TORINO PROCESS REVIEWS OF POLICIES FOR LIFELONG LEARNING

- Scope and key thematic areas
- Samples of guiding questions
- Selected good EU practices

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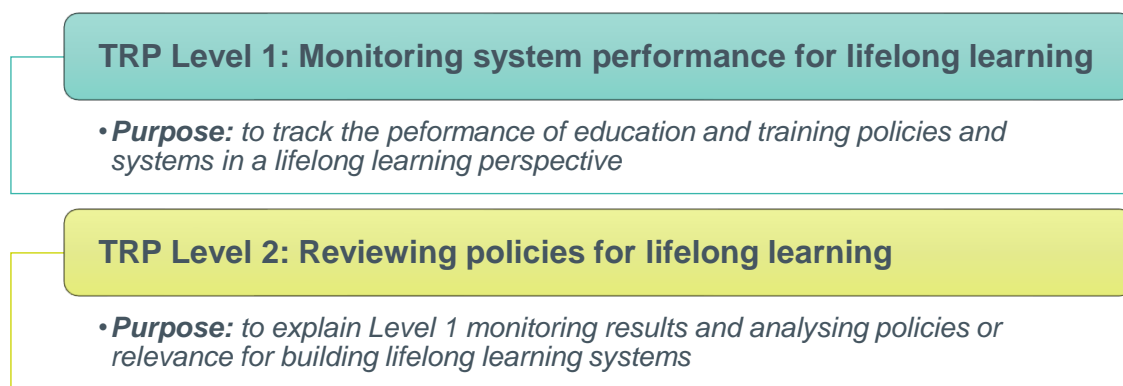
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1. Introduction

In 2022, the European Training Foundation (ETF) launched the sixth round of its Torino Process, a biennial review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia, and the South and East Mediterranean region. The Torino Process describes and analyses country developments, identifies challenges in the domain of human capital development, and the ways in which countries mobilise their VET systems to address these challenges.[1]

In this sixth round, the focus of the Torino Process is twofold: on the performance of education and training systems with respect to the creation of good and equitable opportunities for lifelong learning; and on the policies which influence that performance in view of recommending improvements and facilitating peer learning. The umbrella terms (formulations) describing these two aspects are **monitoring system performance for lifelong learning** and **reviewing policies for lifelong learning**.

The Torino Process architecture is aligned with these two tasks and features two levels, as shown below:

Figure 1. Torino Process framework architecture

TRP Level 1: Monitoring system performance for lifelong learning

- *Purpose: to track the peformance of education and training policies and systems in a lifelong learning perspective*

TRP Level 2: Reviewing policies for lifelong learning

- *Purpose: to explain Level 1 monitoring results and analysing policies or relevance for building lifelong learning systems*

The first operational level (TRP Level 1) comprises a set of carefully curated indicators (system performance indicators), chosen for their explanatory power as proxies for system performance in a selection of areas which, for specific reasons, pertain to lifelong learning. Examples include access, quality and relevance, digitalisation, availability of human and financial resources, etc.

The second operational level (TRP Level 2), which is a focus of this paper, covers a selection of policy areas which can help with the interpretation of monitoring results and the identification of ways to improve system performance in a lifelong learning perspective, especially in areas covered in TRP Level 1.

Level 2 facilitates a review of what countries do to influence and improve the performance of their policies and systems in a lifelong learning perspective. This means documenting and interpreting the effectiveness of polices and systemic arrangements in countries against the backdrop of a) demand for learning opportunities, and b) relevant socio-economic and demographic developments which may influence that demand. The purpose is to identify areas in need of improvement and to generate hands-on advice on how to advance the transition of education and training in participating countries towards responsive lifelong learning systems which deliver to the needs of all learners, whatever their age and circumstances.

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[1] See also the Torino Process Guidelines

2. About this paper

This short paper is part of the so-called "Torino Process package" and describes the thematic scope and focus of the policy reviews. Its purpose is to help ETF partner countries take an informed decision about whether to participate in a review of lifelong learning and if yes, how to make best use of that activity for their own policy and planning purposes.[2]

The task at hand is to reconcile two seemingly opposed, yet equally important intentions.

On one side, as the reviews seek to deliver insights and recommendations which are tailored to the context of each participating country, they must be able to accommodate a wide range of possibly very diverse themes in line with the diversity of national contexts, policy priorities, and aspirations for the future of each country. On the other side, if a review is to remain feasible and predictable for planning purposes, it cannot cover an indefinite list of themes. The choices must be outlined in advance and be clear without being too limiting for those who consider participating in a review.

This document seeks to address and reconcile these two necessities. It presents a compact selection of thematic and policy areas (clusters), which are specific yet broad enough to accommodate a widest possible range of supplementary questions or themes pertaining to lifelong learning which countries may wish to cover. Some of these themes and questions may emerge from the results of its system performance monitoring delivered on Level 1 of the Torino Process. Others may be included because of supplementary considerations, such as the need to inform policy or strategy planning or programming processes, address known weaknesses, learn from specific strengths in policy and practice, etc.

In the same vein, the choice and formulation of the clusters are based on two considerations. The first is the explanatory power of the chosen themes: regarding Level 1 of the Torino Process: they all matter for the performance of education and training systems in all areas that are monitored on that Torino Process level. A full list of these areas, monitoring dimensions, and corresponding policy and system outcomes can be found in the Torino Process Guidelines and in Annex 1 of this document.

The second consideration that influenced the thematic choices in this paper is an extensive literature review of EU and non-EU documents and country practices in the domain of lifelong learning. A full list of these resources can be found in Annex 2 on "Further reading".

Common to all thematic choices presented here is that they allow for a reflection on how VET (IVET and CVET) can support the building of lifelong learning systems and contribute to making it a reality for all.

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[2] The review methodology and operational implications of participation in reviews are beyond the remit of this document and are described in a separate paper of the Torino Process package.

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3. Framing lifelong learning for policy review purposes

3.1 Key terms

"Lifelong learning" may refer to a wide range of themes, segments of education and training and learning settings (e.g. formal learning from early childhood education and care to higher education, as well as adult learning in formal, non-formal and informal settings). Without some conceptual delineation, the concept may refer to an array of policy areas and responsibilities within education and beyond, which is too vast to be of pragmatic value for a policy review.

Therefore, for operational and strategic reasons and in line with the ETF mandate, the Torino Process narrows down the concept of lifelong learning in two ways. First, it puts people and their learning needs and settings at the centre of the focus. The focus of the Process is on policies which open up education and training by creating and/or incorporating new pathways for learning throughout life, which accommodate the learning needs, circumstances and expectations of an ever bigger diversity and number of learners (ETF, 2022a). In this sense, lifelong learning refers to "all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for any reason of importance to individuals or their socio-economic contexts (ETF, 2022b).

