

TORINO PROCESS 2022-2024: TOWARDS LIFELONG LEARNING

A framework for monitoring system
performance and reviewing policies for
lifelong learning

Disclaimer

These Guidelines were developed by Mihaylo Milovanovitch, Senior Human Capital Development Expert and Coordinator for System Change and Lifelong Learning at the ETF, for use by stakeholders and national Torino Process coordinators. The initial version was prepared in 2022 and updated in 2024.

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Setting the stage

The Torino Process (TRP) is a biennial review of education and training, and specifically 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 review is carried out on a regular basis under the coordination of the European Training Foundation (ETF), which is an agency of the European Commission (EC). The focus of the Torino Process is on describing and analysing country developments, challenges in the domain of human capital development, and the ways in which countries mobilise their VET systems to address these challenges.

Since its inception in 2010, the Torino Process has established itself as a valuable repository of information in this respect, which is regularly used for monitoring and policy planning purposes by regional and national governments, international partners, and also by researchers in the field of education and training.

The Torino Process has some features (principles) which over time have facilitated its widespread adoption and by today have become intrinsically tied to the Torino Process “brand” and its added value. Examples of such features include a commitment to country participation and ownership, methodological solutions which rely on dialogue and consultations among stakeholders, the promotion and support for informed decision-making, and others. Features like these have proven invaluable in the exploration of policies, their impact, and improvement, all the while accounting for the large diversity of national and regional contexts in which these policies are being conceived and implemented.

An attribute of the Torino Process which stakeholders have come to value over time, is its adaptability to changing needs, circumstances, and priorities in line with regional, national, and global developments. Within the limits of principles like those described above, every round of the Process has had a specific focus and priority, and corresponding adaptations and improvements to its analytical framework and the ways in which evidence is being collected, interpreted, and presented.

These Guidelines describe the new round of the Torino Process, launched in 2022, which prepares the ground for a gradual transition from the established biannual cycles, in place since 2010, to a regular annual implementation in close cooperation with the 27 partner countries of the ETF. The Guidelines present the new strategic orientation of the Process towards system performance and lifelong learning, which necessitates timely and relevant interventions and, therefore, calls for more frequent updates and implementation to maintain alignment with the evolving priorities of ETF partner countries and the EU.

The Guidelines introduce the new Torino Process architecture and analytical framework aligned with this orientation and describe the methodology for applying this framework.

A focus on lifelong learning

Learning today is occurring in a context of profound changes, which are already shaping the education of tomorrow and demanding adaptation. Some of these shifts occur within the education sector itself, while others shape the broader context in which education systems function and deliver their outcomes.

In education, long-standing distinctions between formal, informal, professional, and personal settings in the lives of individuals and their learning experiences are becoming increasingly blurred. Learning today can happen anywhere, anytime, and for any purpose that matters to an individual. As such, education systems must be equipped to provide students with opportunities to learn and acquire relevant skills at any stage in their lives, for whatever reasons they deem important.

This sector-specific shift towards lifelong learning is reinforced by external developments. Notable examples include digitalisation, rapid technological advancements in the world of work, international commitments to sustainable development, the impacts of the COVID-19 pandemic, conflicts such as the war in Ukraine, and climate change with its associated push for greener economies. Education systems are expected to remain resilient and flexible in the face of these regional and global challenges, while still delivering reliably at the local level to meet the needs and expectations of learners, educators, employers, and other stakeholders.

For the many countries and cooperation partners that prioritise human capital development in their policies, these shifts signal the emergence of a new imperative for change. It is an imperative to accommodate the knowledge and skills needs of a growing number of learners who live in dynamic and often unpredictable environments rich in both opportunities and risks, and who may no longer be bound to a single provider, fixed educational path, or predefined learning age. It is also an imperative to transform VET into a fundamental component of a flexible yet resilient lifelong learning system through a new generation of responsibilities, reform targets, and solutions for policy planning and implementation.

In this new round, the Torino Process aims to assist ETF partner countries that seek to adapt their education and training systems to better support lifelong learning. **System change** refers to an *intentional process of modifying the structure, policy framework, incentives, and practices in education in ways that lead to fundamental and positive changes in the professional context, attitudes, values, and conduct of education participants and stakeholders*. **Lifelong learning**, on the other hand, refers to *all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons*.

The long-term objective of the Torino Process is to provide evidence, stimulate reflection, and facilitate policy action towards the establishment of lifelong learning systems that leverage the potential of VET to address the needs of learners, regardless of gender, background, or age. Such systems are considered essential prerequisites for the greener, more diversified, innovative, and inclusive economies and societies that countries strive to build.

Torino Process framework

Reasons for change

The Torino Process framework is a tool for the collection, interpretation, and contextualisation of data and information regarding policy developments and progress in the partner countries of the ETF. Ahead of each new round of the Process, the framework undergoes adaptations to ensure its relevance and feasibility in line with the specific thematic and strategic focus of that round.

The changes to the Torino Process framework, as presented here, were guided by several considerations. One of these considerations is the ETF Strategy 2027, which establishes monitoring and assessment of education and training systems as one of the three core services of the Agency in support of high-quality, inclusive opportunities for lifelong learning. This raises the question of what should be monitored, and how?

A key finding that emerged from the analysis of cross-country findings from the latest round of the Torino Process in the period 2018-2021 is that the policy context in the partner countries of the ETF is characterised by numerous concurrent policies responding to various pressures for change. Between 2018 and 2020 alone, the Torino Process documented hundreds of actions and initiatives across as many as 15 areas of policy and practice such as financing of VET, qualification frameworks, inclusive education, quality assurance, and curricular reform.

Given the complexity and breadth of the policy landscape in the partner countries of the ETF, the comprehensive documentation approach used in previous rounds has become increasingly difficult to sustain. Cataloguing hundreds of actions and initiatives across numerous policy areas is not only resource-intensive but also risks overwhelming both the data collectors and the users of the information.

More critically, the previous emphasis on the quantity and variety of policies often overshadowed the assessment of what these policies actually deliver to learners. This gap in focus has sometimes resulted in missed opportunities to gain valuable insights into whether these policies and initiatives are achieving their intended goals and how they are impacting education and training systems in the partner countries of the ETF. According to stakeholders, the true value of the Torino Process lies not just in identifying the policies that have been introduced but in evaluating their effectiveness. Are these policies improving the quality of education? Are they enhancing access and inclusion? Are they building more resilient and responsive education systems?

To provide satisfactory answers to these questions, the Torino Process framework must evolve. The focus must shift from broad-based documentation to a more targeted assessment of the outcomes and impact of these policies in support of learners. This is also the answer to the first question of what should be monitored, and how.

Framework architecture with two levels of country participation

To address the considerations above, the new Torino Process framework features a more agile and streamlined architecture to allow for a faster and more targeted process of collecting and interpreting information for policy purposes.

The framework is built around two guiding questions, chosen to be of relevance and significance to all Torino Process users. The questions are as follows:

1. How well do education and training systems deliver to the needs of their stakeholders in a lifelong learning perspective?¹ In other words, how do education and training systems perform?

