effectiveness of the system of VET provision. ‘System of IVET and CVET delivery’ refers to all formal and non-formal VET provision in the country and all forms of input into their operation. VET deliverables are knowledge, skills and competences, and attitudes of VET graduates. ‘Efficiency’ generally describes the extent to which VET is delivering the maximum possible value with the minimum possible input. ‘Effectiveness’ denotes the ability of the VET system to deliver the intended results.
Section D commences with an analysis of policies for teachers and trainers, moves on to a discussion of learning and training conditions and quality assurance, and concludes with a focus on learning outcomes.
When formulating your responses, please keep in mind the six response criteria presented in Table 2.1.

Key questions

Teaching and learning

1. Please describe the mechanism for evaluation and appraisal of teachers and trainers in VET, and the link to their careers.
2. What are the opportunities and incentives for continuing professional development for teachers and trainers, and how do you assess their effectiveness?
3. Are there shortages of VET teachers or trainers in the VET system in your country, and, if so, what are the underlying reasons[14]? What is the social status of VET teachers?
4. Describe the methods of teaching and learning in VET. Are there any planned or actual improvements in this area, such as student-centred pedagogy, digital and online learning, group work, project work, collaboration between teachers, practical skills workshops, modelling, problem solving, coaching, application of theoretical knowledge, etc.?

Learning conditions

5. What have providers and the authorities done to improve the learning and training environment of VET providers? Please list factors that affect it, whether positively or negatively. Examples of factors

13 MTD 3.

14 MTD 5. Shortages might refer to the teacher/trainer workforce as a whole, or to a particular category of teachers and trainers (e.g. young teachers/trainers, female or male teachers/trainers, teachers/trainers in particular areas of training, teachers with advanced qualifications).

could include discipline issues, outdated teaching and learning methods, teacher and trainer shortages, class size, shortage or quality of teaching/learning materials, quality of student intake, poor physical infrastructure, etc. In cases where improvement is needed, what have providers and authorities done in this respect?

6. How do you assess the policy and provision in terms of the learning opportunities in place in VET within a working environment (work-based learning) for both young people and adults? What are the main driving factors and obstacles for work-based learning[15]?
7. Which are the main policy options for work-based learning in VET? What types of work-based learning are most appropriate in the country context, and why[16]?

Quality assurance[17]

8. How do you assess the availability and adequacy of quality assurance arrangements, measures and practices at central and provider level in the areas of:
   a. the qualifications system;
   b. teacher and trainer quality against national standards;
   c. VET provision (including by private providers)?

Learning outcomes

9. Please outline the ways in which the quality of learning outcomes of VET students, in particular key competences as defined in national regulations and strategies[18], are being evaluated and assessed, in both IVET and CVET. Is there scope for improvement of assessment arrangements and practices? Where available, what do the results of these evaluations and assessments suggest about the quality of outcomes currently produced by the VET system[19]?
10. Is there a national qualifications framework (NQF) in place, and, if yes, is it focused on lifelong learning[20]?
11. Are qualifications defined by learning outcomes, and, if yes, are they placed in the NQF?
12. Which institutions govern the NQF? Is industry among them? How strong is the involvement of social partners in NQF implementation?
13. Is there a mechanism to ensure that the qualifications are relevant/credible for employers[21]?

E. GOVERNANCE AND POLICY PRACTICES IN THE VET SYSTEM

Section E collects updates on governance and policy practice in VET. 'Governance' refers to all institutionalised, multi-level participation in VET policy making and management. Policy practice includes the setting of objectives and their implementation and monitoring in any given domain of VET policy at any given governance level. 'Multi-level participation' refers to a model of VET policy making based on stakeholder involvement in any given domain of VET policy and at any given governance level.
When formulating your responses, please keep in mind the six response criteria presented in Table 2.1.

15 MTD 1 suggests that work-based learning should be promoted, but this does not mean that every country must do this for all types of work-based learning. Therefore, selection among policy options and types of work-based learning and related target groups is key.

16 (1) The learner is an employee (informal and formal apprenticeship, alternance, on-the-job learning); (2) the learner is an employee (short internships, longer traineeships); (3) borderline cases (simulated work-based learning, training/virtual firms, real firms in school).

17 MTD 2.

18 MTD 4.

19 MTD 4.

20 MTD 3.

21 MTDs 2 and 3.

Key questions

Update on governance arrangements

1. Has there been any change in the distribution of functions and responsibilities for governing the VET system since the preceding round of the Torino Process? If yes, what are the changes and why were they necessary?
2. How do you assess the level of autonomy at provider level? For example, are providers free to shape the curriculum, take funding decisions, decide on the allocation of funding, design assessments, and take staffing decisions?