According to this understanding, lifelong learning is presented as a flexible, highly adaptable, and wide-reaching policy priority that can be mobilised as a narrative and course of action in response to a number of challenges, in particular challenges that can be traced back to the low or inadequate skills of diverse populations, and to the changing skills demand in their environments.

The way in which lifelong learning can be mobilised as a priority is the second point of narrowing down that concept within the Torino Process framework. Specifically, the Torino Process inquires how VET can contribute to the establishment and sustainable operation of lifelong learning systems which address the needs of learners irrespective of their gender, background, or age. The reliance of such systems on VET is thereby seen as an important prerequisite for the greener, more diversified, innovative, and inclusive economies and societies which countries strive to build.

Using VET as a focal point means that the thematic perspective of the Torino Process when it comes to lifelong learning incudes initial and continuing VET (IVET and CVET), the learning opportunities and experiences of youth and adults to which VET could or should contribute, and the settings (formal, non-formal and informal) in which that learning takes place. In the tradition of previous Torino Process rounds, this also includes the broader systemic context in which these elements and segments interact.[3]

3.2 Initial assumptions

This thematic overview promotes the idea that, despite the diversity of countries participating in the Torino Process, it is possible and even necessary to share the same understanding about relevance and scope when it comes to themes and areas pertaining to lifelong learning, and to policy improvement towards establishing viable lifelong learning systems.

Behind this idea there are two basic assumptions/propositions, which set the stage for the remainder of this short paper. The first proposition is that well-performing lifelong learning systems, irrespective of their set-up, the policies that drive them, and the socio-economic context which they serve, share some common features which are the basis for their satisfactory performance to the benefit of all learners, present and future (ETF, 2021). A well-performing system achieves most or all of the following:

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[3] For brevity, the paper may refer to this thematic and policy complex alternately as "lifelong learning systems", "systems for the development of skills" or "skills development systems" (ILO, 2013; Buchanan, Anderson, & Power, 2017).

- **Expands learning opportunities in different settings**: this entails recognising that learning takes place outside education institutions and that learning outside education institutions, for instance in the workplace, training centres, online, in (virtual) communities, or through social activities and a variety of other informal settings, is gaining in importance

- **Creates meaningful and engaging learning environments**: this "requires a learner-centred approach, incorporating pedagogical methods (such as experiential learning, blended learning, and social and collaborative learning) facilitated by a mix of different environments (in a school, at the workplace, online and in the community) to expose learners to real life situations. It also requires an enabling environment for innovation in teaching and learning, and investment in the professional development of teachers and trainers.

- **Provides flexible learning pathways**: this relates to permeability of education and training systems, validation of prior learning approaches and allowing modular approaches build on smaller 'chunks of learning. This is only possible if the organisation of education and training is based on learning outcomes (rather than curriculum content).

- **Develops dynamic skills sets**: skills developments should not only deliver skills that are immediately in demand but should also equip people with skills that allow them to progress in their career, lives and in learning. This calls for an emphasis on so-called key competences, especially transversal, basic, 21st century or 'soft'

- **Provides guidance to navigate and manage career and learning opportunities**: in fast-changing labour markets and societies, people need relevant, timely and easily accessible information and guidance to make informed decisions about their career and learning pathways. People need career management skills and the availability of a national career development support system for all learners as an integral part of a lifelong learning system.

- **Creates awareness and incentives for people to engage in learning**: policies and systems will have to tailor their approaches to reach out to different target groups, all facing different barriers to learn. Outreach approaches can include for instance information campaigns, provide financial incentives (for instance individual learning accounts), forming partnerships with public employment and social services.

The second basic proposition is that the skills development systems of partner countries and EU countries alike need urgent attention to get there, especially in the light of recent developments and trends, such as climate change, rapid digitalisation, the COVI19 pandemic, as well as geopolitical instability and the associated migration and refugee flows. At a major ETF-UNESCO gathering in 2021 which set the tone for the current round of the Torino Process, international partners and representatives from ETF partner countries agreed that a lot remains to be done in this respect to match the growing demand for lifelong learning.

This is particularly true when it comes to addressing inequalities, moving away from one-size-fits-all standardised provision with rigid pathways and limited flexibility, which fails to meet the learning needs of highly diversified populations of learners or rapidly evolving labour markets and social requirements, as well as a preoccupation of policy-makers with learning in formal settings which attributes disproportionate importance to large chunks of skills and knowledge bundled into end-of-school diplomas and degrees while providing limited (if any) recognition of knowledge and skills acquired outside the formal education and training system (ETF, 2021).

The rest of this paper outlines the thematic areas or elements in lifelong learning, which play a role in supporting actions that address these challenges in a more systemic fashion, and which are the tentative focus of the Torino Process reviews of policies for lifelong learning.

4. Lifelong learning systems: main thematic areas

The objective of this section is to define and present the policy areas that are considered as drivers of system change and operationalisation of lifelong learning systems in ETF partner countries. The choices which ETF and the partner countries can make regarding the focus of their policy review should fall within this list of broadly defined policy clusters and areas within these clusters. National and international experience suggests that these areas are of significance for explaining and analysing system performance in the monitoring dimensions covered on TRP Level 1 and are also key aspects or elements of a lifelong learning system, irrespective of its set up.[4]

The choice and connections between areas follow a certain logic:

- The development of a lifelong learning system that mobilises VET and creates opportunities for people to learn throughout life requires a **holistic (systemic) approach** that builds on reforms in multiple areas of skills development in a country.

- Progress and improvement in a policy area can contribute to progress and improvement in other areas of significance for lifelong learning. In other words, the **policy areas are interlinked** and can even overlap. The systemic approach of the reviews thereby allows more harmonisation and policy efficiency.

- Heading towards a lifelong learning system is often related to other policy objectives and **requires reforms in adjacent areas** such as: partnership and governance, financing, quality, NQFs and recognition of learning experiences, content of education & training provision, outreach to learners, career guidance/orientation, etc.

- **Good practice from EU countries** in the building of transparent, permeable, and operational lifelong learning systems suggests that there are some **common success factors**. These include **i)** a **multi-stakeholder approach** that fosters cooperation and partnerships; **ii) tailor made and learner-centred strategies** to overcome specific problems and to design individual learning pathways; **iii)** a successful initiative cannot be reached without appropriate **government support** both political and financial; **iv) monitoring and continuous improvement** based on a clear set of indicators and feedback loops to both track progress and implement policy changes; **v) learning for a purpose**: makes learning relevant for both the learners and for others (i.e. enterprises) as learning should contribute not only to the socio-economic development but also to individual aspirations and self-fulfilment.