¹ Lifelong learning perspective refers to the learning of adults and youth in initial and continuing VET and in other formal, non-formal, and informal settings to which VET could or should contribute.

2. How can we explain the system performance from a policy point of view? In other words, which policies influence performance in the areas monitored, and how?

Each of these questions requires a different level and scope of engagement by countries.

The first question is addressed through broad-based, quantitative monitoring of system performance (**Level 1 – policy and system performance monitoring**). This level of involvement comprises a selection of quantitative indicators that serve as proxies for system performance across a carefully curated selection of monitoring dimensions. These dimensions reflect the commitments of countries to provide learners with opportunities for lifelong learning. Participation at this level is open to all countries, with data collected and analysed across multiple countries simultaneously each year.

Countries which wish to engage on that level are expected to nominate a national coordinator, who serves as the primary contact point for evidence collection and coordinates communication with stakeholders within the country. This nomination is a condition for participation in the monitoring process. Coordinators typically come from a relevant line ministry, such as the Ministry of Education or Labour, or from a subordinate entity, such as a national agency.

In contrast, the second question involves a more focused, in-depth review of specific policies and their impact (**Level 2 – reviews of policies for lifelong learning**). This level allows countries to engage in tailored policy reviews that contextualise their monitoring results and identify how their policies and practices may influence these outcomes. Due to the detailed and customised nature of this process, participation at this level is limited to only a few countries per year, on a rolling basis. Here too, countries are expected to nominate a coordinator (it could also be the coordinator for Level 1 activities), who will be in charge of liaising with stakeholders in the country, the relevant national authorities, and with the expert team carrying out the review. Review coordinators typically come from a relevant line ministry or a subordinate national agency.

The following sections provide more detail about each of the two levels of country involvement in the Torino Process, including the purpose, focus, methodology and modality of implementation for each, as well as the anticipated deliverables.

Level 1: Monitoring policy and system performance

Purpose

The purpose of Torino Process monitoring is to provide decision-makers, practitioners, and stakeholders with reliable data on the extent to which their education and training systems, particularly VET, meet a targeted selection of strategic goals and commitments made to various groups of learners. The monitoring results are intended to facilitate informed decisions about policy improvement, resource allocation, strategy design, and follow-up analysis in support of lifelong learning.

Although the focus is on goals and commitments common to all countries, the monitoring results are not intended for direct cross-country comparisons. However, the results can be used from a cross-country perspective to track how performance in specific thematic domains—such as access to adult education—varies across ETF partner countries, regions, and over time.

Focus of monitoring

The focus of Torino Process monitoring is on the performance of education policies and systems, particularly how VET contributes to lifelong learning: the learning activities of youth and adults across various settings, aimed at improving their knowledge, skills, competences, and qualifications for personal, social, or professional purposes.

"Performance," in this context, refers to the extent to which the VET system delivers on a targeted selection of commitments to learners and other stakeholders in support of lifelong learning. The term "system" encompasses the network of institutions, people, policies, practices, resources, and

methodologies in a country and the way they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.

The starting point for monitoring system performance, as understood in this context, is the recognition that education is a sector guided by commitments to learners and other stakeholders, which steer the work of education practitioners, reflect the expectations of beneficiaries, and describe the aspirations of policymakers.

The development of the Torino Process framework involved the careful identification of these commitments in national laws and international agreements, against which to monitor and report on system performance. The goal was to ensure that the selection is meaningful and relevant to all countries despite their different contexts, reform trajectories, and specific policy priorities.

Which commitments are covered in this context?

The framework development process involved a scan of agreements to which numerous countries across the world have committed. These included the UN Sustainable Development Goals, the UNESCO Belem Framework for Action, the EU Council Recommendation on VET and the Osnabruck Declaration, the EU Youth Guarantee, but also long-standing framework agreements such as the Salamanca Statement and Framework for Action, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the UNESCO/ILO Recommendation Concerning the Status of Teachers (1966), the UN Convention against Discrimination in Education, and others.

The scan also included a review of metadata about reforms and reform priorities, both globally and specifically in the partner countries of the ETF, using databases such as the World Education Reform Database (WERD) and information gathered in previous Torino Process rounds.

The review efforts revealed that the commitments of countries in education can be conceptualised as falling in one of three major areas of promises to learners and other stakeholders in the sector. These areas also coincide with the typical trajectory of learners through any learning opportunity, in any country:

- Access
- Quality
- System organisation

These are also the areas in which stakeholders and decision-makers typically expect to see the bulk of policy and system results (outcomes) in education and training.

The breadth of the three areas should not mislead into perceiving and treating education and its performance as something uniform and monolithic. The learners to whom education delivers come from different backgrounds, have different needs, and may engage with the education system in various ways. Correspondingly, education policies often include specific commitments aimed at particular groups, such as improving access for marginalized communities, enhancing vocational training for job seekers, or supporting lifelong learning for adults. To effectively monitor and assess system performance, it is important to break down the three big areas above into more specific dimensions that reflect the diversity of learners.

A break-down would also account for the fact that education and training systems are not a uniform monolith either. An education system consists of various segments and components across different levels of governance, each with its own functions, goals, challenges, and specific commitments. The responsibilities for these segments are often distributed among different individuals and departments, each tasked with managing particular aspects of the system, such as funding, quality assurance, or enrolment, to name just a few. To effectively monitor and assess system performance, it is therefore

equally important to identify these distinct components and responsibilities and, where possible, track them separately.

With this in mind, the Torino Process monitoring framework breaks down the three major areas—access, quality, and system organisation—into eight more specific dimensions which reflect a more or less natural layering or inherent progression within each broad theme, as follows: Area A into access and participation; Area B into quality, relevance, excellence, and innovation; and Area C into steering and management, and resources.

The eight dimensions are described in Table 1.

Table 1. Disaggregation of system performance areas into eight dimensions of monitoring

Areas	Monitoring dimension	Description of the dimension
A. Access	A.1. Access	Captures the degree to which initial VET (IVET), continuing VET (CVET), and other adult learning opportunities are accessible and attractive to a diverse range of learners.
	A.2 Participation	Captures the likelihood of learners to survive and thrive in the VET and adult education system by examining vertical and horizontal permeability, as well as the extent to which learners complete their learning.
B. Quality	B.1 Quality and relevance	This dimension captures the extent to which VET and adult learners are equipped with basic skills and key competences, whether their learning is relevant to employment, and whether they receive adequate career guidance.
	B.2 Excellence	Captures the presence of system-wide policies and measures promoting highest quality results in teaching and training, content design and delivery, governance, VET provider management, and social inclusion.
	B.3 Innovation	This dimension captures the degree to which the VET system is open and receptive to innovation in supporting access to learning, successful completion, and the quality of learning and training outcomes.
	B.4 Responsiveness	Captures the extent to which curricula address themes of long-term importance, such as greening and digitalisation, and assesses responsiveness to more immediate socio-economic developments and labour market changes.
C. System organisation	C.1 Steering and management	This dimension captures the availability of evidence for informed decision-making, the participatory nature of VET governance, the presence and transparency of quality assurance arrangements, the quality and capacity of leadership staff, and the degree of internationalisation in VET.
	C.2 Resourcing	Captures the adequacy and efficiency of human and financial resources in VET and the extent to which the material base for learning and training is conducive to effective teaching, training, and learning.

