

THE TORINO PROCESS 2014



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1. INTRODUCTION

In 2010 and 2012 the European Training Foundation (ETF) launched the first two rounds of the Torino Process, in which most of its partner countries participated. In May 2013 the ETF organised a conference entitled 'The Torino Process: Moving skills forward', which was attended by some 200 policy makers, experts and practitioners of vocational education and training (VET) from ETF partner countries, the European Union (EU) and international organisations. Both in the Declaration of this conference (see Annex 2) and in the external evaluation covering both rounds of the Torino Process, the relevance of this exercise is acknowledged by the partner countries and the international community. The Torino Process is perceived as a useful tool for policy analysis and the identification of priorities and challenges in the sector, and as an important step on the road towards evidence-based policy making in the partner countries.

The Torino Process has been inspired by policy assessment processes at EU level, notably the Copenhagen Process in VET and the 2010 Bruges Communiqué. Indeed, the Torino Process in partner countries complements the review of progress towards the common EU VET policies, objectives and tools under the Bruges Communiqué. This complementarity facilitates mutual learning between the EU and its partner countries. Following a similar biennial format as the Bruges Process, the Torino Process is now entering its third edition in 2014.

1.1 WHAT IS THE TORINO PROCESS?

The Torino Process is a participatory process leading to an evidence-based analysis of VET policies in a given country.

It is carried out in order to build consensus on the possible ways forward in VET policy and system development. This includes the determination of the state of the art and vision for VET in each country, or, after a two-year period, an assessment of the progress that countries are making in achieving the desired results.

The added value of the Torino Process lies in the fact that it embeds VET within the socioeconomic context, and ensures that the analysis is informed by relevant evidence and takes place through structured dialogue. In this respect, the ETF helps countries to gather information from different sources of evidence and fosters policy dialogue.

More specifically, the Torino Process is a vehicle for:

- developing a common understanding of a medium-term vision, priorities and strategy for VET development, exploring possible options for implementing this vision and/or making further progress;
- developing awareness, capacities for analysis, and policy prioritisation tools;
- updating the analyses and achievements at regular intervals, and monitoring progress;
- monitoring the implementation of long-term strategies (for instance, roadmaps);
- contributing to impact-oriented policy making;
- providing opportunities for capacity development and policy learning within and among partner countries and with the EU;
- empowering countries to better coordinate the contributions of donors towards achieving agreed national priorities.

In addition, the Torino Process informs the ETF's recommendations to the EU's external assistance instruments and serves as a basis for the design of the ETF's support strategy to partner countries.

The Torino Process is founded on four principles.

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

Evidence can take many forms, such as experience and evaluation of practice, the results of scientific analyses, quantitative and qualitative research, basic and applied research, and the development of statistics and indicators. Education and training are part of the diverse cultural traditions and identities of countries and they interact with a web of other policies. In these circumstances, there can be no simple prescriptions about what makes good policy or practice. This makes it all the more important to know as much as possible about what works, for whom, under what circumstances and with what outcomes (European Commission, 2007).

1.2 INTRODUCTION TO THE ANALYTICAL FRAMEWORK

The Analytical Framework is a tool for the collection and interpretation of qualitative information, the contextualisation of data, and the monitoring of policy developments and progress, including against national, regional and international benchmarks (if so desired). It is intended to:

- guide the review of VET policies in the countries participating in the Torino Process;
- update and expand the pool of evidence and information on factors influencing demand for VET in the country, and on how well the VET system is addressing this demand;
- provide a robust base for the design, implementation and assessment of reform policies in VET.

The Framework has been updated for the 2014 round of the Torino Process, as presented in Chapter 3. Its logic follows the steps of a policy cycle and is based on a selection of generic assumptions, such as the need for far-sighted planning, proper management of demand originating from the wider context in which VET delivery takes place, efficient and effective VET delivery, and development of capacity for policy implementation.

As in previous years, the Framework covers five key dimensions of policy analysis, organised in five sections.

- **Section A – Vision for the national VET system**

What is the national vision for VET development? Is it shared among all stakeholders, and how is it expected to contribute to competitiveness and the broader national development objectives? The section also provides a general overview of the initial VET (IVET) and continuing VET (CVET) systems.

- **Section B – Effectiveness and efficiency in addressing economic and labour market demand**
What are the main economic and labour market factors that shape demand for skills in the country? What mechanisms are in place to identify this demand and match the skills supplied by the VET system accordingly? Finally, what is the potential of the VET system to positively influence these external factors?
- **Section C – Effectiveness and efficiency in addressing demographic, social and inclusion demand**
What are the demographic and social factors that shape demand for VET? How well equipped is the VET system to address these factors, to be inclusive, and to deliver to the aspirations of learners?
- **Section D – Internal efficiency of the VET system**
How is the quality of learning outcomes in VET defined and safeguarded? How well does the VET system itself work? Who takes care of its continuous improvement, and how is this achieved?
- **Section E – Governance and policy practices in the VET system**
What decisions are taken at what level in the VET system, and how? Who is accountable to whom, and how is accountability related to improvement?

The Analytical Framework relies on a range of quantitative and qualitative information drawn from different sources. Each section of the Framework also features a sub-section on policy action and assessment of progress in the period since 2010.

1.3 STATISTICAL DATA

The Analytical Framework requests data on a number of general and more VET-specific indicators and qualitative information, in line with the recommendations of the Inter-Agency Working Group on Technical and Vocational Education and Training Indicators (of which the ETF is a member) and the *ETF Manual on the Use of Indicators* (ETF, 2013). The evidence collected in this way is intended to corroborate the policy analysis prepared in response to Framework questions, and to provide a basis for benchmarking against EU and other international benchmarks. To retain a degree of flexibility with respect to country needs and findings, the selection of indicators may be open to adjustment. The selection is understood as a recommended list that will also depend on the availability of data.

International data sources still contain very little information on VET, while classifications and definitions behind national data are often closely linked to the respective national context. This makes comparisons of VET data across countries a challenging task, and conclusions from such comparisons should be drawn with caution. National statistics nevertheless represent an invaluable source of evidence, without which an in-depth analysis of VET systems would not be possible. Therefore, the reinforcement of data quality and deployment in policy analysis remains a high priority in this new round of the Torino Process. The following chapter provides an overview of adjustments in the Analytical Framework to that end.