Based on the above considerations shared in this and the preceding sections, the choices ETF and the partner countries can make regarding the review focus could be aligned with a broad list of **five policy clusters**, each of which hosts different thematic areas, as shown in Table 1.

Table 1. Elements of lifelong learning systems in focus of the ETF policy reviews

Policy cluster	Thematic areas	Justification	Examples of tools/policy solutions
1. Governance and financing	Multi-level and multi-stakeholder governance	Fostering the involvement and engagement of private sector and civil society to be part of the decision making and monitoring process of each policy cycle	Partnerships with private sector and PPPs Support for local partnerships / skills development ecosystems
	Sustainable financing system	Encouraging the sustainable and sufficient funding of skills development systems through better mobilisation and	Incentives to increase adequacy of support for skills provision

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[4] The areas presented in Table 6 may change as the TRP policy review initiative progresses and delivers new insights into lifelong learning policy and practice.

		allocation and a sound costing approach.	
2. Responsiveness of skills provision	Career guidance mechanisms	Increasing the responsiveness of the content of skills provision to the skill needs of individuals, society, and labour markets	Integrated and lifelong career guidance throughout learners' lives
	Up-to-date evidence on skills demand (at national, regional, and sectoral levels)		Feedback loop between anticipation of skill needs and continuous updating of learning outcomes (in qualification standards and curricula)
	Adult learning, re-skilling and up-skilling initiatives		Continuous learning opportunities to adapt to individual and socio-economic needs
3. Access to and flexibility of opportunities for learning	Modularisation / micro credentials	Expanding the flexibility of existing skills provision, tailored to individual needs	Availability of modularised skills provision
	Work-based learning		Expansion of work-based learning opportunities
	Digitalization of learning contents and development of new digital solutions		Integration of digital learning in skills provision
4. Recognition of skills and learning pathways and of their respective value	Qualification standards development and updating	Contributing to the transparency and permeability between systems, pathways, and prior learning and experience	Qualification systems that integrate formal / non-formal qualifications
	Validation and recognition of prior learning and experience		Validation and recognition of prior learning
	Key-competences and soft skills		Balance between occupation-specific/transversal skills
5.Quality of skills provision	Continuous Professional Development of teaching personnel	Ensuring the quality and regular, M&E of skills provision and the confidence therein	Development of skills and competences of teachers
	Quality assurance mechanisms		Integrated systems-level approach to quality assurance
	Continuous monitoring and evaluating procedures for policy implementation		Monitor and assess to better plan and update policies and actions

The following section will further develop the reasoning behind the selected thematic areas and propose non-exhaustive examples of guiding questions for the analysis and review of LLL policies, which are supported by selected good practices in EU countries where applicable.

4.1 Policy areas and guiding questions related to governance and financing

4.1.1 Multi-level and multi-stakeholder governance

Lifelong learning takes place at the interplay of educational policies; skills development policies; social policies; employment and labour market policies; industrial relations policies; and innovation and competitiveness policies. Any policy development therefore needs to mobilise and engage the relevant stakeholders at the different levels of governance and decision-making. This concerns not only the stakeholders that have a direct interest in the policy, but also a wider group of stakeholders that might somehow be affected by the policy. If the engagement is not secured, a policy might not be effectively

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implemented. Partnerships and participatory governance are *sine qua non* conditions for the establishment of a lifelong learning system, and for promoting the process of change towards that goal. Social partners, municipalities, education providers, employment services, community services working in partnership and establishing national and local skills development ecosystems are key for responding effectively to individual, societal and labour market needs, but also for reaching out to all learners, including the most vulnerable groups.

Guiding questions for the review

- Are the national/local ecosystems concerned with the development of skills also focussing on issues and forward planning regarding skills development? To what extent are skills development issues broadly discussed with all stakeholders to seek effective solutions?
- How are these ecosystems governed and organised? Who is involved and what roles and responsibilities do they have? What processes are put in place for organising these ecosystems?
- To what extent are these ecosystems effective in solving skills development issues (responding to individual, societal and labour market needs); and ensuring pathways for reskilling and upskilling learners at all ages, grounded in effective lifelong career guidance services?
- To what extent is the idea of establishing VET centers of excellence supported? What examples can you mention? If relevant, how do such centers bring together partners in research and innovation, industry sector and education institutions?
- Which are the main features of the country approach on partnerships and territorial skills development ecosystems?
- What are aspects that need improvement (maybe supported by analysing good practices from other countries)?

4.1.2 Sustainability of funding

A functioning skills development system needs government commitment and sustainable and sufficient funding. The ambitions concerning lifelong learning must be well embedded in policy documents and political statements, that are underpinned with concrete objectives and policy measures. Besides political commitment, sufficient and sustainable funding is made available to work on these ambitions. This includes both public and private (employers and households) funding which should rely on a costing approach/tool and allow efficient and performance-based allocations of resources. The financial frameworks for skills development should also provide the right incentives for individuals to learn; for employers to invest in the skills of employees, for providers to offer quality learning programmes and for governments to support vulnerable learners. There are various ways to finance skills development, but a particular emerging trend is the emphasis on demand-side funding instruments such as individual learning accounts.

Guiding questions for the review

- To what extent is skills development in a lifelong learning perspective sufficiently resourced? Who are the main funders of the lifelong learning system (state, employers, individuals) in the country?
- Is the financial allocation for a lifelong learning system clearly identifiable within the national education budget, including public-private partnerships? Is there an all-inclusive budget for education and training in a lifelong learning approach, or are the different sub-sectors funded in different ways? What are the gaps and which sectors/initiatives have insuficcient funds and why?
- What incentives are provided to social partners, education and training providers and individuals to learn? For instance, are there collective arrangements for financing CVT through governmental and intermediary organizations (e.g. paying into a common national, regional or sectoral fund)? Who can use funds or other sources intended to encourage continuous training?
- How do existing provisions (legal, policy, delivery and financing framework and flows) help protect against inequalities for the most vulnerable, disadvantaged and marginalized groups excluded from learning opportunities?
- What are the strong features of the country approach on financing skills development?

- What are the aspects that need improvement (maybe supported by analysing good practices from other countries)?