To bring these broad dimensions of VET performance closer to the realities on the ground and to identify the specific factors driving performance within each dimension, the dimensions were further broken down into 30 policy and system outcomes. This more detailed breakdown helps to better

capture the complexity of education systems and the diversity of deliverables they are expected to produce.

In this context, "outcomes" refer both to the commitments made by the education system—specific promises to deliver certain results to specific learners and stakeholders—and the measurable performance results that indicate how well these commitments have been fulfilled. For example, an outcome might be the commitment to provide access to initial VET, while the performance result reflects the degree to which the system succeeds in doing so. By tracking "outcomes" in this dual sense, the Torino Process monitoring framework not only declares the intended goals that are the focus of monitoring but also captures the actual achievements of the education and training system against these goals.

Table 2 shows an overview of these 30 outcomes. A more detailed description of each can be found in Annex 1 to this document.

Table 2. Disaggregation of monitoring dimensions into 30 policy and system outcomes

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

Dimension A.1	ACCESS
Outcome A.1.1	Access and attractiveness: initial VET
Outcome A.1.2	Access and attractiveness: continuing VET
Outcome A.1.3	Access to other opportunities for lifelong learning ²
Dimension A.2	PARTICIPATION
Outcome A.2.1	Flexible pathways: vertical permeability
Outcome A.2.2	Flexible pathways: horizontal permeability
Outcome A.2.3	Progression and graduation of learners

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 (youth)
Outcome B.1.2	Adult skills and competences
Outcome B.1.3	Links between learning and the world of work
Outcome B.1.4	Employability of learners
Outcome B.1.5	Opportunities for career guidance

² Refers opportunities for lifelong learning beyond those pertaining to VET which are covered in Outcomes A.1.1. and A.1.2. Depending on country context, it may also include ISCED level 5 programmes (short-cycle tertiary education) which are practically oriented and prepare learners to enter the labour market.

Dimension B.2	EXCELLENCE
Outcome B.2.1	Excellence in pedagogy and professional development
Outcome B.2.2	Excellence in programme content and implementation
Outcome B.2.3	Excellence in governance and provider management
Outcome B.2.4	Excellence in social inclusion and equity
Dimension B.3	INNOVATION
Outcome B.3.1	Systemic innovation: access to opportunities for lifelong learning
Outcome B.3.2	Systemic innovation: participation and graduation
Outcome B.3.3	Systemic innovation: quality of learning outcomes
Outcome B.3.4	Systemic innovation: relevance of learning and training outcomes
Dimension B.4	RESPONSIVENESS
Outcome B.4.1	Relevance of learning content: green transition
Outcome B.4.2	Relevance of learning content: digital transition
Outcome B.4.3	Responsiveness of programme offering

C. SYSTEM ORGANISATION

Dimension C.1	STEERING AND MANAGEMENT
Outcome C.1.1	Data availability and use
Outcome C.1.2	Participatory governance
Outcome C.1.3	Public accountability and reliable quality assurance
Outcome C.1.4	Professional capacity of staff in leadership positions
Outcome C.1.5	Internationalisation
Dimension C.2	RESOURCING
Outcome C.2.1	Adequate financial resource allocation and use
Outcome C.2.2	Adequate human resource allocation and use
Outcome C.2.3	Adequate material base

These 30 outcomes describe the key commitments that education and training systems are expected to deliver regardless of learner demographics. However, to accurately assess whether these commitments are being met, it is essential to connect these outcomes to the specific groups of

learners they are intended to serve. This approach acknowledges that educational and training systems must do more than just meet average benchmarks; they must also ensure that diverse groups of learners—such as female students, socioeconomically disadvantaged individuals, or adults at risk of exclusion—are being effectively supported in alignment with the commitments countries have made to them.

Therefore, the final step in the disaggregation process involves not just evaluating the outcomes at a general level but also examining how well these outcomes serve the specific needs and expectations of different groups of learners. To effectively monitor and assess whether those outcomes are being met, they are broken down into specific, measurable targets (monitoring targets or “MTs”) that reflect how the 30 outcomes apply to different groups of learners. “Monitoring targets” in this context are practical metrics used to evaluate the performance of systems in delivering the promised outcomes.

By connecting outcomes to specific learner groups, the monitoring framework ensures a more comprehensive and equitable assessment of system performance. In total, the Torino Process monitoring framework tracks 82 monitoring targets for the reporting rounds of 2023 and 2024: 30 core targets that reflect the outcomes irrespective of who the learners are (outcomes for the general learner population, so to speak), and 52 additional targets focused on specific groups. The 52 supplementary targets are based on different variables which include the age, sex, socioeconomic status, and migration background of learners. The learner groups covered by the 52 supplementary targets are:

- Youth and adults
- Female learners
- Socio-economically disadvantaged youth
- Adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults)
- First generation migrants

The full list of monitoring targets and their unique identifier numbers can be found in Annex 2 of this Guide.

Monitoring evidence and data sources

The Torino Process monitoring relies on a combination of quantitative and quantified evidence (numerical data derived from self-assessments conducted by countries) to calculate a System Performance Index (SPI) for each of the 82 monitoring targets (MTs).

The quantitative evidence consists of indicators from international repositories, selected to ensure they are readily available and internationally comparable.³ These repositories include databases from UNESCO, the World Bank, the OECD, and others.

To comprehensively assess each monitoring target, most targets are tracked using a group of indicators. These indicators are selected for their explanatory power in capturing specific aspects of the target. As a result, the quantitative indicators often serve as high-quality proxies rather than direct matches for the policy and system deliverables being monitored. For example, in the absence of an internationally comparable indicator on the attractiveness of CVET to learners (Outcome A.1.2, MT 5), the framework uses the average cost of a CVET course as one such proxy, since cost is a known factor influencing participation.

The indicators are consistent across all countries and are subject to annual updates, both in terms of their values and, if necessary, in their selection. Table 3 provides an overview of quantitative indicators in the Torino Process framework by source.

³ Some of these internationally comparable indicators may be **based on quantifications** of responses to qualitative surveys, depending on the evidence collection methodology applied by the respective data provider.

Table 3. Provenience of quantitative proxy indicators – Torino Process monitoring

Data repository	No. of indicators	Data repository	No. of indicators
OECD PISA	48	UOE databases	4
UNESCO	24	ITU	3
Eurostat	17	ETF KIESE	3
OECD PIAAC	14	TIMSS/PIRLS	2
OECD TALIS	9	European Social Survey	1
The World Bank	5	IMF	1
ILO	4		

A full list of the indicators used in 2023 by area, monitoring dimension, and policy and system outcome can be found at the following link: <https://bit.ly/47J7FKu>.