Assessment of governance arrangements

Governmental institutions

3. How do you assess the coordination of state actors in defining and implementing VET vision and policy, ensuring VET relevance and effectiveness? Please provide examples.

Involvement of non-state actors

4. How do you assess the participation and contribution of non-state actors (social partners, employers, civil society, and teacher and student organisations) in and to the governance of the VET system and the shaping of VET policy? For example, is the participation regular and formalised, for instance through sector/regional skill councils or other coordination mechanisms? Alternatively, is it informal and ad hoc in specific thematic areas/projects? Overall, are there incentives, whether financial or otherwise, for participation by non-state actors?
5. How do you assess the distribution of functions and responsibilities for shaping and implementing VET between state and non-state actors? Is it adequate, transparent and clear to all involved, without overlaps or gaps in responsibilities? In particular, is the distribution of responsibilities adequate to meet the expectations of VET as laid down in the strategic documents referred to in Building Block A?
6. Can you identify which sectors of the economy are most active in the shaping of and participation in the planning and implementation of skills provision through VET?

Arrangements between national and sub-national levels of governance

7. How do you assess the distribution of roles and responsibilities for the implementation of VET across governance levels? Is the cooperation between national, regional, sectoral and provider level of governance effective? For example, does it lead to result-oriented dialogue and coordination between levels?
8. How do you assess the participation in VET governance of sectors and stakeholders at local level (sub-regions, municipalities, communities)? Is there a policy of proactive support of partnerships for development of skills at local level?
9. Is public–private partnership promoted? Which tools and mechanisms are in place? Are there incentives for public–private partnership at local, provider, sectoral and national levels?

Financing of VET

10. Do resource shortages influence the findings presented in the previous sections of this report? Are the allocation decisions for VET consistent with the policy reform objectives for VET?

3. QUANTITATIVE INDICATORS: GUIDELINES AND OVERVIEW

The AF requests data on a number of general and more VET-specific indicators and qualitative information, in line with the recommendations of the Inter-Agency Working Group on Technical and Vocational Education and Training (TVET) Indicators, of which the ETF is a member, and the ETF manual on the use of indicators (ETF, 2013). Data and evidence are used to corroborate the policy analysis prepared in response to the AF. The ETF recommends the use of the indicators defined in this chapter as the minimum demanded for the analysis. The selection has been streamlined compared to the 2014 round of the Torino Process and is understood as being mandatory, to the extent that data are available.

Countries are invited to use other data and indicators to support their analysis, in addition to the mandatory ones. The ETF recommends consultation of the list of indicators proposed by the ETF, the International Labour Organisation (ILO) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) for assessing TVET as a key complementary source (IAG-TVET, 2012) together with Chapters 2 and 3 of the current guidelines. Whenever authors use the indicators defined in this chapter or other quantitative indicators or qualitative information, the sources should always be clearly stated and should contain reliable and valid information. The ETF suggests the use of its manual on the use of indicators as a supporting material for the authors (ETF, 2013). The manual provides technical insights on the use of quantitative and qualitative information.

International data sources still contain 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. National statistics nevertheless 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 following list includes the indicative data sources (international and national) that could be consulted to obtain the indicators.

INTERNATIONAL SOURCES

- Eurostat
- ILO
- OECD
- UIS
- ETF.

NATIONAL SOURCES

- national statistical offices
- ministries, agencies.

If the indicative sources suggested above do not contain the data requested, it is possible to use data from alternative sources, as long as the source of data is clearly identified.

3.1 REPORTING INDICATORS 2016–17 (MANDATORY)

Code	Indicator	Section[1]
TRP16.01	Activity rate (age group 20–64, 15–64 or 15+) by sex	B,C
TRP16.02	Employment rate (age group 20–64) by sex	B,C
TRP16.03	Employment rate of recent graduates (age group 20–34) by sex and programme orientation	B,C
TRP16.04	Unemployment rate (age group 15–64 or 15+) by sex	B,C
TRP16.05	Youth unemployment rate (age group 15–24) by sex	B,C
TRP16.06	Youth unemployment ratio (age group 15–24) by sex	B,C
TRP16.07	Participation in training/lifelong learning (age group 25–64) by sex	C
TRP16.08	Tertiary educational attainment (age group 30–34) by sex	C
TRP16.09	Underachievement in reading, mathematics and science (15-year-olds) by programme orientation	D
TRP16.10	Early leavers from education and training (age group 18–24) by sex	B,C
TRP16.11	Persons not in employment, education or training – NEETs (age group 15–24) by sex	B,C
TRP16.12	Students in vocational programmes (as a percentage of total upper secondary students) by sex	C
TRP16.13	Students in combined work- and school-based training (total and as a percentage of total upper secondary students) by sex	C,D
TRP16.14	Educational attainment of active population (age group 25–64)	B
TRP16.15	Public expenditure on education (as a percentage of gross domestic product (GDP) or as a percentage of total public expenditure)	B
TRP16.16	Proportion of teachers who have followed continuing professional development in the last 12 months	D
TRP16.17	Total population	B
TRP16.18	Relative size of youth population (age group 15–24)	B
TRP16.19.a	SME Policy Index – Entrepreneurial learning	B
TRP16.19.b	SME Policy Index – Women's entrepreneurship training	B
TRP16.19.c	SME Policy Index – Enterprise skills	B
TRP16.20	Incidence of self-employment	B
TRP16.21	Skill gaps	B