The ETF will also be engaging in a dialogue with partner countries to explore their level of interest in and readiness for establishing a routine of regular supply of data on the VET sector, in accordance with commonly agreed principles of reliability and along the lines of the Torino Process Analytical Framework.

2. THE PROCESS

2.1 WHAT IS NEW IN THE 2014 TORINO PROCESS?

As mentioned in Chapter 1, following the second round of the Torino Process in 2012, the ETF hosted an important international conference in Turin, 'The Torino Process: Moving skills forward' (May 2013). The event was attended by some 200 policy makers, experts and practitioners of VET from ETF partner countries, the EU and international organisations. The conference produced the Torino Process Declaration (see Annex 2), in which a number of key messages were underlined.

1. The importance of the four key principles of the Torino Process:

- a holistic approach to VET;
- national ownership and leadership;
- active participation of social, political and economic stakeholders;
- the focus on evidence to guide the policy analysis and decision making.

2. The seven main policy priorities that partner countries are facing:

- the need to achieve a shared, long-term vision for the development and use of relevant skills for better-quality jobs;
- the role of innovation and forward-looking policy making to enable VET to respond to current and future needs;
- the closer integration of learning and work by actively engaging businesses, both large and small;
- making social inclusion a key transversal principle in VET policy and practice;
- improving the attractiveness of IVET and CVET through frameworks for quality assurance, national qualifications systems and pathways for progression;
- enhancing the quality of VET by developing the competences of teachers and trainers;
- effective sharing of responsibilities in the governance of VET systems through effective coordination and participation mechanisms.

3. The six main areas for further joint action:

- identification of areas for policy support in each country using evidence, analysis, scenarios and foresight, and prioritising them for follow-up and implementation through strategies and short-term deliverables;
- monitoring progress on the basis of indicators using the 2012 Torino Process as a baseline, while, for interested countries, benchmarking with the EU and international indicators;
- increasing the use of evidence in policy making, assessing what works and disseminating good practice that has been achieved;
- broadening participation in policy analysis and policy making to actively include all relevant stakeholders' groups;
- developing methodological tools to support policy development in the partner countries;
- ensuring that education and training are labour market-oriented and serve entrepreneurial and local communities with the active involvement of businesses.

Also during 2013, an external evaluation of the two previous rounds of the Torino Process (2010 and 2012) was carried out. The results of both the Torino Process conference and the external evaluation, together with the internal reflection that has occurred within the ETF, have allowed identification of the strengths and weaknesses of the Torino Process, and of the focal areas for attention by the Torino Process during its 2014 edition. While the overall direction is one of consolidating the Process, which has been recognised by partner countries as having an impact on the reforms, there is an evolution towards ensuring that specific objectives are better targeted in 2014.

The key new directions can briefly be described as follows.

- Moving forward in making the Torino Process a policy analysis approach that supports policy making in the partner countries by policy learning. This implies moving the Torino Process closer to the heart of the policy cycle through its different phases (notably moving from problem identification and policy formulation to policy implementation and policy monitoring and evaluation). This objective is linked to some of the modifications proposed in the implementation modalities, as described below, and notably the introduction of the ex-ante impact assessment modality, which is aimed at improving the documentation for policy formulation and implementation.
- Reinforced focus on progress. Using the 2012 Torino Process reports as a baseline, to report and monitor progress on the basis of indicators and quantitative and qualitative evidence to capture what has changed (or not) in the past two years. This concept was already present in previous rounds of the Torino Process, but has acquired greater relevance in 2014. The Torino Process also aims to contribute a monitoring tool for long-term strategies (for instance, roadmaps).
- Contributing to impact results-oriented policy making in the partner countries (for instance, in the ex-ante impact assessment modality described below).
- Opening the possibility of benchmarking among countries (in particular for those countries interested in benchmarking themselves against the EU and against one another). This includes the opening of 'knowledge clusters' in each region, as described below.
- Enhancing the use of evidence available in the countries, the identification of priorities and the selection of policy options.
- Increasing country ownership of the process and broadening the active participation of relevant national stakeholders, including representatives from the private sector, the social partners and the civil society.
- Identifying through specific tools the capacity needs of countries in relation to carrying out the Torino Process effectively, and implementing concrete support actions for capacity building.

Capacity building was identified in the previous two rounds of the Torino Process as a key to the success of robust policy analysis. With this in mind, in recent years (through the Torinet project) the ETF has been supporting the capacity of selected countries to develop their own self-assessments. This activity will continue, and in parallel, the ETF has developed a number of tools for surveying capacity in relation to the different key building blocks and for supporting countries in identifying actions that will ensure that potential needs are addressed in a specific way. For this purpose, a number of tools will be proposed to the countries, which can be applied according to the chosen Torino Process modality.

In order to achieve these objectives, both the Analytical Framework and the Indicators have been revised, though their essence has been maintained. The implementation of the Torino Process has also been revised to facilitate some of the changes mentioned above.

2.2 MODALITIES OF IMPLEMENTATION

The implementation of the Torino Process implies the need for a tailor-made approach in each country that is fully embedded in its national policy context and that takes into account the phase of the policy cycle in which the country finds itself at the time of implementation. To this end, the ETF will revise and agree with each country the preferred modality of implementation, choosing from the options described below.

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

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

The implementation of the Torino Process in each country will take into account any other relevant process (whether led nationally, or by a donor or international organisation) that aims at the same

objectives and is mobilising evidence-based analysis. The ETF will ensure that the final outputs of this type of report or process are included in the implementation of the Torino Process, ensuring that existing information is built upon and that there is no duplication with other similar exercises (e.g. SABER reports in some countries). The ETF will also ensure that the Torino Process implementation takes into account the outcomes of important national or regional programmes, such as GEMM (Governance for Employability in the Mediterranean) in the Southern and Eastern Mediterranean (SEMED) or FRAME in South Eastern Europe and Turkey (SEET), including wider policy monitoring efforts by the European Commission that address human capital concerns (e.g. the Small Business Act in SEET, the European Neighbourhood Policy (ENP) East and SEMED regions).

In the case of the candidate countries, which are also involved in the Bruges and Copenhagen reviews, the ETF will continue to cooperate with Cedefop under the coordination of the Directorate-General for Education and Culture to ensure that each country, and the region as a whole, makes a robust and relevant contribution to the overall report. Since the purposes of the Bruges and Torino Processes are different (though complementary) – with the Torino Process emphasising a holistic approach to the VET sector – the revision of the Analytical Framework and the Indicators attempts to build links between the two exercises. To this end, the ETF will support the candidate countries in the policy analysis of the 22 short-term deliverables of the Bruges Communiqué. Since the Bruges reporting is being further defined at the time of drafting this document, further details about the articulation of both exercises will be included in the ETF's internal guidelines for the implementation of Torino Process reports.