In cases where internationally comparable quantitative data is unavailable for a particular monitoring target, the Torino Process relies on quantified evidence derived from a structured questionnaire, through which countries can self-assess their performance with regard to this target. Countries evaluate their performance on a scale from 1 (worst) to 5 (best), and these responses are then converted into numerical values, which are used to calculate the SPI for that target.

Each monitoring target has a corresponding question in the questionnaire, meaning there are 82 questions in total—one for each target. These questions are the same for all countries, ensuring consistency in the self-assessment process. However, the number of questions a country receives depends on the availability of quantitative evidence. A country will only be asked to respond to questions for targets where the necessary quantitative data is missing.

To ensure the validity of each response, each question includes three mandatory components: a narrative component, a self-assessment component, and an evidence and source component. Table 4 provides an example.

Table 4. Sample of a qualitative monitoring question in the 2022-2023 round of monitoring**Question 1 (MT 1, Outcome A.1.1)**

Outcome/Target	Part 1: Narrative component	Part 2: Self-assessment component	Part 3: Evidence and source component
Question 1: Access and attractiveness: initial VET	In your own words, how accessible are initial VET programmes in your country and also, how attractive are they to prospective learners overall? In your response, please, cover both aspects of the question (access and attractiveness).?	<p>Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views</p> <p>(Tick one box only)</p> <p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> To some extent agree or disagree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly agree</p>	Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

The full list of questions used in the 2022-2023 round of Torino Process monitoring can be found here: <https://bit.ly/4eHuNLB>.

Monitoring process

To ensure consistency in the collection of data across countries, the Torino Process monitoring follows a uniform sequence of steps.

The first step is the annual compilation of quantitative data in the form of monitoring indicators (proxies) for each country and outcome. While the selection of data is the same for all countries, it is reviewed annually and updated if necessary to ensure its continued relevance. The data is sourced from open-access international repositories, such as those maintained by UNESCO, the World Bank, and others (Table 3). This desk-based compilation process is conducted by the ETF.

The second step is the identification of outcomes and associated monitoring targets where quantitative data is missing, followed by the collection of self-assessment data from countries via questionnaires to fill these gaps. Once collected, the data is quantified and used as substitutes in the calculation of system performance indices for targets affected by the lack of quantitative evidence. "Missing" in this context refers to the complete absence of indicators for a given outcome or target.

The second step is divided into three actions:

- The **first action** is to prepare questionnaires which address the country-specific data gaps. These questionnaires are drawn from a predefined repository of 82 questions (one per target), but each country receives only the questions related to the monitoring targets for which quantitative proxies are missing.
- The **second action** is the submission of evidence and information by the countries participating in the monitoring. This involves the distribution of questionnaires to the national Torino Process coordinator in each country and the collation of responses by the coordinator in consultation with stakeholders.

There are no mandatory requirements regarding the process of preparing the responses. However, once received, they are treated as the officially sanctioned responses of the country. The responses can be generated through consultations with stakeholders, or they can be prepared in advance and shared with them subsequently for validation, or in any other modality which fits the national context and needs of countries participating in the monitoring.

- Once the questionnaires are filled out, the ETF carries out a technical compliance check to ensure that all three sub-sections of each question have been addressed and request additional information from countries where sections have been left blank.

Afterward, the process advances to the fourth step: the quantification of the self-assessment results and the calculation of the 82 System Performance Indices (SPIs) for each country (see link below for methodology).

The fourth step involves the calculation of the 82 System Performance Indices (SPIs) for each country. The SPI are derived by combining quantitative data, or quantified self-assessment data where quantitative data is missing, into a single, comprehensive score for each monitoring target. Since the data points often vary in scale, they are first rescaled to a common 0-100 scale, where higher scores indicate better performance. For targets which rely on self-assessment data, the responses are converted to the same 0-100 scale and combined with the rest of the data for the calculation.

Once all the data is prepared, the indicators are weighted and averaged to produce a composite SPI score for each monitoring target. The weighting is determined through expert analysis and the importance of each indicator to the specific outcomes being measured. Finally, the composite scores are aggregated across different dimensions and areas of monitoring to generate the overall SPI for a target or a group of targets within a dimension.

This method ensures that the SPIs reflect both the available quantitative data and the quantified, yet inherently qualitative insights from the country self-assessments, offering a comprehensive measure of system performance.

A full overview of how the calculations of the SPIs are done can be found here: <https://bit.ly/3XJg101>.

Deliverables

Each year, the Torino Process monitoring provides a set of deliverables, as follows:

- **Raw data/primary evidence** in the form of country responses and quantitative indicators.
- **Composite evidence** in the form of SPIs derived from the raw data.
- **Analytical outputs** in the form of performance reports presenting the composite evidence (monitoring reports for each country, a cross-country report for all countries, thematic reports).

First, the monitoring delivers **raw data** in the form of country responses and quantitative indicators. These are stand-alone units of primary evidence that can be used independently. Second, it delivers **indices of system performance (SPIs)** derived from the aggregation of these raw data units. The SPIs provide a more synthesized and comprehensive view of system performance by combining both quantitative and quantified self-assessment data. Finally, **analytical outputs** are prepared to interpret the composite evidence, offering insights into what the data reveals about the performance of education and training systems.

The SPIs provide a flexible way to monitor performance across multiple dimensions. They allow for tracking performance **by country** across all thematic areas of monitoring (grey vertical arrow in Table 5), which provides a comprehensive overview of system performance within a specific national context. Additionally, the SPIs enable monitoring **by theme** or themes across all countries or groups of countries (blue horizontal arrow in Table 5). These themes may refer to broad areas of system performance, such as access, quality, or governance, but also to specific learner groups, such as female students, socioeconomically disadvantaged learners, or adults at risk of exclusion.

Table 5. Main dimensions of system performance monitoring: tracking by country and theme

Monitoring area	Monitoring dimension	Outcome	MT	Description	AM	AZ	BA	EG	GE
A. Access & participation	A.1 Access	A.1.1	MT1	Access to and attractiveness of initial VET for youth: all	50	75	55	75	90
A. Access & participation	A.1 Access	A.1.1	MT2	Access to and attractiveness of initial VET for youth: females	50	50	64	38	75
A. Access & participation	A.1 Access	A.1.1	MT3	Access to and attractiveness of initial VET for youth: socio-economically disadvantaged	50		50	75	75
A. Access & participation	A.1 Access	A.1.1	MT4	Access to and attractiveness of initial VET for youth: first generation migrants	25	75	25	75	50

In addition to assessing system performance, the Torino Process monitoring tracks the international comparability and reliability of the evidence used to calculate the System Performance Indices (SPIs). This is done through three supplementary indices, each ranging from 0 to 100, which measure different aspects of the data.