4.1.3 Selected good practices in EU countries

- **EU/ETF**: Centres of Vocational Excellence (CoVEs) bring together a wide range of local partners, such as providers of vocational education and training, employers, research centres, development agencies, and employment services (among others), to develop "skills ecosystems" that contribute to regional, economic and social development, innovation, and smart specialisation strategies. Centres of Vocational Excellence - Employment, Social Affairs & Inclusion - European Commission (europa.eu). See also the example of ETF Network for Excellence: Vocational excellence | ETF (europa.eu)

- **FR**: the CPF (Compte personnel de formation) is a training scheme introduced in France in 2015 and supports individuals throughout their professional life, to maintain a level of qualification, or to access a higher level of qualification to facilitate professional transitions. The CPF is universal in nature: anyone aged 16 or older entering working life benefits from a CPF until retirement, regardless of their status: employee, job seeker, self-employed person, for example. Since 2019, the accounts have been credited in euros. It is also possible to add funds from employers or other sources (e.g. foundations) to the account. The account is owned by the individual and they are completely free to use the funds for training they prefer, provided it is listed in a registry. Eligible training courses are listed on an online platform. The CPF learning account, like vouchers, can also be complemented with other measures, such as advice and guidance, and/or paid training leave regulations. Between November 2019 and January 2021, there were 6.5 million activations of the CPF, linked to a total of 1.77 million registrations for training activities (European Commission, 2021a, p. 243)

- **NL**: the STAP budget (Dutch acronym for Stimulering Arbeidsmarktpositie, or Incentive Labour Market Position), is implemented in March 2022 to better empower individuals to take control of their learning careers more actively. It replaced an existing tax incentive scheme, in which individuals could request tax credits for costs for participating in adult learning. The STAP scheme will offer all adults the possibility of spending up to EUR 1 000 per year on training. Beneficiaries can apply for the STAP budget once a year during six time periods. An online portal is developed to select courses. No specific measures are proposed yet to strengthen the outreach to vulnerable groups (European Commission, 2021a, p. 233).

- **EU**: the Council is recommending that member states consider establishing individual learning accounts as a means for enabling and empowering individuals to participate in labour-market relevant training and facilitate their access to or retention in employment Council recommendation on individual learning accounts to boost training of working-age adults - Consilium (europa.eu)

4.2 Policy areas and guiding questions related to the responsiveness of skills provision

Lifelong learning systems need to respond to different needs. They have to support individuals in gaining skills for the labour market and life in general as well as answering labour market and socio-economic needs. Key mechanisms to achieve this are appropriate and lifelong career guidance and relevant initial and continuous training provision. These mechanisms are needed to ensure that skills provision is relevant for all target populations and institutions.

4.2.1 Career guidance and career education system and labour market orientation in formal programmes

Guidance is a key mobilisation strategy for individuals to continue learning. Lifelong guidance offers individuals a reflection on themselves, the world around them, their career, their learning needs and

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opportunities and can be offered through public employment services; education and training providers; social partners or specialised guidance providers. Guidance can be integrated in other services; delivered in any setting, face to face, online or in combination with digital platforms. While in some countries guidance is mostly supplied on demand (either publicly or privately funded), more holistic and comprehensive guidance systems are sought to better accompany young learners in their educations and training paths and transition to labour market as well as adults to consider the next steps in their career development. It can also support them to (re) engage in lifelong learning.

Guiding questions for the review

- To what extent is career guidance and career education, labour market orientation, personal development and orientation to societal needs effectively integrated in initial education and training programmes?
- To what extent is career guidance and career education available for all learners, also after leaving initial education? Is there a national strategy or policy of lifelong career guidance and counselling? Is career guidance integrated in wider policies on skills, skills funds, employment, education, youth?
- How is cooperation and coordination across employment, education and youth sectors on career guidance and career education organised?
- To what extent are financial resources available to support regular guidance service access for all learners (for instance through the PES)? What are individual costs involved for career guidance?
- How is the quality of services ensured (qualifications/training of practitioners, national service standards and standards of practitioner competences, centrally developed methodologies and tools for counselling across sectors or career education in schools, etc.)?
- What types of information and advice are available to learners, for instance in terms of forecasts of sectors expected to be in high or low demand in the future, available education and training programmes, quality of training providers (e.g. satisfaction rates of participants, employment rates after graduation), financial support or general information or advice / assistance on learning opportunities, assessment of skills and competences through tests, skills testing or interviews, information or advice / assistance on the procedure for recognition of skills, competences or prior learning, or individual and group counselling sessions? In what form is career guidance and career education provided (face-to-face, digital, curricula, career guidance and counselling offices/services, or other forms)?
- What are the strengths of the country approach to career guidance?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.2.2 Responsiveness of skills provision

The skills development offer needs to respond to individual, societal and labour market needs. This requires putting effective and efficient systems in place to anticipate the skills needs. Furthermore, information from skills anticipation systems needs to be used to inform the development and renewal of learning outcomes of qualifications and E&T programmes. To develop lifelong learning systems, effective mechanisms should be in place to ensure that the learning provisions respond to the needs. Systems can organise this differently and at different levels. They can for instance rely on training institutions conducting tracer studies, or on national /sectoral initiatives to analyse online job-vacancies and the related skills needs, or any other skills anticipation and feedback loop appropriate mechanism. A feedback loop between the anticipation of skill needs and continuous updating of learning outcomes is key for the establishment and operationalisation of a lifelong learning system.

Guiding questions for the review

- To what extent are mechanisms in place to anticipate skills demands? At what level are skills demands analysed (national level, sectoral level, regional level, school /institutional level)?
- What methods are used to analyse skills demands (vacancy analysis, employer surveys, tracer studies, involvement of employers in developing occupational standards, big data etc.)?

- To what extent are the results of skills anticipation tools used to develop and renew qualification standards and descriptions (closing the feedback loop of education and training systems) and to adapt the curricula and the respective delivery?
- How are labour market stakeholders involved in the translation from skills intelligence to the definition of learning outcomes / qualification standards and descriptions?
- What are the strengths of the country approach to skills anticipation?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.2.3   Adult learning, re-skilling and up-skilling

Adult education is a core component and one of the most important elements of lifelong learning. However, it should not be confused with LLL as the latter is wider and includes other elements as discussed in the introduction. It comprises all forms of education and learning that aim to ensure that all youth and adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies[5]. Terminologies such as continuing training, up-skilling and re-skilling etc. are other ways of referring to the same thing.