The participation of countries in the 2014 Torino Process is organised as follows.

- **Countries that did not take part directly in the 2012 exercise** are invited to carry out a baseline assessment under the 2014 Torino Process. The fact that they did not participate in a previous round does not prevent partner countries from joining the Torino Process in 2014.
- **Countries that participated in the Torino Process in 2012** are invited to update the 2012 report, in line with the principles of the Torino Process. This entails:
 - including reference to policy progress or developments that have occurred since the last report, in particular in areas previously identified as priorities for action;
 - updating the analysis with the most recent data and references;
 - improving, where possible, the quality of the analysis across the report.
- **Countries participating in the 2014 Torino Process** can choose their preferred modality of participation, in consultation with the ETF and according to the criteria presented in the following section.

There are two implementation modalities for the 2014 Torino Process.

1. ETF-supported assessment

This is the appropriate modality for those countries that require a stronger lead and greater support from the ETF in the organisation of the process and in the preparation of their country reports. The ETF, together with the national Torino Process coordinators, will ensure that a participatory approach is applied in the policy analysis (through the organisation of focus groups and/or workshops), the provision of selected evidence (both quantitative and qualitative, as far as publicly available) on which to base the analysis, and the ownership of the final report (by ensuring participation in the discussions of the different drafts of the report). A final dissemination workshop will be organised in each country, during which the final key priorities for VET reform in the country will be identified.

2. Country-led self-assessment

This is the appropriate modality for those countries that choose to lead the process and to draft their own country reports. A number of criteria for ensuring the applicability of the four principles of the Torino Process (a holistic view, enlarged participation, ownership of the process and the results, and systematic use of quantitative and qualitative evidence throughout the process) will be proposed by the ETF to the countries that choose this modality, as part of the requirements to carry out a quality self-assessment that allows comparability between countries. These criteria will include:

- identification of a clear counterpart institution in the country that is in charge of the implementation of the process and the drafting of the report;

- agreement to organise a launch workshop with all relevant stakeholders, during which the four principles of the Torino Process will be presented in detail and the capacity of the country to apply them will be scanned (using an existing ETF tool);
- agreement from the country to involve a wide range of stakeholders in the consultations on the draft report (possibly through a workshop);
- acceptance by the country of the ETF guidelines in terms of the desirable length and structure of the report;
- an opportunity for the ETF to comment on the draft self-assessment report;
- inclusion in the process of a peer review of the final report by the ETF.

A new stage has been introduced for the 2014 round of the Torino Process. On the basis of Torino Process results, selected 'first wave' countries will be invited to participate in a new exercise on Projecting the Reform Impact in VET (PRIME).

PRIME is an activity for ex-ante evaluation of the possible impact of policy interventions on the people, institutions, and social, economic and environmental factors that the interventions are targeting. The primary aim of this assessment is to offer guidance on the translation of policy goals into measurable objectives, and on the implementation of policies towards their achievement. 'Ex-ante' means that the assessment takes place in advance, that is, before the policy intervention has taken place in order that the potential impact can be forecast.

This new exercise will be run as a complementary pilot activity in selected countries that have completed a Torino Process review using one of the two modalities described above. The ETF will pre-select countries according to criteria that will include issues such as the availability and reliability of data, policy readiness (the existence of a strategy and an action plan for its implementation, identification of reform objectives, leadership for decision making in the VET sector, sound financial management systems, etc.), or the presence of imminent reform interventions (e.g. a decision to tackle a selected policy priority chosen at a final Torino Process review dissemination seminar). The ETF's proposal will then be discussed with the selected countries for their consideration and agreement.

The impact assessments will be designed as a 'plug-in' to the Torino Process Framework, upgrading its capacity to guide reform implementation while ensuring that the additional effort required is proportionate. They may also be applied to support countries that have designed a reform strategy independently of the Torino Process review. The ETF will provide support in applying the methodology and will accompany the chosen countries through this particular phase of the policy cycle. More detailed guidelines for this exercise will be provided to the selected pilot countries. The implementation of this new phase will be extended into 2015.

2.3 PHASES OF THE PROCESS AND TIME SCHEDULE

Partner countries are encouraged to launch the Torino Process in early 2014 by appointing national coordinators, agreeing with the ETF the implementation modality, mobilising the evidence needed for the analysis, and identifying the key stakeholders who should take part in the process. The documentation of the key findings from their analyses and consensus-building processes will feed into a final comprehensive document, the Torino Process country report, which will include a statistical data annex. The ETF suggests compliance with the Analytical Framework as far as possible, with a view to ensuring coherence and allowing for a certain degree of comparability between countries within a particular region. The final versions of these reports will be published in a series on the ETF website. ETF guidelines to facilitate the drafting will be available separately from this brochure. The Torino Process country reports should in principle be available in a consolidated first draft during the third quarter of 2014 (Q3, by September) and the final versions endorsed by both the national stakeholders and the ETF should be available by the end of the year (Q4). When possible, endorsement of the final versions should take place during a dissemination workshop to be held in each country in the final quarter of the year, at which the key priorities for further policy implementation will be agreed. For the SEET region, Bruges reports will be prepared in the first half of the year, while the Torino Process will be implemented in the second half of 2014. The ETF will carry out internal peer reviews to ensure the quality and comparability of the country reports, according to the implementation modalities previously described.

On the basis of the country reports, the ETF will prepare four regional reports, one for each cluster of ETF partner countries. These reports will build firmly on the findings of the country reports, in terms of both progress and priorities for action. The regional reports will start to be prepared on the basis of the first consolidated drafts due by September 2014 (end of Q3), the aim being to have final versions completed by the end of 2014 or very beginning of 2015 (with the exception of the SEET report, which owing to the articulation of the calendar between the Bruges Process and the Torino Process, will be drafted in the first quarter of 2015). These reports will be peer reviewed within the ETF and processed before publication through the ETF Editorial Board.