Notes: (1) The section(s) in which the indicator could be primarily used for analysis/description.
Indicators highlighted are used for benchmarking on a voluntary basis.

3.2 INDICATORS' DEFINITION, RATIONALE AND INDICATIVE SOURCE

TRP16.01	Activity rate (age group 20–64, 15–64 or 15+) by sex [%]
	The activity rate is calculated by dividing the active population 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. The indicator is a broad measure of the degree of success of the economy in engaging the population in some form of production activity. The indicator is based on data from the Labour Force Survey.

TRP16.02	Employment rate (age group 20–64) by sex [%]
	The employment rate is calculated by dividing the number of employed persons 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. The indicator can be used to evaluate the ability of the economy to create jobs. It can be used in conjunction with the unemployment rate for a general evaluation of the situation on the labour market. The indicator is based on data from the Labour Force Survey. **This indicator is an EU headline target for 2020 in employment.**

TRP16.03	Employment rate of recent graduates (age group 20–34) by sex and programme orientation [%]
	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 at least upper secondary education (International Standard Classification of Education (ISCED) level 3) 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 indicator provides a measure of employability and transition from school to work of recent graduates. The indicator is based on data from the Labour Force Survey. If available, data should be provided by programme orientation (i.e. general/vocational). **This indicator is an EU target for 2020 in education and training.**

TRP16.04	Unemployment rate (age group 15–64 or 15+) by sex [%]
	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 indicator provides a measure of the overall probability of being unemployed and the associated underutilisation of skills. The indicator is based on data from the Labour Force Survey.

TRP16.05	Youth unemployment rate (age group 15–24) by sex [%]
	The youth unemployment rate is calculated by dividing the number of unemployed persons aged 15–24 by the total active population in the same age group. The indicator is based on data from the Labour Force Survey.

TRP16.06	Youth unemployment ratio (age group 15–24) by sex [%]
	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. The indicator is based on data from the Labour Force Survey.

TRP16.07	Participation in training/lifelong learning (age group 25–64) by sex [%]
	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. Both the numerator and the denominator come from the Labour Force Survey. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated. The indicator provides a measure of lifelong learning as well as of the supply of additional skills in the country. **This indicator is an EU target for 2020 in education and training.**

TRP16.08	Tertiary educational attainment (age group 30–34) by sex [%]
	Tertiary attainment is defined as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5–6 up to 2013 and to ISCED 2011 level 5–8 from 2014 onwards. The indicator provides a measure of the stock of skills that are potentially available to employers and that are a key driver of economic growth. The indicator is based on data from the Labour Force Survey. **This indicator is an EU headline target for 2020 in education and training.**

TRP16.09	Underachievement in reading, mathematics and science (15-year-olds) by programme orientation [%]
	Low achievers are the 15-year-olds who are failing level 2 on the PISA scale for reading, mathematics and science. The indicator is based on data from the OECD. If available, data should be reported by programme orientation (i.e. general/vocational). **This indicator is an EU target for 2020 in education and training.**

TRP16.10	Early leavers from education and training (age group 18–24) by sex [%]
	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 level 0–3C short for data up to 2013 and to ISCED 2011 level 0–2 for data from 2014 onwards. The indicator is based on data from the Labour Force Survey. **This indicator is an EU headline target for 2020 in education and training.**

TRP16.11	Persons not in employment, education or training – NEETs (age group 15–24) by sex [%]
	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. The indicator provides a measure of the youth population most at risk of being marginalised from the labour market and underutilising their skills. The indicator is based on data from the Labour Force Survey.

TRP16.12	Students in vocational programmes (as a percentage of total upper secondary students) by sex [%]
	This refers to students enrolled in vocational programmes in upper secondary education expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at upper secondary education level (ISCED level 3). 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. The indicator is based on data from the joint UNESCO-UIS/OECD/Eurostat (UOE) data collection.