Guiding questions for the review

- To what extent is non-formal learning of people who have fulfilled their basic education obligation and do not hold the status of a pupil or a student regulated in your country (Adult learning Act, Law, policy, etc.)?
- What are the national priorities in terms of upskilling and re-skilling of the different target populations (Literacy, gender gap, digital literacy, employability and entrepreneurship, NEETs, enterprise growth, life skills, migration etc.)?
- How is the adult learning organised in your country? Do you have a network of adult learning provision (specialized adult education institutions, organizations/schools offering adult education as a supplementary activity, educational centres in companies, Public employment offices, private and not-for-profit institutes providers; associations, libraries, etc.)?
- What is the role of enterprises in providing adult learning opportunities and is there any legal obligation to offer skills/career development opportunities?
- What are the strengths of the country approach to adult learning?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.2.4   Selected good practice in EU countries

- **FR**: with the reforms in France of individual learning accounts and the database of qualifications, guidance systems are well also established in law. The Council in Career Development (Conseil en évolution professionnelle: CÉP) is "offering information, advice and personalized support of professional projects, free and accessible to any active person (employees of the private sector, self-employed, people looking for work...) but also to young people out of the school system without qualification or diploma. It can be mobilised at any time of the professional life, and as many times as necessary" (Eurydice/EACEA, 2022).
- **SL**: Slovenia by law implemented guidance as a public service and developed guidelines for this. The guidelines encompass three areas of guidance in adult education: i) enrolment in education and continuation of education, ii) identification and documentation of knowledge and skills, and iii) organised self-directed learning. Outside the school system, guidance counsellors in career centres

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[5] Adult learning and education involve sustained activities and processes of acquiring, recognizing, exchanging, and adapting capabilities. Given that the boundaries of youth and adulthood are shifting in most cultures, in this text the term "adult" denotes all those who engage in adult learning and education, even if they have not reached the legal age of maturity' (Marrakech declaration on Adult Learning and Education, 2022)

of the Employment Service of Slovenia provide free guidance for young people as well. They offer free information, individual career counselling and workshops for the development of vocational interests and effective career planning. Additionally, they provide services for parents and school counsellors that help young people in decision-making about their careers. For adults, the career centres provide information to help individuals in career decision-making, focussing mostly on unemployed people, but also students and those who want to change their career paths.

- **EU**: Cedefop's new thematic activity 'Governance of EU skills anticipation and matching systems: in-depth country reviews' was launched in 2016 to support mutual learning on effective skills anticipation and skill matching, and the exchange of good practices across EU Member States.

- **EU**: the recent resolution on a new European Agenda for Adult Learning highlights the need to increase adult participation in formal, non-formal and informal learning. It gives a vision on how adult learning should develop in Europe by 2030 in the following five priority areas: i) governance of adult learning; ii) supply and take-up of lifelong learning opportunities with sustainable funding; iii) accessibility and flexibility to adapt to the needs of adult; iv) quality, equity, inclusion and success in adult learning, quality assurance and active support to disadvantaged groups, and; v) the green and digital transitions and related skill needs: https://www.consilium.europa.eu/media/53179/st14485-en21.pdf. See also Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults (europa.eu)

- **UNESCO**- CONFINTEA VII Marrakech Framework for Action: Harnessing the transformational power of Adult Learning and Education FINAL MarrakechFrameworkForActionEN.pdf

4.3 Policy areas and guiding questions related to the access to and flexibility of skills provision

Lifelong learning systems should not only allow permeability and progression between educational sub-systems, but also within systems. Learners need to be able to tailor their learning pathway to their specific needs and circumstances. This means that learning should be available in different learning environments; that programmes could be shorter and stackable (meaning to be collected and 'stacked' in smaller units of learning in a flexible manner), that the use of digital tools for learning purposes is stimulated and that horizontal and vertical learning pathways are established and open.

4.3.1 Modularisation of skills provision/ micro-credentials
Making use of learning outcome approaches, offering smaller units of learning (possible stackable to full formal qualifications) makes education and training more flexible and accessible to different learner profiles, for instance allowing individuals to combine learning with working or caring obligations. It also makes E&T more attractive to employers to offer shorter and customised training courses to their employees. A particular approach is the use of micro-credentials. There are various examples of how micro-credentials are applied by educational institutions and how private (training) companies develop and offer shorter courses such as MOOCs.

Guiding questions for the review
- What policy attention has been paid to fostering increased flexibility of study programmes and learning formats?
- To what extent are modular approaches being introduced in formal qualification programmes?
- To what extent are the smaller-sized qualifications considered? Are these linked to the overarching national qualification systems?
- To what extent is information about the modular/ small-sized qualifications offer within different education and training systems available for individuals?
- How do modular/ small-sized qualifications contribute to flexibility of provision in the country?
- What transformation of pedagogies can you mention in relation to the modular/ small-sized qualifications?

- What are the strengths of the country approach to the modularisation of skills provision and micro-credentials?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.3.2 Work-based learning

Expanding the work-based learning opportunities is to acknowledge that valuable learning takes place in different contexts and learning environments, and that these different learning environments (including the workplace) can support each other in the acquisition of relevant skills. Work-based learning also assures the closer cooperation and engagement of different stakeholders with skills development in a lifelong learning perspective which foster the establishment of a multi-stakeholder and multilevel governance. Work-based learning opportunities should be fostered also outside formal education to ease youth transition to the labour market and/or personal development, professional mobility, etc. See also the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships (europa.eu)

Guiding questions for the review
- To what extent are work-based learning approaches integrated in formal qualification programmes?
- What is the proportion of recent graduates' exposure to all forms of work-based learning?
- To what extent is work-based learning taking place outside formal qualification programmes validated and recognised (linked to validation and recognition of prior learning)?
- What work-based learning opportunities (in formal qualifications or beyond) exist for different target groups, such as IVET learners, Unemployed persons, NEETs, Persons with disabilities and other vulnerable categories?
- To what extent are procedures in place to quality assure work-based learning environments?
- What are the strengths of the country approach on work-based learning in general?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.3.3 Digitalisation

Working on the digital aspects in skills development organisation, delivery and content is increasingly essential for both young and adult learners given the quick and deep technological and non-technological transformations. Digitalisation makes the learning better accessible for learners and the provision more flexible and indispensable in a lifelong-learning system. As concluded by a 2020 ILO/UNESCO study "Digitization is becoming the driving force behind LLL and flexible learning pathways". The digital competence of teachers is a key limiting factor and needs to be strengthened. The EU DigComp (europa.eu) provides a common European Framework for the Digital Competence of Educators that can guide policy developments.

Guiding questions for the review
- To what extent are digital approaches integrated in education and training systems (delivery, assessment, guidance)?
- To what extent is support provided to learners to access digital learning possibilities (ICT infrastructure in learning spaces; own devices)? Are there specific support initiatives for vulnerable learners in place?
- How has attention for digital learning increased flexibility and increased opportunities for learning?