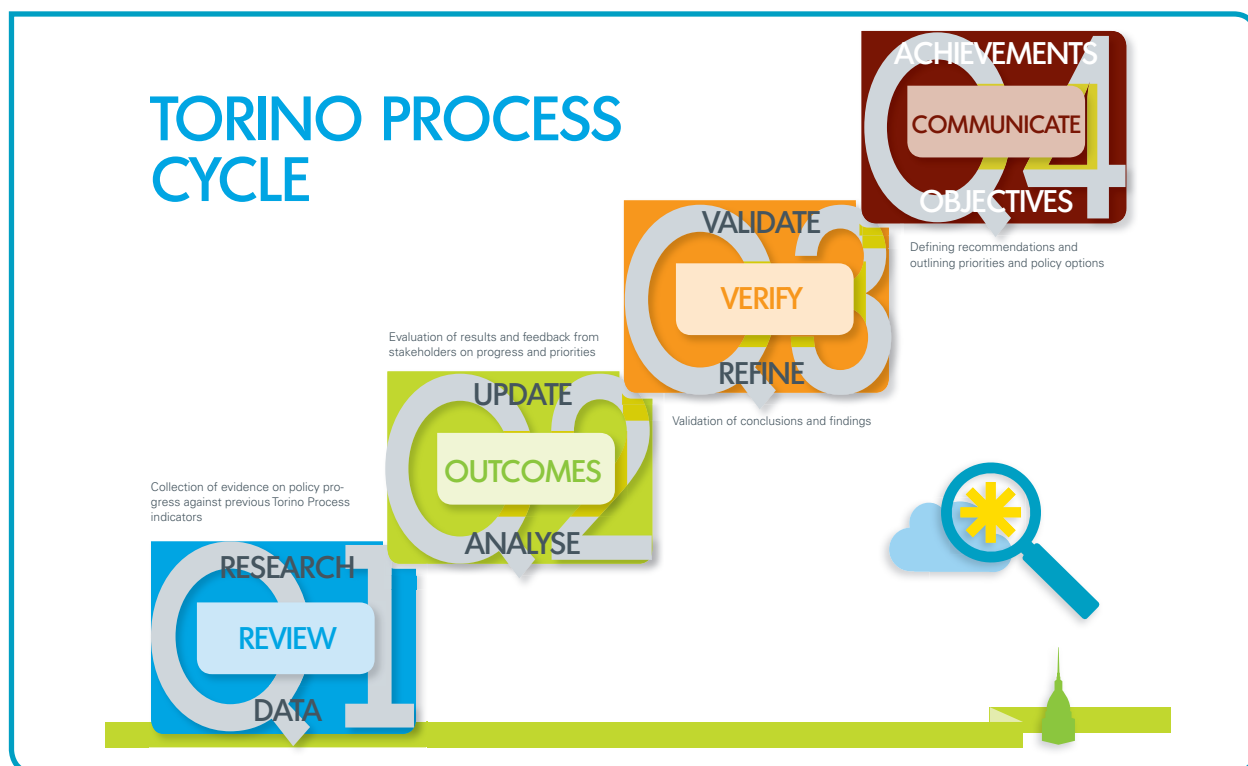
The ETF will organise four regional conferences to discuss these reports and the implementation and impact of the Torino Process in the regions. These conferences will take place at the end of 2014 or during first quarter of 2015, and may be associated with other regional events organised by the ETF or the EU. The conferences will also offer an opportunity for some benchmarking and peer review exercises to be piloted, notably the identification of countries that can tentatively act as 'knowledge clusters' for each region.

The diagram below (Torino Process cycle) illustrates the main actions to be undertaken during the preparation of the national and regional reports according to the time schedule. The main actions in each phase are presented according to the quarterly periods of the year (Q1, Q2, Q3 and Q4).

In the first quarter of 2015 the ETF will draft a cross-country analysis, which will be published together with the four regional reports. This publication will form the basis of discussions that will take place at a key international conference to be held in Turin in June 2015, at which policy makers from all the ETF partner countries, together with EU representatives and experts from international organisations, will gather to discuss the findings of Torino Process and what these findings mean for policy implementation in the countries concerned.

In parallel to this, the pilot countries that will be implementing the ex-ante impact assessment will start to use this methodology in the final quarter of 2014 and continue during 2015, with support from the ETF. For the conference in June 2015, the initial lessons learnt during the implementation of this exercise will be presented.

The June conference will mark the end of the two-year cycle of the 2014 Torino Process and the opening of the process of reflection for the 2016 Torino Process.



3. ANALYTICAL FRAMEWORK FOR REVIEWS OF VOCATIONAL EDUCATION AND TRAINING

3.1 WHAT IS NEW, AND WHY?

As noted in Chapter 1, the Analytical Framework was devised as a tool for the collection and interpretation of qualitative information, the contextualisation of data, and the monitoring of policy developments and reform progress. The following descriptions give an overview of adjustments that have been undertaken in order to make an already effective tool even better.

STRUCTURE

The Framework is structured in sections and, in this new round of the Torino Process, also in sub-sections. The sub-sections are intended to recreate, as closely as possible, the socioeconomic and VET sector reality in which VET systems operate and deliver their results, and to facilitate a more contextualised analysis. For example, Section B on 'Efficiency in addressing economic and labour market demand' contains sub-sections on:

- economic and labour market factors that shape demand for VET;
- mechanisms for identifying the demand for skills and matching skills supply;
- potential of the VET system to influence economic and labour market needs;
- action and assessment of progress since 2010.

Division into sub-sections should also help to mainstream the reporting structure and content; allow users to better relate to the logic of the Framework; strengthen the comparability of information over time and between countries; facilitate thematic follow-up to the results of the review process; and provide a basis for policy impact projections (ex-ante impact assessments) that can distinguish between different priorities in the same policy area.

INTEGRATION OF QUESTIONS WITH GUIDANCE

To ensure uniform interpretation, most items in the section questionnaires are now supplied with examples and explanations of the notions used. By the same token, the sections begin with an overview of key terms as defined in reference documents of the EU, Cedefop and other members of the Inter-Agency Working Group on Technical and Vocational Education and Training¹.

SUB-SECTIONS ON ACTION AND ASSESSMENT OF PROGRESS

All sections are now equipped with a concluding segment on action and assessment of progress since 2010. The concluding segment requests information on developments regarding policy formulation, policy implementation and the delivery of results. It also inquires whether or not the deliverables in these dimensions are adequate, and if not, what the top three priorities for improvement would be.