The **International Comparability Index (ICI)** assesses the extent to which the results of a country are based on internationally comparable data. It is calculated by measuring how many of the intended

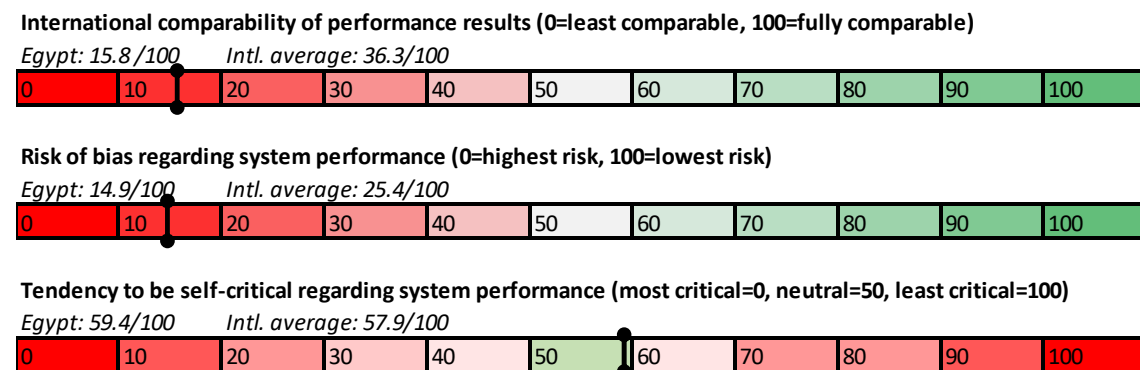
quantitative indicators are available for a country across the entire monitoring framework. The more indicators available, the more comparable the results, with 100 being the highest possible score.

The **Bias Propensity Index (BPI)** measures the risk of bias in the data by assessing how many of the SPIs for a country are based on internationally comparable data. It tracks what proportion of the 82 SPIs for a country are calculated using quantitative indicators and how many rely on self-assessment responses. A higher BPI score (with 100 being the maximum) indicates a lower the risk of bias, as it means that more of the SPIs are based on quantitative data. Conversely, a lower BPI score suggests a higher risk of bias, since more of the SPIs rely on subjective self-assessments rather than objective data.

Finally, the **Tendency to Be Self-Critical Index** examines whether the self-assessment responses of a country are overly positive, overly negative, or neutral. A score of 50 is ideal, indicating a balanced and neutral self-assessment. Scores closer to 0 or 100 indicate a tendency to either undervalue or overestimate the performance of the system.

Figure 1 provides a sample of these reliability indices for a country chosen at random from the Torino Process sample. Together, the indices are meant to provide a rather comprehensive view of not only how well the education and training systems perform but also the reliability and comparability of the data behind the monitoring results.

Figure 1. Sample of Torino Process evidence reliability indices for a country



Based on the SPIs and the evidence reliability indices, the Torino Process produces the following types of outputs each year:

- **Country Monitoring Reports:** These reports summarize the results of monitoring VET system performance for individual countries. They focus on how well the VET system delivers on national and international commitments to learners and other stakeholders, with an emphasis on lifelong learning (LLL). The reports provide decision-makers with a reliable basis for informed decisions about policy improvements, resource allocation, strategy design, and follow-up analysis.
- **Cross-Country Report:** This annual report offers an overview of key trends and developments in education, training, and employment across ETF partner countries. It incorporates data from the Torino Process and has a strong focus on lifelong learning. The report aims to assess how well education and training systems support diverse learning needs across different settings and ensure equitable access for all learners.
- **Thematic Reports:** These reports focus on specific themes or challenges relevant to education and training systems in ETF partner countries. The thematic reports explore particular areas of system performance or policy impact, providing targeted insights on specific aspects of vocational education, lifelong learning, or other relevant issues.

A full overview of all data and information collected in the 2022-2023 round of Torino Process monitoring can be found here: <https://bit.ly/3XGm9WY>.

Level 2: Reviews of policies for lifelong learning

Purpose

Countries opting for Level 2 participation in the Torino Process will be able to review their lifelong learning policies. This includes documenting and assessing the effectiveness of their practices and learning provisions against the backdrop of a) demand for learning opportunities and b) relevant socio-economic and demographic developments that may influence this demand.

The purpose of the Torino Process policy reviews is to identify areas for improvement, enabling the education and training system to meet the needs of all learners throughout life, regardless of their age or circumstances.

Focus of policy reviews

The focus of the Torino Process policy reviews complements the monitoring of system performance by shifting attention from outcomes to the underlying policies and practices that shape them. While monitoring at Level 1 tracks how well education and training systems deliver on their commitments to learners and stakeholders, policy reviews examine the broader context: the mechanisms, policies, and practices that may influence those outcomes. This means exploring how systems are organised and how policies and practices contribute to—or hinder—the ability of education and training to meet its commitments.

At the heart of these reviews, as with performance monitoring, is an approach that focuses on key areas of commitment to learners, such as access to education or quality of learning. The common conceptual basis for both monitoring and reviews is rooted in the same recognition that commitments to learners and other stakeholders steer the work of education practitioners, reflect the expectations of beneficiaries, and describe the aspirations of policymakers.

Naturally, within this broad conceptual scope, the needs and expectations of countries which are interested in reviewing their policies for lifelong learning will vary depending on their national context, policy priorities, and aspirations. The reviews are designed to accommodate the diversity of expectations and needs, but **within the limits of the themes covered by the policy and system performance monitoring at Level 1**.

As already noted, these themes may fall into one of the three major areas—**access, quality, and system organisation**—and into one or more of the **eight more specific dimensions** within each area, namely access and participation; quality, relevance, excellence, and innovation; steering and management, and human and financial resources. Again within the scope of the monitoring framework, the reviews may focus on **specific groups of learners of strategic importance** to countries: youth, adults, female learners, socio-economically disadvantaged youth, adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults), and first-generation migrants.

Process and deliverables

The Torino Process policy reviews are designed to be demand-driven, voluntary, and participatory: they take place in close cooperation with countries through site visits, consultations, and other formats of dialogue and co-creation of policy insights and action.

Notwithstanding possible country-specific adaptations in the implementation modalities, each review consists of four phases: review launch, desk research, site visits, and reporting with validation. These phases are preceded by a **period of preparation** which includes the formal expression of interest by

the country, agreement on the theme and timing of the review, and the nomination of a national coordinator for the review.⁴

The phases of the policy review are as follows:

PHASE ONE: Review launch

In communication with the national coordinator, this phase focuses on:

- Forming the **review team**. The team can consist of not more than five members: three national and international experts depending on the chosen themes (of which one lead reviewer/rapporteur), and two ETF representatives, of which one could be the ETF liaison for the country under review. The experts are chosen by the ETF, in communication with the country. The Review team works closely with the nominated national coordinator and members of the reference group (if there is any) during the review.
- Organising a **review launch event** to inform stakeholders about the review, gather input on their perspectives and expectations, and establish a national reference group, if required. Discussion of stakeholders to be involved can be found in the next section.