- What examples can you mention where digital skills provision has expanded the availability and take-up of potential learning pathways (consider micro-learning offers and digital, mobile and blended learning activities)?
- How is the use of open educational resources?
- To what extent are teachers and trainers supported to work with digital approaches to learning?
- What are the strengths of the country approach to digitalisation?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.3.4   Selected good practice in EU countries

- **EU**: to strengthen lifelong learning, the Council is recommending Member States to adopt a European approach to micro-credentials and in particular to apply a common EU definition, EU standards and key principles for the design and issuance of micro-credentials pdf (europa.eu).
- **DK**: Denmark has a long-standing tradition in offering a modularised approach. Both 'mainstream' education and adult education programmes include several 'steps' (trin) and specialisations, corresponding to a specific position in the labour market. The steps allow learners to leave the programme without completing one of the main programmes in its entirety while still achieving a partial qualification. All connected to NQF and automatically connected to the European Qualifications Framework (EQF) as well.
- **FI**: "Finland introduced an apprenticeship track in vocational education and training for adults. Both adult VET tracks, the apprenticeship and the school-based one, have equal value: both open the door to a labour market-relevant qualification to those who otherwise could not afford it. The main incentive of the apprenticeship track, both in initial and adult VET, is the remuneration paid by the employer to the apprentice".

- **DE: "**The Zukunftsstarter (future starter) initiative of the Family Ministry and the National Employment Agency supports non-qualified or low-qualified adults between 25 and 35 who want to engage in apprenticeships or other IVET training. The initiative foresees subsidies for 120,000 candidates in 2020-22 and is specifically designed to help disadvantaged adults into skilled work. Since January 2020, part-time VET provision has been made more flexible to allow more adults, such as those with a health-impairment or caring for children or other family members, as well as refugees and other vulnerable groups of adults, to choose this option. The basic condition is that the apprenticeship candidate and the company interested in them agree on the practical terms of the part-time work".

- **EU/CEDEFOP:** the CEDEFOP digitalisation, artificial intelligence (AI) and the future of work' project analyses the impact and drivers of digitalisation and automation, spurred by advanced in robotics, AI and other digital technologies, on employment and changing skill needs and skill mismatch. It also examines the implications of digitalisation for new forms of work and learning, such as platform or gig work, or remote ICT-based work. The project aim to inform policy regarding the future of vocational education and training: Digitalisation, AI and the future of work | CEDEFOP (europa.eu)

4.4 Policy areas and guiding questions related to the recognition of the value of skills and learning pathways

The skills acquired in an efficient Lifelong-learning systems are valued independently from the learning pathway taken. This requires that education and training sub-systems (initial VET, continuing VET, higher education, non-formal learning etc.) speak the same language and are enabled to validate learning that took place in another sub-system. This is supported by learning outcome-oriented approaches in describing the objectives of learning pathways; setting up qualifications' frameworks covering formal and non-formal learning pathways; stimulating the use of validation and recognition of prior learning; and also through ensuring that education and training programme balance occupation-specific with transversal skills keeping horizontal and vertical progression routes open. The bridges between formal and non-formal systems allow easier progression routes from formal to non-formal

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learning and vice-versa. Furthermore, working on NQFs increases the responsiveness to needs and supports the flexibilization of provision, both important aspects of lifelong-learning systems.

4.4.1 Qualifications' frameworks covering both formal and non-formal

The development of national qualifications frameworks (NQFs) stimulates the description of qualifications in terms of learning outcomes, and allows easier use of validation and recognition of prior learning and pathway independent acquisition of skills. NQFs are explicitly developed to foster lifelong learning (European Parliament & Council of EU, 2017), also because they facilitate regular reviews of qualification descriptions.

Guiding questions for the review

- To what extent are all education and training sectors covered by the national qualification system, including non-formal learning?
- What role do learning outcomes play in the qualification system and how are these integrated in the description of qualifications?
- How can learning acquired through non-formal and informal means be used to acquire qualifications or gain access to learning provision on the framework?
- To what extent a broad and representative selection of stakeholders are involved in the national qualification system?
- To what extent are mechanisms in place for the development and renewal of qualifications descriptions?
- To what extent is the national system for qualification visible, used, and effective in structuring the education and training offer in the country?
- What strengths of the national system for qualifications can be identified?
- What aspects would need improvement (maybe supported by analysing good practices from other countries)?

4.4.2 Validation and recognition of prior learning approaches

Blurring the boundaries between formal, non-formal and informal learning makes it even more necessary to establish effective systems for validation and recognition of prior learning, based on more formative and learners-centred assessments. The validation and recognition of experience and prior learning allow better skills matching and progression in learning with positive impacts on other topics such as inclusion and permeability allowing and easing vertical and horizontal progressions within the formal education and training systems. See also Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (europa.eu)

Guiding questions for the review

- To what extent are procedures for validation and recognition of prior learning in place? At what level are they provided (national, institutional)?
- How is the validation and recognition organised (through portfolio-analysis, tests, individual formative assessments, other)?
- How do the validation and recognition procedures facilitate access for those who lack conventional admission requirements or those who wish to re-enter education at a later stage in life?
- To what extent are these processes linked / integrated with other services (guidance, financial support, training provision)?
- To what extent is validation and recognition of prior learning used to support learning progression, career progressing, career-shifts? Is it an offer-used system?
- How is the progress to further studies working? Is there any bottleneck? Why?
- What are the strengths of the country approach to the validation and recognition of prior learning?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

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4.4.3   Balance job specific skills with more transversal skills in formal programmes to ease transversal and vertical progressions

Applying a learning outcome approach is key in increasing the transparency and permeability of education and training system outcomes. It does not in itself support permeability between education and training sub-systems. This requires amending initial VET/HE programmes to ensure that there are no dead-ends in the system. Allowing learning progression means that the learning outcomes need to include generic and transversal skills and competences that allow graduates to continue learning and/or ease professional mobility. The EU Council Recommendation on Key Competences for Lifelong Learning | European Education Area (europa.eu) provides a common European Framework that can guide policy developments.

Guiding questions for the review

- To what extent are there considerations about the balance of generic/transversal skills and occupation-specific skills in the development of learning outcomes of formal programmes?
- To what extent are key competences for lifelong learning (or similar concepts) incorporated in qualification descriptions?
- To what extent are dead-ends in education and training systems effectively avoided (i.e. all qualifications allow further learning)?
- What are the strengths of the country approach to the balance between transversal and occupation-specific competences, or key competences, and/or pathways between the different education segments?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.4.4   Selected good practice in EU countries

PL: each economic sector demands a specific set of learning outcomes. Sectoral qualifications frameworks (SQF) are the detailed sector-focused components of the Polish qualifications framework (PQF). They are tailor-made tools consisting of level descriptors for the sectors, 'translating' the PQF into a sector's own vocabulary. The development of SQF in Poland is based on a 'by the sector for the sector' approach, which actively engages sectoral stakeholders in developing the framework for their respective sector. This increases the engagement of labour market stakeholders in skills development and improves mobility between sectors as the transparency of acquired skills is increased.