¹ United Nations Educational, Scientific and Cultural Organisation (UNESCO), Organisation for Economic Cooperation and Development (OECD), World Bank, International Labour Organisation (ILO), Asian Development Bank (ADB), European Training Foundation (ETF).

DATA

For ease of use, the themes covered in each sub-section are linked to a dedicated group of indicators at the end of each section. The selection of indicators has also been revised so that it better corresponds to the issues covered, and to facilitate the benchmarking and tracking of national progress. Some indicators do not correspond directly with items in the sections. Such indicators may be included as proxies for items for which there is no direct data, or to provide a reliable context for interpretation of the information provided in the sections.

TRANSVERSAL ISSUES

The results from previous rounds of the Torino Process suggest that some topics retain their relevance in almost all areas of analysis and cannot be confined to only one chapter or section. Such topics need to be dealt with in a transversal manner, that is, as a compulsory dimension of analysis across the Analytical Framework. To a varying extent, the transversal topics in this new round of the Torino Process are sustainable development (with a focus on competitiveness, social inclusion and cohesion) and capacity for innovation and change.

3.2 ANALYTICAL FRAMEWORK: THEMATIC SECTIONS

OVERVIEW OF THEMATIC SECTIONS AND KEY QUESTIONS

A. Vision and strategy	• Introduction to the VET system
	• Vision for the VET system
	• Capacity for innovation and change
	• Drivers of innovation and change
B. Addressing economic and labour market demand	• Factors shaping demand for skills
	• Mechanisms for identifying demand and matching skills
	• Potential of the VET system to influence demand
C. Addressing demographic, social and inclusion demand	• Factors shaping demand for VET
	• Delivering to the needs of individual learners
	• Delivering to societal needs
D. Internal efficiency of the VET system	• Quality assurance
	• Policies for VET trainers and directors
	• Teaching and learning
	• Efficiency gains and losses
E. Governance and policy practices	• Map of entities involved in VET by level of governance
	• Governance and practices in areas covered by sections A-D
Transversal element (all sections)	• Assessment of progress since 2010

A. VISION FOR THE NATIONAL VET SYSTEM

This section provides a brief introduction to the VET system², requests information on the strategic goals, topics, principles and orientation for its future development, and asks for assessment of its capacity for reform.

Throughout this and all subsequent sections of the Analytical Framework, 'VET' refers to both initial and continuing VET delivery systems.

Initial vocational education and training (IVET) is VET delivered in the initial education system, usually before entering working life³.

Continuing vocational education and training (CVET) is VET delivered after initial education and training or after entry into working life, and aims to help individuals to improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; and continue their personal or professional development⁴.

Key questions

Introduction to the VET system

1. Please provide diagrams and a narrative illustrating the system of VET provision in the country, placing IVET and CVET in the wider context of the education and training and qualifications systems in the country by:
 - a. education system level and typical age of progression using the ISCED 97 classification;
 - b. national qualification levels as offered by different provider types through formal or non-formal education.
2. Please provide a brief overview of primary and secondary legislation⁵ pertaining to the VET system.
3. Please complement the evidence provided in the 'Selection of basic data' section of the Recommended Indicators template with brief information on recent trends and developments in VET (or in other sections of the education system) that have or can have an impact on the VET sector. Examples of trends and developments could include rising or declining enrolment rates, changes in the composition of the teaching workforce, reforms in the set-up of the education system or other legislative changes, curriculum reforms, introduction of qualification frameworks, etc.

Vision for the VET system

4. Is there a medium- to long-term⁶ vision for the development of the VET system, formulated in a public strategic document (strategy)? If not, is one planned or in preparation?
5. If there is a strategy, when was it adopted and what is the vision for VET development contained in it? How do you assess:
 - a. its overall relevance and level of alignment with sectors of priority for growth?
 - b. the role it attributes to the VET system for addressing the country's economic, social and sustainable development challenges?
 - c. the anticipated contribution of VET to the overarching mission of national policies to develop human capital?
6. To what extent is the VET strategy embedded in or coordinated with other national strategies, for example for economic development, education, etc.?

² Please always indicate whether the data and information provided in this and other sections refer to IVET, a level thereof, to CVET, or to the VET system as a whole.

³ Source: Cedefop.

⁴ Source: Cedefop.

⁵ Primary legislation is law made by the legislative branch of the government (i.e. parliament). In most countries the Law on Education would represent an example of primary legislation. Secondary legislation is law made by an executive authority (i.e. line ministries) in order to implement and administer the requirements of the primary legislation. Examples of secondary legislation include rules and regulations issued by the Minister of Education on recruitment and remuneration of trainers/teachers, accreditation of programmes and institutions, etc.

⁶ Medium term: 5–10 years; long term: 10 years and over.

7. Do you consider the vision behind the strategy to be sufficiently shared between government, stakeholders (e.g. employers and parents) and participants in the system (i.e. education professionals and students)? If there are differences between these groups regarding the vision for VET, what are they?
8. Are there major priorities or challenges that are not adequately addressed by the strategy?

Capacity for innovation and change⁷

9. How do you assess the current capacities in the system of VET delivery to innovate, and to take in, develop ownership for and sustain change? In particular, how do you assess:
 - a. the overall readiness of staff working in the system (trainers and directors) to develop professionally and adjust their working methods?
 - b. the availability of resources to support change (i.e. the allocation of resources⁸ to the reform agenda over the past five years in proportion to resources allocated for the routine operation of the VET system)?
 - c. the availability of incentives for change (i.e. a system of rewards for professional development of staff, for rewarding quality improvements of VET institutions, inclusiveness of education, etc.)?
 - d. on a scale of 1 to 5 (1 being lowest and 5 being highest), ownership of the system or readiness to develop ownership of the vision described in Section A? (Please explain your response.)
 - e. the availability and reliability of data and analytical information?
 - f. the capacity to use the evidence to monitor and evaluate progress?

Drivers of innovation and change

10. How do you assess the national VET research capacity and its involvement in the development of strategic vision and of plans for reform implementation?
11. Are you aware of examples of innovation and excellence in the VET system? If yes, please describe them and indicate what makes them innovative. Are such examples being used in defining and implementing new policies and for peer learning?
12. How do you assess the level of exposure of professionals working in the VET system to international experiences and best practice, and to what extent are they encouraged and supported in applying innovation and creativity in their daily work?