PHASE TWO: Desk research

This phase involves the review of primary and secondary evidence pertaining to the theme. National and international experts, in coordination with the review team, gather and assess documentation related to career guidance systems, active labour market policies, qualification frameworks, skills recognition/validation, and more.

The phase concludes with the delivery of a short **issues paper** which summarises the findings and formulates questions that will guide the site visits. Amendments may be introduced following feedback from the national coordinator in coordination with the other members of the review team.

The issues paper describes a preliminary selection of hypotheses and policy challenges for further exploration. The issues paper will be sent to the country for verification and consultation ahead of the site visits. It may also be used as part of an information package for stakeholders which they will receive ahead of being interviewed in the course of the site visits.

The issues paper may also include a questionnaire for the country, as well as targeted requests for supplementary data in case the documents provided so far do not supply all the needed information.

PHASE THREE: Site visits

Building on the desk research, the site visits aim to:

- Validate or refine the preliminary findings.
- Engage the review team directly with key stakeholders to discuss their experiences, tentative review findings, and/or any other matter of importance to advancing the analysis for the review.

The list of site visits may include any counterpart deemed of relevance for the review, such as national and regional institutions, providers, social partners and civil society organisations, practitioners, students, etc. The list is being elaborated in consultation with the country. The country and the national expert on the review team have a key role in developing this list, especially when the review team may not be aware which counterpart may be the best suited to provide information on a given topic or issue of interest.

The main objective of the site visits is to gather additional information, contextualise the existing information, and ensure that the review team has a clear understanding of policy and practice

⁴ Depending on country expectations and inter-institutional traditions, this step may also include the formation of a national coordination body or committee (reference group) which will oversee the lifelong learning review, and which will act as consultative platform in order to assist in the implementation of the review process

concerning the theme of the review, both from a systemic perspective and from the point of view of beneficiaries and stakeholders.

The site visits are also meant to provide a unique opportunity to consult with stakeholders *in situ*. In some cases, this may be outside of the mainstream of usual locations and contexts, such as in rural or remote areas and with people from disadvantaged but strategically important groups of learners, etc.

Step 1. Preparation of site visits:

- Selection of regions and stakeholders in coordination with the national coordinator.
- Finalisation of an agenda and delegation of responsibilities among the review team.

Step 2. Conducting site visits:

The review team visits identified institutions and conducts interviews and focus groups. Evidence is being gathered primarily through interviews, either with individuals or groups, at their usual locations to ensure authentic insights.

The site visits have the following steps:

- **Preparation and organisation of the site visits** by the national review coordinator. The geographic scope and duration of these visits will depend on the choice of counterparts, and on the focus and scope of the review in each participating country. For instance, in some countries and for some stakeholders, it may be sufficient to organise meetings in the capital in the course of few days, while in other countries, it may be necessary to ensure a broader coverage with field visits to regions, discussions with beneficiary groups *in situ*, etc. In such a scenario, the site visits may take longer and involve local travel logistics, etc.

The plan for the site visits also includes an indication of the **format of information collection** from counterparts included in the plan. In principle, the site visits will **primarily rely on unstructured or semi-structured individual or group interviews** as the main data-gathering approach. While focus groups are possible, they require a dedicated methodology that must be tailored to each theme and setting. Given the wide variation in countries, team members, stakeholders, and work styles, ensuring consistency of approach and quality of moderation across focus groups would be challenging and resource intensive. For this reason, **focus groups should only be considered as a last resort** when interviews are not feasible.

- Conducting the site visits: during this step it may become necessary to adjust and complement the initial site visits plan as new information emerges and the team gathers recommendations for additional counterparts to meet (snowball effect).

Step 3. Debriefing and consolidation:

The site visits conclude with a debriefing meeting or event, which involves the national coordinating institution/body and relevant stakeholders, and at which the review team shares a set of preliminary findings and conclusions to validate its observations before starting with the preparation of the review report. The team prepares a summary and, if requested, a presentation for debriefing national authorities on the results of the site visits.

PHASE FOUR: Compilation, reporting, and validation

Based on site visit findings and stakeholder discussions, the review team drafts the review report. It is being shared with stakeholders for feedback and discussed in a dissemination and validation meeting.

The length of the report can be decided for each country individually, but as a rule of thumb, it should not exceed 20,000 words in total.

The report is based on the analysis of data and the collection of insights from national stakeholders. Its structure can vary between countries depending on the themes chosen, to ensure a clear and accessible presentation of findings and recommendations. At the same time, all reports will share a

set of mandatory, uniform elements to ensure that they are consistent and have an instantly recognisable identity as reviews of policies for lifelong learning. These elements include:

- An **executive summary**
- An **introductory element**, which describes the background and scope of the review, provides a brief description of the review report, and provides relevant country background and an overview of lifelong learning in the country, including a map of stakeholders involved in lifelong learning by stake and responsibility
- A **reporting element**, which comprises chapters presenting the findings of the review by policy cluster and/or area within clusters (Table 6)
- A **follow-up/concluding element** featuring draft recommendations in response to these findings, structured by chapter, organised by recommended priority of implementation
- A block with **annexes** providing summarised information about the review methodology, the review team, the site visits, and the stakeholders consulted, as well as any other supplementary information of relevance

The review process concludes with a consultation and dissemination event organised by the ETF in cooperation with the partner country, with the help and support of the review team. The objective is to disseminate the draft report, raise awareness about the review outcomes, and discuss the appropriateness and feasibility of policy recommendations with key stakeholders. Another feature of this event is to discuss the relevant ways to implement the recommendations and possibilities of technical and financial support by the EU delegations and other active international organisations in the country.

The report and its recommendations are finalised after the dissemination and consultation event so that it can incorporate the conclusions of stakeholders regarding the recommended follow-up actions.

Summary of responsibilities

For the convenience of users, this section summarises the preceding sections regarding the involvement, contribution, and responsibilities of countries and national review coordinators in the process of reviewing policies for lifelong learning (Level 2 of the Torino Process framework).

Through their nominated national coordinators/coordinating institutions, countries participating in the reviews are in charge of the following:

- **At the stage of preparation for reviews:** nomination of a national review coordinator by exchange of official letters; formal expression of interest to undertake the Torino Process review of policies for lifelong learning. This also includes information about the desired thematic focus of the review.
- **At the stage of analysis and site visits:** submission of relevant documents and sources for the desk research; provision of comments and inputs to the issues paper and of responses to the questionnaire and data requests by the review team (if any); preparation of a list of site visits in cooperation with ETF and the review team; preparation and organisation of the site visits (agenda for the site visits, support with the logistics, as needed); support in the identification of stakeholders for the debriefing meeting as well as co-hosting the meeting;
- **At the stage of validation and dissemination:** provision of comments and inputs to the final draft of the review report; support in the identification of stakeholders for the final validation and dissemination meeting, as well as co-hosting the meeting.