TRP16.13	Students in combined work- and school-based training (total and as a percentage of total upper secondary students) by sex
	A vocational programme is classified as combined work- and school-based if 25% or more of the curriculum is presented outside the school environment; otherwise it is classified as school-based. Programmes in which the work-based component accounts for 90% or more of the curriculum are excluded. The indicator is based on administrative data (e.g. from ministries or agencies) or data from the joint UOE data collection.

TRP16.14	Educational attainment of active population (aged 25–64) [%]
	The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. This indicator is usually measured with respect to the highest educational programme successfully completed that is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself. Please provide data using **national classification of educational programmes**. The indicator provides a measure of the stock of skills (as proxied by educational attainment) that are potentially available to employers and that are a key driver of economic growth. The indicator is based on data from the Labour Force Survey.

TRP16.15	Public expenditure on education (as a percentage of GDP or as a percentage of total public expenditure) [%]
	Public expenditure on education (expressed as a percentage of GDP or as a percentage of total public expenditure). 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. Both types of transaction together are reported as total public expenditure on education. The indicator provides a measure of public investment in human capital relative to the total resources available in the economy. Data may come from national sources (annual financial reports by the Ministry of Finance and/or the Ministry of Education, and/or national accounts) or from the joint UOE data collection.

TRP16.16	Proportion of teachers who have followed continuing professional development in the last 12 months [%]
	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 as a percentage of total teaching staff or of the teaching staff at a particular level of education (to be indicated). The indicator is based on administrative data (e.g. from ministries or agencies), data from the joint UOE data collection or data from the OECD Teaching and Learning International Survey (TALIS).

TRP16.17	Total population
	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. Data sources are censuses or United Nations Population Division estimates.

TRP16.18	Relative size of youth population (age group 15–24) [%]
	This is the ratio of the youth population (aged 15–24) to the working-age population (usually aged 15–64 or 15–74). The indicator provides a measure of the size of the potential group of new entrants to the labour market relative to the whole working-age population and the scale of the challenge facing each country's education and training system to provide young people with appropriate skills. Data sources are censuses or United Nations Population Division estimates.

TRP16.19	Small and Medium-Sized Enterprises (SME) Policy Index
	The SME Policy Index is an EU benchmarking tool designed to regularly assess SME policy frameworks in transition and emerging economies, and to monitor progress in policy implementation over time. It has been developed along the principles of the Small Business Act for Europe (SBA) by the European Commission, the European Bank for Reconstruction and Development, the ETF and the OECD. The SME Policy Index identifies strengths and weaknesses in policy design and implementation, allows for comparison across countries, and measures convergence towards good practices and relevant policy standards. It supports governments in setting targets for SME policy development and helps to identify strategic priorities for improving the business environment. The SME Policy Index has two dimensions supporting the development of entrepreneurial human capital in line with the SBA principles 1 and 8: • Dimension 1. Entrepreneurial learning and women's entrepreneurship • Dimension 8.a. Enterprise skills. In the framework of the Torino Process assessment, the following three indicators are used: • TRP16.19.a. SME Policy Index – Entrepreneurial learning • TRP16.19.b. SME Policy Index – Women's entrepreneurship training • TRP16.19.c. SME Policy Index – Enterprise skills. The data source is OECD/EU/EBRD/ETF, *SME Policy Index: Eastern Partner Countries 2016: Assessing the Implementation of the Small Business Act for Europe*, OECD Publishing, Paris, 2015.

TRP16.20	Incidence of self-employment [%]
	This is self-employment as a proportion of total employment. Self-employment includes employers, own-account workers, members of producers' cooperatives and contributing family workers. The indicator provides a measure of the need for entrepreneurial skills. The indicator is based on data from the Labour Force Survey.

TRP16.21	Skill gaps [%]
	This is the percentage of firms identifying an inadequately educated workforce as a major constraint. The calculation of the indicator is based on the rating of the obstacle as a potential constraint to the current operations of the establishment. It provides an indication of skill gaps or unmet demand for skills, although it could also show that firms are not offering the going wage or not offering adequate training. Data is based on the World Bank Enterprise Surveys.

ANNEXES

ANNEX 1. EDUCATION CLASSIFICATIONS USED

Educational attainment broad level	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 level	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.