Action and assessment of progress in the period since 2010 – Section A

13. On a scale of 1 to 5 (1 being the least, 5 being the most), how do you assess the feasibility of the strategy, its relevance and its timing? Is there an action plan for its implementation? If yes, does the action plan have a budget, and is there clarity and agreement on the distribution of responsibility and financial burden for implementation between the central and local levels of governance? Has the implementation already commenced?
14. If an agreement exists on the responsibilities and financial burden for implementation, please describe how it was achieved and the planning instruments (if any) that were mobilised to that end. Examples of planning instruments could include a medium-term budget framework, legal instruments, institutionalised consultations, foresight, etc.
15. Have there already been demonstrable achievements in implementing the strategy, and if so, what are they? Overall, how is progress being monitored? How is progress being evaluated?
16. On a scale of 1 to 5 (1 being the least, 5 being the most), how do you assess progress on the formulation of policies⁹ that are based on the strategy, and on the implementation of those policies, and how adequate are the results when considered against the background of longer-term strategic goals for VET.

⁷ It is suggested that the sub-section on capacity for change be completed at the end, drawing on information provided throughout the report in Sections B–D.

⁸ In current local currency units.

⁹ The formulation of policies also includes improvements in the process of policy making, towards more participation, better communication, improved use of evidence, etc.

RECOMMENDED INDICATORS – SECTION A

Please provide data for the latest year available and the five years preceding that year.

Code	Indicator ¹	Main source ²
Selection of basic data		
TRP14.44	Educational attainment of population by age and gender	UIS; NSO/national sources
TRP14.46	Tertiary educational attainment of population aged 30–34 (ET2020)	LFS
TRP14.47	Literacy rates by sex, region and urban/rural	National sources
TRP14.49	Net enrolment rates per level of education, including IVET and CVET	National sources
TRP14.50	Gross enrolment rates per level of education, including IVET and CVET	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
TRP14.57	Number of VET students as a proportion of the total number of pupils and students by level and sex	UIS; national sources
TRP14.58	Average number of students per VET school in urban and rural areas	National sources
TRP14.59	Total number of VET schools in urban and rural areas	National sources
TRP14.68	Performance in PISA (ET2020), PIRLS and TIMSS by school type	OECD; IEA
TRP14.74	Total number of trainers (teachers) employed in the VET system per level	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.89	Proportion of public expenditure on education by level, including VET	UIS; national sources
Capacity for and drivers of change		
TRP14.65	Number of schools with broadband internet connection	National sources
TRP14.76	Composition of the trainer workforce by qualifications: highest level of education completed (urban/rural)	National sources
TRP14.81	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)	National sources
TRP14.83	Salary progression steps of VET trainers	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.87	Public expenditure on education as share of total public expenditure	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.94	Capital expenditure (including intangible assets) on education by level as share of total spending on education	UIS; national sources
TRP14.95	Capital expenditure (including intangible assets) on VET as share of total VET expenditure	UIS; national sources

(1) See Chapter 4 for definitions.

(2) See Chapter 4 for a list of data sources. Please always indicate the data source.

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

Sections B and C reconstruct the broader socioeconomic context in which VET takes place in order to determine how well the VET system responds to needs and expectations that are determined by factors in its external environment.

Section B focuses on demand for VET from the economic and labour market perspective and in particular collects information on:

- economic and labour market factors that shape the demand for skills;
- mechanisms for identifying that demand and matching the skills supply to it;
- the influences of the VET system on skills demand, in particular through the promotion of entrepreneurship.

Key questions

Economic and labour market factors that shape demand for skills

1. What is the relative contribution (as percentages) of the primary, secondary and tertiary sectors¹⁰ of the economy to gross domestic product (GDP) and to employment, and how has this changed over the past five years? What are the key industries within these sectors, which ones are expected to be drivers of growth and competitiveness in the future, and why?
2. Are there regional variations in economic development and the distribution of industries that can be considered significant, now and over the past five years? Do you expect these variations to have an impact on the economic prospects of regions?
3. How do you assess the implications for the national economy of demographic trends and developments in the country over the past five years? (See also Section C, Question 1.)
4. What further economic factors influence or are expected to influence the national economy and its demand for skills? Other economic factors could include trade agreements with partners such as the EU, World Trade Organization membership, foreign direct investment, competitiveness reforms, growth of the service industry, economic migration, environmental regulations, the size and presence of the public sector in the economy, etc.
5. What are the main labour market characteristics and challenges in your country, now and over the past five years? Characteristics and challenges could include informal employment, precarious work¹¹ and labour market segmentation, unemployment, youth unemployment, underemployment, inactivity, region-specific or age-/gender/education-specific problems in the labour market, etc., as well as factors listed in response to Questions 1 and 2 in Section C.
6. How do you expect the industries and factors identified in Questions 1–4 to shape demand for and supply of skills in the country at national/regional levels? Are these expectations/projections recorded in an industrial development plan or similar planning document? If yes, does this plan anticipate potential changes in skills and labour demand, and how?

Mechanisms for identifying demand for skills and matching skills supply

7. What specific efforts are in place in your country to ensure that the skills demanded by multinational, national, medium and small businesses are reliably identified (i.e. through employers' surveys¹²; analyses of administrative data from public employment services (PESs)¹³; vacancy monitors; analysis of vacancy adverts in the media if PES data is of limited reach and value)? Are qualitative and quantitative forecasts of skills needs in sectors and industries common and available (i.e. econometric analysis of future skills needs based on recent and current trends)?¹⁴

¹⁰ Primary sector: agriculture, fishing and extraction industries; secondary sector: manufacturing; tertiary sector: services.

¹¹ Precarious work is non-standard employment that is poorly paid, insecure and unprotected, and cannot support a household. It is frequently associated with the following types of employment: part-time employment, self-employment, employment in subsistence agriculture, fixed-term work, temporary work, on-call work, homeworking, telecommuting, etc. Informal employment (with no social protection coverage) and 'working poor' can also be used as indicators of precarious work.

¹² Establishment censuses or sample-based company surveys.

¹³ In particular, analysis and comparison of job vacancies and job-seekers' profiles that are registered by the PES.

¹⁴ For more information see ETF, 2012.