Annex 1: Areas, dimensions, and outcomes in focus of monitoring

Area A. ACCESS AND PARTICIPATION

Dimension A.1	ACCESS
Outcome A.1.1	Access and attractiveness: initial VET 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.
Outcome A.1.2	Access and attractiveness: continuing VET Captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups.
Outcome A.1.3	Access to other opportunities for lifelong learning Captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 and VET, such as active labour market policies (ALMPs).
Dimension A.2	PARTICIPATION
Outcome A.2.1	Flexible pathways: vertical permeability Captures the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between consecutive tracks of education and training (general and vocational).
Outcome A.2.2	Flexible pathways: horizontal permeability Captures the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings.
Outcome A.2.3	Completion of learning (graduation) in preparation of progression: to successive stages of education and training or to employment This outcome refers to the degree of success (graduation, progression) of learners in VET, for instance in comparison with other education and training alternatives.

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 Captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for young learners in formal education (including IVET), as defined in regular international surveys and international assessments.
Outcome B.1.2	Adult skills and competences 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	Links between learning and the world of work Reflects the pragmatic relevance of IVET and CVET programmes through the lens of participation in work-based learning (WBL) 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 opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component.
Outcome B.1.5	Opportunities for career guidance Captures the timely availability of up-to-date information about professions and education programmes, which information allows prospective and current students in VET to take informed decisions concerning their education and employment paths.
Dimension B.2	EXCELLENCE
Outcome B.2.1	Excellence in pedagogy and professional development Captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers.
Outcome B.2.2	Excellence in programme content and implementation Captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning.
Outcome B.2.3	Excellence in governance and provider management Captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not.
Outcome B.2.4	Excellence in social inclusion and equity Captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not.
Dimension B.3	INNOVATION
Outcome B.3.1	Systemic innovation in providing access to opportunities for lifelong learning Captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning.
Outcome B.3.2	Systemic innovation in promoting participation and graduation Captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning, and the extent to which they are systemic (or not).
Outcome B.3.3	Systemic innovation in boosting quality of learning and training outcomes Captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners.
Outcome B.3.4	Systemic innovation in raising the relevance of learning and training outcomes Captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners.
Dimension B.4	RESPONSIVENESS
Outcome B.4.1	Relevance of learning content: green transition 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 tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result.
Outcome B.4.3	Responsiveness of programme offering 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	STEERING AND MANAGEMENT
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 Captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning opportunities for LLL through initial and continuing VET.
Outcome C.1.3	Public accountability and reliable quality assurance This outcome tracks the extent to which reliable and trustworthy quality assurance (QA) mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the QA results are publicly available.
Outcome C.1.4	Professional capacity of staff in leadership positions This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on provider level.
Outcome C.1.5	Internationalisation This outcome monitors the degree of internationalisation in IVET and CVET, such as internationalisation of QA arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, and others).
Dimension C.2	RESOURCING
Outcome C.2.1	Adequate financial resource allocations and use Captures the adequacy of financial resources invested in IVET and CVET 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 Captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management.
Outcome C.2.3	Adequate material base Captures the extent to which the material base for learning and training is adequate, including learning and training materials which are supportive of and promote effective teaching, training, and learning.

Annex 2: Monitoring targets (MT) by area, dimension, and outcome

Monitoring area	Monitoring dimension	Outcome	MT	Description: commitment and learner group		Core target (Y/N)
A. Access and participation	A.1 Access	A.1.1	MT1	Access to and attractiveness of initial VET for	youth: all	Y
A. Access and participation	A.1 Access	A.1.1	MT2	Access to and attractiveness of initial VET for	youth: females	N
A. Access and participation	A.1 Access	A.1.1	MT3	Access to and attractiveness of initial VET for	youth: socio-economically disadvantaged	N
A. Access and participation	A.1 Access	A.1.1	MT4	Access to and attractiveness of initial VET for	youth: first generation migrants	N
A. Access and participation	A.1 Access	A.1.2	MT5	Access to and attractiveness of continuing VET for	adults: all	Y
A. Access and participation	A.1 Access	A.1.2	MT6	Access to and attractiveness of continuing VET for	adults: females	N
A. Access and participation	A.1 Access	A.1.2	MT7	Access to and attractiveness of continuing VET	adults: formal learning settings	N
A. Access and participation	A.1 Access	A.1.2	MT8	Access to and attractiveness of continuing VET	adults: non-formal learning settings	N
A. Access and participation	A.1 Access	A.1.2	MT9	Access to and attractiveness of continuing VET for	adults: long-term unemployed	N
A. Access and participation	A.1 Access	A.1.2	MT10	Access to and attractiveness of continuing VET for	adults: economically inactive	N
A. Access and participation	A.1 Access	A.1.2	MT11	Access to and attractiveness of continuing VET for	adults: low or no education	N
A. Access and participation	A.1 Access	A.1.2	MT12	Access to and attractiveness of continuing VET for	adults: first generation migrants	N
A. Access and participation	A.1 Access	A.1.3	MT13	Access to other opportunities for lifelong learning for	adults: all	Y
A. Access and participation	A.1 Access	A.1.3	MT14	Access to other opportunities for lifelong learning for	adults: females	N
A. Access and participation	A.1 Access	A.1.3	MT15	Access to other opportunities for lifelong learning for	adults: formal learning settings	N
A. Access and participation	A.1 Access	A.1.3	MT16	Access to other opportunities for lifelong learning for	adults: non-formal learning settings	N
A. Access and participation	A.1 Access	A.1.3	MT17	Access to other opportunities for lifelong learning for	adults: long-term unemployed	N
A. Access and participation	A.1 Access	A.1.3	MT18	Access to other opportunities for lifelong learning for	adults: economically inactive	N
A. Access and participation	A.1 Access	A.1.3	MT19	Access to other opportunities for lifelong learning for	adults: low or no education	N
A. Access and participation	A.1 Access	A.1.3	MT20	Access to other opportunities for lifelong learning for	adults: first generation migrants	N
A. Access and participation	A.2 Participation	A.2.1	MT21	Flexible pathways: vertical permeability of VET for	youth and adults	Y
A. Access and participation	A.2 Participation	A.2.1	MT22	Flexible pathways: vertical permeability of VET for	youth and adults: females	N
A. Access and participation	A.2 Participation	A.2.1	MT23	Flexible pathways: vertical permeability of VET for	youth: socio-economically disadvantaged	N
A. Access and participation	A.2 Participation	A.2.1	MT24	Flexible pathways: vertical permeability of VET for	youth and adults: first generation migrants	N
A. Access and participation	A.2 Participation	A.2.2	MT25	Flexible pathways: horizontal permeability of VET for	youth and adults	Y
A. Access and participation	A.2 Participation	A.2.2	MT26	Flexible pathways: horizontal permeability of VET for	youth and adults: formal and non-formal settings	N
A. Access and participation	A.2 Participation	A.2.2	MT27	Flexible pathways: horizontal permeability of VET for	youth and adults: females	N
A. Access and participation	A.2 Participation	A.2.2	MT28	Flexible pathways: horizontal permeability of VET for	youth: socio-economically disadvantaged	N
A. Access and participation	A.2 Participation	A.2.2	MT29	Flexible pathways: horizontal permeability of VET for	youth and adults: first generation migrants	N
A. Access and participation	A.2 Participation	A.2.3	MT30	Progression and graduation in VET of	youth	Y
A. Access and participation	A.2 Participation	A.2.3	MT31	Progression and graduation in VET of	youth: females	N