ANNEX 2. TORINO PROCESS CONFERENCE DECLARATION 2015[22]

We, the ministers for VET, the representatives of government departments for VET, employment and the economy, the representatives of social partners, the representatives of VET centres and VET institutions from the partner countries, meeting in Turin for the ETF international conference 'Moving skills forward together', hereby adopt the present declaration:

1. Bearing in mind the priority recommendations of the Torino Process 2014 validated by all ETF partner countries;
2. Acknowledging that the Torino Process is now an established instrument for monitoring and supporting VET reforms across partner countries and for policy learning within and between the countries;
3. Recognising that system-wide and system-deep implementation of policies requires further attention, time and resources;
4. Taking inspiration from the principles of VET development within the EU 2020 Strategy for a smart, sustainable and inclusive growth;
5. Considering the Council conclusions on the Review of the European Neighbourhood Policy adopted in April 2015 and the EU Enlargement Strategy 2014–15;
6. Recalling the 2013 Torino Process Declaration, where we reaffirmed policy priorities;
7. Recalling and drawing inspiration from the Copenhagen Process and the Bruges Communiqué, and considering the recent developments under the VET 2015 Review process;
8. Recognising that, while we live in times of global economic crisis, characterised by high unemployment, social exclusion and demographic imbalances, which threaten the integrity of societies, including equal opportunities and implementation of the rule of law, this is at the same time an opportunity for positive change;
9. Acknowledging that most partner countries face a special challenge to respond to skills needs, given that their economies are dominated by micro-enterprises and SMEs;

We:

10. Underline that investing efficiently in the development of skills and lifelong learning systems is essential for human capital development, growth, competitiveness, productivity and social and territorial cohesion;
11. Recognise the need for joint responsibility of the public and private sectors, including SMEs, for articulating demand and in the design, development and delivery of VET;
12. Underline the importance of developing the capabilities of social partners, so that they contribute fully in the field of skills;
13. Emphasise a common vision of VET integral to the wider society and countries' development and identify the necessary actions that will make the vision a reality;

22 Torino Process conference 'Moving skills forward together', Turin, 3–4 June 2015.

14. Affirm that 21st-century economies require citizens to be resourceful and to be capable of dealing with labour market uncertainty, to acquire and update the key competences, including entrepreneurial competence and occupational skills, that are needed for business performance and individuals' career and self-development;
15. Recognise that in our globalised and changing world, individuals need labour-market-relevant and understandable qualifications that give evidence of their skills and allow them to be more mobile, and equip them to change jobs and develop their careers;
16. Emphasise that effective governance for quality VET is multi-level, engaging national actors, social partners and regional authorities, as well as providers, local companies and civil society representatives, and is based on mutual trust;
17. Acknowledge the necessity for VET systems of quality initial training and continuous professional development for VET teachers, trainers, in-company trainers and instructors;
18. Recognise that a robust quality assurance system, including common quality criteria, monitoring and evaluation processes and indicators, is an essential element in a quality VET system;
19. Pledge to promote VET's appeal to learners as a first career and education choice by modernising provision, offering more flexible ways of learning, enhancing self-directed learning and work-based learning in partnerships with employers; ensuring opportunities for more equitable access and greater participation in VET, including for disadvantaged people; encouraging employers to increase opportunities for apprenticeship; ensuring access to higher VET, higher education and the labour market, by providing career guidance and by showcasing VET excellence in our countries;
20. Recognise that production, dissemination and use of reliable and relevant data is a prerequisite for evidence-based policy making in skills, and underline the need to continue improving such evidence through the engagement of stakeholders, integrating monitoring tools into a comprehensive system, including benchmarking;
21. Reaffirm that monitoring skills and VET policies is fundamental for VET reforms, allowing corrective measures to be undertaken and lessons learnt from experience.

Therefore, we:

22. Agree to integrate VET and skills development into human capital development policies, so maximising their contribution to economic growth, competitiveness and social cohesion, and creating opportunities for individuals to transform their lives;
23. Agree to continue adhering to the Torino Process principles of national ownership, collective governance through participation of multiple stakeholders, a holistic approach and evidence-backed, transparent and accountable decision making;
24. Reaffirm that policy analysis, in view of progress monitoring followed up by impact assessment models that document the policy action, are fundamental for result-oriented public policies;
25. Agree to give priority to VET and to ensure the necessary resources for the adopted recommendations and identified policy options implementation.

ABBREVIATIONS AND ACRONYMS

AF	Analytical Framework
CVET	Continuing vocational education and training
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)
IVET	Initial vocational education and training
MTD	Medium-term deliverable
NQF	National qualifications framework
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment (OECD)
SBA	Small Business Act for Europe
SME	Small and medium-sized enterprise
TRP	Torino Process
TVET	Technical and vocational education and training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOE	UNESCO-UIS/OECD/Eurostat (data collection)
VET	Vocational education and training

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