8. What specific efforts are in place to ensure that the skills and competences available, in particular those supplied by the VET system, are proactively matched to those required by the economy and the labour market (through job placement and referral systems, career counselling and guidance systems, tracer studies for VET graduates, school-to-work transition surveys of young people, active labour market programmes based on identified demand, job search assistance programmes, partnerships of schools with enterprises, etc.)? Are there formal or informal mechanisms for coordination between ministries and with the private sector to that end?
9. Are occupations being monitored, and if so, how? Is information available on which occupations are in decline and which occupations are in demand? If so, what are these occupations?
10. Is information available on difficult-to-fill vacancies, and if so, is it being used in the development of qualifications and for educational planning processes?
11. Do labour emigration and/or immigration play a role in matching the skills and competences demanded by the labour market? Are there policies in place to actively manage migration flows to that end?
12. If there are shortcomings related to the areas covered in Questions 7 and 8, how do they affect the effectiveness of expenditure on VET? Examples of effectiveness shortcomings could include mismatches between resource allocation priorities and external demand, such as underfunding the supply of qualifications and competences that are in demand and overfunding those that are not.

Potential of the VET system to influence economic and labour market needs

13. How does the VET system promote a) the entrepreneurial key competence¹⁵ and b) entrepreneurship skills?
14. Do the national authorities have a position (legislation, policy or strategy) on entrepreneurship promotion in VET? Also, how does the VET system support start-up training?
15. What measures are in place to ensure training support for businesses with a growth perspective?
16. Do the VET authorities track self-employment and business creation by those who have followed VET courses, and if so, how is this information being used?

Action and assessment of progress in the period since 2010 – Section B

17. Based on the above, on a scale of 1 to 5 (1 lowest, 5 highest) how do you assess progress since 2010¹⁶ on policy formulation¹⁷, policy implementation, and effectiveness of results? Overall, how do you assess the capacity of the VET system for change in this area?
18. What are the three main priorities today for improving the responsiveness of the VET system to economic and labour market needs? What (further) policy initiatives and actions have already been planned to that end, and how will these policies and actions be implemented at national and regional levels?
19. Do you consider the efforts described in response to Questions 6 and 7 to be efficient and effective, and how is the information they deliver used to inform VET policy formulation and implementation (including occupational competences and qualifications, curricula and continuing vocational training courses)?
20. Are there challenges noted in this section that are not being adequately addressed by current policies and actions?
21. Are there major achievements in the period since 2010 in any of the three progress dimensions (policy formulation, implementation, effectiveness of results) that are not covered by any of the questions in this section, and if so, what are they?

¹⁵ The entrepreneurship key competence comprises a range of cognitive (e.g. problem-solving, risk assessment, creative thinking) and behavioural (e.g. team-working, resource management, opportunity-seeking) traits that contribute to a more entrepreneurial character and lifestyle.

¹⁶ This was the year in which ETF partner countries carried out the first round of the Torino Process.

¹⁷ The formulation of policies also includes improvements in the process of policy making, towards more participation, better communication, improved use of evidence, etc.

RECOMMENDED INDICATORS – SECTION B

Please provide data for the latest year available and the five years preceding that year.

Code	Indicator ¹	Main source ²
	<i>Reserved for proprietary data from national surveys and assessments</i> <i>Reserved for proprietary qualitative indicators</i>	
Economic and labour market factors that shape demand for skills		
TRP14.06	Net migration	World Bank
TRP14.07	Foreign migrant workers	ILO Laborsta database (until 2008); World Bank migration stock data
TRP14.11	Social burden	LFS
TRP14.13	GDP growth rate	World Bank
TRP14.14	GDP per capita	World Bank
TRP14.15	GDP by sector	NSO/national sources
TRP14.16	GDP by region	NSO/national sources
TRP14.17	Competitiveness Index	World Economic Forum
TRP14.18	Proportion of micro and small companies among active businesses	NSO/national sources
TRP14.22	Foreign direct investment (net inflows as a percentage of GDP)	World Bank
TRP14.23	Trade openness (average of total exports and imports as a percentage of GDP)	UNSD
TRP14.24	Employment by occupational field	LFS
TRP14.25	Employment by economic sector	LFS
TRP14.26	Employment by status and sex	LFS
TRP14.27	Employment by sector compared to GDP by sector	LFS
TRP14.31	Unemployment rates by sex, education level and region	LFS
TRP14.32	Youth unemployment rates by sex, education level and region	LFS
TRP14.33	Size of the informal economy as share of GDP	National sources
TRP14.34	Public employment as a percentage of total employment	LFS
TRP14.41	Number of first job-seekers and long-term unemployed as a proportion of the total unemployed (aged 15+)	LFS
Identifying demand for skills and matching it with skills supply		
TRP14.35	Expenditure on ALMPs as a percentage of GDP	National sources
TRP14.36	Percentage of registered unemployed covered by ALMPs	National sources
TRP14.37	Number of vacancies by sector	National sources
TRP14.38	Number of registered unemployed	National sources
TRP14.39	Number of vacancies per registered unemployed	National sources
TRP14.40	Job placement rate	National sources

Code	Indicator ¹	Main source ²
TRP14.43	Satisfaction rate with skills	World Bank Enterprise Surveys; national sources
TRP14.51	Enrolment in IVET by broad field of study	National sources
TRP14.52	Graduation from IVET by broad field of study	National sources
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
Potential of the VET system to influence economic and labour market needs		
TRP14.19	Small Business Act Entrepreneurial Learning Index	OECD-ETF
TRP14.28	Enterprise start-up rates	OECD; national sources

(1) See Chapter 4 for definitions.

(2) See Chapter 4 for a list of alternative sources. Please always indicate if data comes from an alternative source and if yes, which.

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

Section C focuses on the demand for VET education as determined by demographic and social developments and collects information on the efficiency of the VET system from a social inclusion perspective. The section is intended to identify:

- demographic and social factors that shape demand for VET;
- the equity of VET provision in terms of access, participation and progression;
- the ability of the VET system to reach out to the weakest segments of the population and provide them with targeted training.

Key questions

Demographic and social factors that shape demand for VET

1. What are the demographic characteristics of the country and what are the main demographic trends of the past five years (total population and share of young people in the population¹⁸, cross-border and internal migration, ethnic composition, etc.)?
2. What are the main social inclusion issues and how have these evolved over the past five years? Such issues could include regional and urban–rural disparities in socioeconomic development¹⁹, ethnic and/or religious divisions, under-representation of females in education and employment, the presence of vulnerable groups (immigrants, refugees, internally displaced persons, illiterate or low-skilled people, working poor in precarious employment, early school leavers, young people not in employment, education or training (NEETs), individuals with special educational needs, vulnerable minorities such as Roma and/or others), as well as economically inactive people²⁰ and long-term unemployed individuals.
3. How do you expect the factors and issues noted in Questions 1 and 2 to shape demand for VET in the country, now and in future? What, if any, is or should be the particular role of VET in addressing them?