BE (Fl): in Flanders, there is a distinction between professional qualifications and educational qualifications. A professional qualification provides an overview of the competences with which someone can practice a profession. A professional qualification can be obtained through education, training or through the recognition of practical experience. An educational qualification is a set of competences that are necessary to function and participate in society, with which someone can start further studies in secondary or higher education or carry out professional activities. The system promotes pathway-independence in terms of acquired skills, recognition and permeability of systems.

PT: the main goal of the Portuguese validation of non-formal and informal learning is to increase the levels of school and/or professional certification of the Portuguese population, namely those of working age (whether employed or unemployed). The 300 Qualifica centres (local adult education centres) ensure the offer of validation of non-formal and informal learning in the whole country. The Qualifica initiative is closely linked to the NQF and approaches in VET and HE in providing an overarching system that increases the inclusion of both the employed and unemployed into learning and enables progression (both in career and learning opportunities).

FI: the FiNQF is learning-outcome based that makes the formal qualification structure more transparent. It has been beneficial also for the non-formal sector, as they have been able to describe and reference their courses and course curricula according to the FiNQF levels in order to promote validation between non-formal and formal education providers.

4.5 Policy areas related to quality of provision

Lifelong learning systems needed to deliver quality learning outcomes at all levels and to all learners. This is obviously related to the above-mentioned policy areas (learning outcome approaches, relevance of skills etc.), but also to quality assurance mechanisms and the quality of teaching staff. As often assumed, teachers and trainers are the most important determinant of quality education. Any lifelong learning system therefor will have to invest in teaching staff and school management to ensure the quality of provision. There is also a close link between qualifications frameworks and quality assurance processes (see EU-GPs below): individuals, the society and companies need to be able to trust the skills development in a lifelong learning system and this requires effective quality assurance mechanisms.

4.5.1 Teachers Professional Development

To better support learners, teaching staff need to be capacitated to link learning to the labour market and to make the learning relevant to the context in which the learner is positioned, as well as to have the most up-dated knowledge on pedagogics, including the use of digital tools and content. This includes linking teachers to the workplace through various forms of continuous professional development approaches. A 2018 European Commission review, based on the work of the ET2020 Working Group on VET (2016-2018), identified 12 policy pointers on how to support teachers and trainers in high-performance apprenticeships and work-based learning, which were grouped in four clusters: i) specifying the roles and responsibilities of teachers and trainers in VET systems; ii) strengthening the professional development of teachers and trainers; iii) equipping teachers and trainers for key challenges; and iv) fostering collaboration to support their work. Teachers and trainers matter - Publications Office of the EU (europa.eu)

Guiding questions for the review

- To what extent are pre-service and in-service training for teachers and trainers in place to accommodate them with skills needed to confront changing contexts?
- To what extent are teachers and trainers supported to maintain links to the occupational orientation (i.e. work-practice and the developments in the work-practice)?
- What mechanisms exist to support continuous professional development of teachers and trainers (financial support; time available for CPD, learning opportunities, guidance)?
- What are the strengths of the country approach to the professional development of teachers and trainers?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.5.2 Quality assurance and register of quality assured courses

Quality assurance mechanisms that cover education and training systems differ per educational sub-system and country. They can include different measures such as inspectorates, quality seals/labels/accreditation, and self-evaluation practices. The diversity increases when looking skills development provision taking place outside formal education and training settings. When looking at the whole lifelong-learning system, the whole system would benefit from transparency and trust in the qualifications and certifications offers, also outside the formal education and training system. For this, clear quality assurance procedures are needed in combination with registries of assured courses. There are several good practices of quality assurance in different educational sectors but making the quality assurance practice suitable for lifelong learning (often demanding more tailoring and flexibility) is more difficult to find.

Guiding questions for the review

- What quality assurance mechanisms are in place for the provision of education programmes? Do these mechanisms include a lifelong learning orientation (e.g. focusing on sustainability, continuation of learning, inclusivity of the provision, use of validation and recognition of prior learning)?

- To what extent are all education and training systems covered? Are they covered by the same system, systems based on the same principles, different systems?
- How is quality assurance organised in different education and training systems? What type of mechanism is in place? What are roles and responsibilities of the key stakeholders? What tools are used? What indicators are applied to measure and monitor quality?
- How is the quality assurance mechanism integrated with other aspects, such as the qualification system, modularisation, teacher quality, skills anticipation, guidance and validation)?
- What are the strengths of the country approach to quality assurance?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.5.3   Monitoring and evaluating policy work

Policy actions need to be accompanied by monitoring and evaluation (M&E) in order to see whether the actions lead to the envisaged results and whether there are implementation challenges that need to be solved. This includes both specific monitoring on the efficiency and effectiveness of individual actions, but also system-wide assessments of how the system, as a whole, is delivering on the lifelong learning desired results.

Guiding questions for the review

- What kind of M&E mechanisms are in place for the skills provision (formal, non-formal and informal)? Do these mechanisms include a lifelong learning orientation (e.g. focusing on coherence and permeability between sub-systems, continuous learning, inclusivity of the provision, etc.)?
- To what extent are the results of M&E used to design, implement and update policies and actions?
- What are the main issues related to M&E in skills domain (Data, fragmentation of M&E actions, stakeholders' involvement and contribution, interinstitutional collaboration etc.)?
- What are the strengths of the country approach to M&E in the skills field?
- What aspects need improvement (maybe supported by analysing good practices from other countries)?

4.5.4   Selected good practice in EU countries

AT: in Austria since 2011, AT-Cert (Ö-Cert) was founded. AT-Cert was developed by scientists, including representatives of the provinces and of the adult education sector. AT-Cert is a supra-regional model for the recognition of quality assurance measures of adult education organisations. AT-Cert recognises different quality certificates and creates uniform quality standards for education providers all over Austria (European Commission, 2019a, p. 61; Ö-CERT, 2022).