A. Access and participation	A.2 Participation	A.2.3	MT32	Progression and graduation in VET of	youth: socio-economically disadvantaged	N
A. Access and participation	A.2 Participation	A.2.3	MT33	Progression and graduation in VET of	youth: first generation migrants	N
A. Access and participation	A.2 Participation	A.2.3	MT34	Progression and graduation in general education of	youth	N
B. Quality and relevance	B.1 Quality	B.1.1	MT35	Key competences/quality of learning outcomes VET for	youth and adults	Y
B. Quality and relevance	B.1 Quality	B.1.1	MT36	Key competences/quality of learning outcomes VET for	youth: females	N
B. Quality and relevance	B.1 Quality	B.1.1	MT37	Key competences/quality of learning outcomes VET for	youth: socio-economically disadvantaged	N
B. Quality and relevance	B.1 Quality	B.1.1	MT38	Key competences/quality of learning outcomes VET for	youth and adults: first generation migrants	N
B. Quality and relevance	B.1 Quality	B.1.2	MT39	Skills and competences of	adults: all	Y
B. Quality and relevance	B.1 Quality	B.1.2	MT40	Skills and competences of	adults: females	N
B. Quality and relevance	B.1 Quality	B.1.2	MT41	Skills and competences of	adults: long-term unemployed	N
B. Quality and relevance	B.1 Quality	B.1.2	MT42	Skills and competences of	adults: economically inactive	N
B. Quality and relevance	B.1 Quality	B.1.2	MT43	Skills and competences of	adults: first generation migrants	N
B. Quality and relevance	B.1 Relevance	B.1.3	MT44	Links between VET and the world of work in support of	youth and adults	Y
B. Quality and relevance	B.1 Relevance	B.1.4	MT45	Employability of learners in VET, in particular of	youth and adults	Y
B. Quality and relevance	B.1 Relevance	B.1.4	MT46	Employability of learners in VET, in particular of	youth and adults: females	N
B. Quality and relevance	B.1 Relevance	B.1.4	MT47	Employability of learners in VET, in particular of	youth and adults: non-formal learning settings	N
B. Quality and relevance	B.1 Relevance	B.1.4	MT48	Employability of learners in VET, in particular of	youth and adults: first generation migrants	N
B. Quality and relevance	B.1 Relevance	B.1.5	MT49	Opportunities for career guidance in VET for	youth: all	Y
B. Quality and relevance	B.2 Excellence	B.2.1	MT50	Excellence: pedagogy and professional development VET for	youth and adults	Y
B. Quality and relevance	B.2 Excellence	B.2.2	MT51	Excellence: programme content and implementation VET for	youth and adults	Y
B. Quality and relevance	B.2 Excellence	B.2.3	MT52	Excellence: governance and provider management VET for	youth and adults	Y
B. Quality and relevance	B.2 Excellence	B.2.4	MT53	Excellence: social inclusion and equity in VET for	youth and adults	Y
B. Quality and relevance	B.3 Innovation	B.3.1	MT54	Systemic innovation in VET: access to learning for	youth and adults	Y
B. Quality and relevance	B.3 Innovation	B.3.1	MT55	Systemic innovation in VET: access to learning for	youth and adults: females	N
B. Quality and relevance	B.3 Innovation	B.3.1	MT56	Systemic innovation in VET: access to learning for	youth: socio-economically disadvantaged	N
B. Quality and relevance	B.3 Innovation	B.3.1	MT57	Systemic innovation in VET: access to learning for	adults: long-term unemployed	N
B. Quality and relevance	B.3 Innovation	B.3.1	MT58	Systemic innovation in VET: access to learning for	adults: economically inactive	N
B. Quality and relevance	B.3 Innovation	B.3.1	MT59	Systemic innovation in VET: access to learning for	adults: low or no education	N
B. Quality and relevance	B.3 Innovation	B.3.1	MT60	Systemic innovation in VET: access to learning for	youth and adults: first generation migrants	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT61	Systemic innovation in VET: participation and graduation of	youth and adults	Y
B. Quality and relevance	B.3 Innovation	B.3.2	MT62	Systemic innovation in VET: participation and graduation of	youth and adults: females	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT63	Systemic innovation in VET: participation and graduation of	youth: socio-economically disadvantaged	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT64	Systemic innovation in VET: participation and graduation of	adults: long-term unemployed	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT65	Systemic innovation in VET: participation and graduation of	adults: economically inactive	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT66	Systemic innovation in VET: participation and graduation of	adults: low or no education	N
B. Quality and relevance	B.3 Innovation	B.3.2	MT67	Systemic innovation in VET: participation and graduation of	youth and adults: first generation migrants	N

B. Quality and relevance	B.3 Innovation	B.3.3	MT68	Systemic innovation in VET: quality of learning for	youth and adults	Y
B. Quality and relevance	B.3 Innovation	B.3.4	MT69	Systemic innovation in VET: relevance of learning for	youth and adults	Y
B. Quality and relevance	B.4 Responsiveness	B.4.1	MT70	Relevance of learning content in VET: green transition for	youth and adults	Y
B. Quality and relevance	B.4 Responsiveness	B.4.2	MT71	Relevance of learning content in VET: digital transition for	youth and adults	Y
B. Quality and relevance	B.4 Responsiveness	B.4.2	MT72	Relevance of learning content in VET: digital transition for	youth: socio-economically disadvantaged	N
B. Quality and relevance	B.4 Responsiveness	B.4.2	MT73	Relevance of learning content in VET: digital transition for	adults: low or no education	N
B. Quality and relevance	B.4 Responsiveness	B.4.3	MT74	Responsiveness of programme offering in VET for	youth and adults	Y
C. System organisation	C.1 Steering	C.1.1	MT75	Data availability	for all groups of learners	Y
C. System organisation	C.1 Steering	C.1.2	MT76	Participatory governance in	VET	Y
C. System organisation	C.1 Steering	C.1.3	MT77	Public accountability and reliable quality assurance in	VET	Y
C. System organisation	C.1 Steering	C.1.4	MT78	Professional capacity of staff in leadership positions in	VET	Y
C. System organisation	C.1 Steering	C.1.5	MT79	Internationalisation of	VET	Y
C. System organisation	C.2 Resourcing	C.2.1	MT80	Adequate financial resource allocations and use in	VET	Y
C. System organisation	C.2 Resourcing	C.2.2	MT81	Adequate human resource allocation and use in	VET	Y
C. System organisation	C.2 Resourcing	C.2.3	MT82	Adequate material base in	VET	Y