FR: the law of 2018 sets out the new national quality standard aimed at providing more harmonization and transparency – a single National Quality Reference Framework (containing 7 criteria and 32 indicators).It became a basis for training providers to obtain their quality certification called "QUALIOPI". The direct consequence was greater transparency for learners, who had become the main actor of developing their own competencies supported by the individual learning account CPF – Compte personnel de formation. All qualifications in the National Register of Professional Qualifications (RNCP), are managed by France compétences which is also the national reference on quality-related subjects with the European Union. It is part of the network of the EQAVET - European Quality Assurance in Vocational Education and Training - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

EU/ETF: the ETF community for innovative educators fosters the promotion, discussion and adoption of innovative teaching and learning practices among teachers, trainers and other education professionals, with the mission to empower innovative educators to help each another innovate: Community of Innovative Educators | Open Space (europa.eu)

EU/ETF : the Torino Process is a periodical assessment cycle measuring the effectiveness of skills system reforms in the EU neighbourhood countries. Launched by ETF in 2010, the reporting rounds

have provided a regular overview of progress in VET policy development, and help identify future priorities and design relevant policies. The latest round (2022-2024) is dedicated to system performance and lifelong learning Home | ETF (europa.eu).

Annex 1. TRP Level 1 monitoring dimensions: Areas, dimensions, and outcomes in focus of the monitoring

Area A. ACCESS, PARTICIPATION, AND OPPORTUNITIES FOR LIFELONG LEARNING

Dimension A.1	ACCESS
Outcome A.1.1	**Access and attractiveness: initial VET** This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners. When it comes to target groups, this may include specific fields of study to capture better gender segregation.
Outcome A.1.2	**Access and attractiveness: continuing VET** This outcome captures the degree to which continuing VET, including tertiary VET where available, is an attractive choice in comparison with other skills development alternatives on post-secondary level and with non-formal alternatives, as well as whether that choice is accessible to various target groups.
Outcome A.1.3	**Access to opportunities for lifelong learning through labour market policies (ALMP); access to other opportunities for lifelong learning, including in-company training** This outcome captures the accessibility to lifelong learning opportunities provided through active labour market programmes and to other forms of lifelong learning for adults and youth in working age, including to learning opportunities in non-formal settings and enrolment to VNFIL.
Dimension A.2	PARTICIPATION
Outcome A.2.1	**Flexible pathways: vertical permeability** This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET in terms of the transition between successive stages of education and training.
Outcome A.2.2	**Flexible pathways: horizontal permeability** This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis VET in terms of the possibility of transition between parallel tracks of education and training, and between formal and non-formal learning settings and to VNFIL.
Outcome A.2.3	**Progression of learners to successive stages of education and training and completion of learning (graduation)** This outcome refers to the degree of success of learners in VET in comparison with other education and training alternatives, as captured through retention rates, non-progression, and drop-out rates by type of programme and learning setting, graduation rates by type of programme and learning setting, including non-formal settings and VNFIL.

Area B. QUALITY OF LIFELONG LEARNING OUTCOMES

Dimension B.1	QUALITY AND RELEVANCE
Outcome B.1.1	**Key competences for lifelong learning and quality of learning outcomes** This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education, as captured by regular international surveys and international assessments of learning outcomes and competences.
Outcome B.1.2	**Adult skills and competences** This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as captured by regular international surveys.

Outcome B.1.3	**Participation in work-based learning**
	This outcome reflects the pragmatic relevance of initial and continuing VET programmes through the lens of participation in work-based learning and the share of programmes with outcomes/objectives that include a WBL component.
Outcome B.1.4	**Employability of learners**
	This outcome refers to the labour market relevance of lifelong learning opportunities as captured through evidence of labour market outcomes for graduates from initial VET, continuous VET, and other forms of lifelong learning with a VET component.
Outcome B.1.5	**Participation in career guidance and career education**
	This outcome strives to capture the shift from the provision of information about professions and education programmes at transition points towards developing career management skills of individuals from early schooling onwards that enable them to manage their manifold transitions over a lifetime within and between education and work.
Dimension B.2	**EXCELLENCE**
Outcome B.2.1	**Excellence in teaching**
	This outcome captures the extent to which opportunities for lifelong learning provided through initial and continuing VET are driven by continuous development and professional improvement processes for teachers, learners, and managers.
Outcome B.2.2	**Excellence in learning**
	This outcome captures the extent to which lifelong learning opportunities deliver high-class skills and competences for graduates who are in demand in the labour market, and cause knowledge transfer to other parts of the system.
Dimension B.3	**INNOVATION**
Outcome B.3.1	**Systemic innovation in teaching and learning**
	This outcome captures the degree to which teaching and learning are innovative on a systemic scale.
Outcome B.3.2	**Equitable digitalisation**
	This outcome captures the degree to which digital solutions are available and accessible throughout the education and training system.
Outcome B.3.3	**Engaging learning environments**
	This outcome captures various aspects of learner motivation and attitudes to learning.
Outcome B.3.4	**Diversification of VET services**
	This outcome captures the extent to which VET institutions (i.e. number of VET institutions) provide non-traditional services, such as applied research, consultancy, technology transfer and others.
Dimension B.4	**RESPONSIVENESS**
Outcome B.4.1	**Relevance of learning content: green transition**
	This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including "green skills" for sustainable economies.
Outcome B.4.2	**Relevance of learning content: digital transition**
	This outcome includes the extent to which learners are provided with basic digital skills, and the extent to which curricula for youth and adults incorporate themes concerning digitalisation.
Outcome B.4.3	**Responsiveness of programme offering**

	This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments.

Area C. SYSTEM ORGANISATION

Dimension C.1	MANAGEMENT AND ADMINISTRATION
Outcome C.1.1	Data availability This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement.
Outcome C.1.2	Participatory governance This outcome captures the degree of involvement of the private sector and other external stakeholders in the creation and operation of lifelong learning opportunities through initial and continuing VET.
Outcome C.1.3	Reliable quality assurance and public accountability This outcome foresees that quality assurance mechanisms and accountability arrangements are in place, such as performance assessment of providers and public posting of assessment results and financial reports, and availability of a register/database of qualifications.
Outcome C.1.4	Professional capacity of staff This outcome monitors the availability of qualified staff in leadership and other key administrative roles on provider level.
Outcome C.1.5	Internationalisation This outcome monitors the degree of internationalisation in initial and continuing VET, such as internationalisation of quality assurance arrangements, curricular content, and qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.).
Dimension C.2	RESOURCING
Outcome C.2.1	Adequate financial resource allocations and use This outcome captures the adequacy of financial resources invested in initial and continuing VET relative to other education and training in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources.
Outcome C.2.2	Adequate human resource allocations and use This outcome captures the efficiency of human resource management in terms of allocations and use, such as rate of retention of teachers and trainers, shortage of teachers and trainers, teacher-student ratios, etc., and income levels compared to average national incomes, etc.
Outcome C.2.3	Adequate material base This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials, and supports and promotes effective teaching, training, and learning.

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