¹⁸ Population aged 0–14 (% of total) and 15–24 (% of total).

¹⁹ As measured by indicators such as average income, life expectancy, literacy, levels of employment, and participation in political life.

²⁰ Economically inactive people are those who are not in work and who, in given past and future periods, have neither actively sought work nor are available for work.

Delivering to the individual demands and aspirations of learners: access, participation, progression

4. What arrangements are in place for identifying and addressing the needs and aspirations of individual learners? Such arrangements could include accessible and up-to-date career guidance; flexible pathways to higher levels of education and/or the labour market, as well as to the formal VET system through recognition of non-formal and informal learning; adult training incentives; adequate support²¹ for students at risk and those who struggle academically, etc.
5. Based on the evidence provided in the 'Access and participation in VET' section of the Recommended Indicators template, how do you assess the attractiveness of VET in the country? How does the student intake (socioeconomic background of students, level of preparedness, aptitudes, etc.) impact on VET institutions, their effectiveness and quality of deliverables? Have there been any significant changes in this respect since 2010?
6. Please provide information on the transition from general education to VET (entry requirements, entry tests, tracking, etc.), and the possibilities of horizontal transfer within VET and from VET to higher education. Based on the evidence provided regarding progression in the Recommended Indicators template, please indicate whether there are any constraints restricting the access to higher levels of education or training, in general or for specific groups of participants in VET.

Delivering to socioeconomic and inclusion demand

7. How successful has the VET system been in providing learning opportunities for young people and adults from disadvantaged regions and groups over the past five years, and what particular action is being undertaken in this respect? Measures of success could include educational access and retention rates, adjustments in legislation and resource allocation, verifiable improvements in the labour market prospects of learners from vulnerable groups and in their level of knowledge and skills, and changes in their attitudes²².

Action and assessment of progress in the period since 2010 – Section C

8. Based on the above, on a scale of 1 to 5 (1 lowest, 5 highest) how do you assess progress since 2010 in policy formulation²³, policy implementation, and effectiveness of results? Overall, how do you assess the capacity of the VET system for change in this area?
9. What are the three main priorities today for improving the responsiveness of the VET system to demographic, social and inclusion demands? What (further) policy initiatives or actions are foreseen for addressing these demands, and how will these policies and actions be implemented at national/regional level?
10. Are there major priorities within this section that are not being adequately addressed by current policies or actions?
11. Have there been major achievements in the period since 2010 in any of the three progress dimensions (policy formulation, implementation, effectiveness of results) that are not covered by any of the questions in this section, and if so, what are they?

21 Support could include remedial and/or individualised instruction, proactive involvement of parents by the school, counselling, boarding and transportation.

22 This refers primarily to changes in attitudes to employment and active citizenship, traceable through proxies such as share of economically inactive people at national or local level and voter turnout by region/community and age group.

23 The formulation of policies also includes improvements in the process of policy making, towards more participation, better communication, improved use of evidence, etc.

RECOMMENDED INDICATORS – SECTION C

Please provide data for the latest year available and the five years preceding that year.

Code	Indicator ¹	Main source ²
	<i>Reserved for proprietary data from national surveys and assessments</i> <i>Reserved for proprietary qualitative indicators</i>	
Demographic and social factors that shape demand for VET		
TRP14.01	Total population	World Bank; NSO
TRP14.02	Population growth rate	World Bank; NSO
TRP14.03	Dependency ratios	World Bank; NSO
TRP14.04	Proportion of 15–24 year-olds in the total population	UNDP; NSO
TRP14.05	Life expectancy	World Bank
TRP14.06	Net migration	World Bank
TRP14.08	Internal migration per region	NSO/national sources
TRP14.09	Ethnic composition of the population	National sources
TRP14.10	Proportion of people aged 15–24 not in employment, education or training (NEETs)	LFS
TRP14.11	Social burden	LFS
TRP14.12	Proportion of young people (0–14 and 15–24) with special educational needs	LFS
TRP14.20	Poverty rate	World Bank
TRP14.21	Gini index	World Bank
TRP14.42	Average household income	NSO/national sources
TRP14.44	Educational attainment of population by age and gender	UIS; NSO/national sources
TRP14.46	Tertiary educational attainment of population aged 30–34 (ET2020)	LFS
TRP14.47	Literacy rates by sex, region and urban/rural	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
Delivering to individual, socioeconomic and inclusion demand		
TRP14.48	Rate of participation in adult education and training	OECD; LFS; national sources
TRP14.49	Net enrolment rates per level of education, including IVET and CVET	National sources
TRP14.50	Gross enrolment rates per level of education, including IVET and CVET	National sources
TRP14.53	Repetition rate in IVET and in general education by grade	National sources
TRP14.54	Percentage of VET students who continue to higher levels of education	National sources
TRP14.57	Number of VET students as a proportion of the total number of pupils and students by level and sex	UIS; national sources
TRP14.60	Dropout rates in IVET and in general education by level and sex	National sources
TRP14.61	Dropout rates in IVET by broad study programme	National sources

Code	Indicator ¹	Main source ²
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
TRP14.98	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and sex	National sources

(1) See Chapter 4 for definitions.

(2) See Chapter 4 for a list of alternative sources. Please always indicate if data comes from an alternative source and if so, which.

D. INTERNAL EFFICIENCY OF THE VET SYSTEM

Section D discusses efficiency and effectiveness in the system of VET²⁴ delivery.

System of IVET and CVET delivery refers to all formal and non-formal VET provision in the country and all forms of (tangible and intangible²⁵) input into their operation.

VET deliverables are the knowledge, skills and attitudes of VET graduates.

Efficiency generally describes the extent to which the education system (and VET in particular) is delivering the maximum possible value with the minimum possible input²⁶. **Effectiveness**, on the other hand, denotes the ability of the VET system to deliver the intended results. Effectiveness is a fundamental element of quality.

The notion of **quality** may vary according to the context of each national education and training system. Common to all is that quality is always about the extent to which VET meets the requirements of its context. For example, **quality assurance** covers activities that are implemented to ensure that education and training meet the requirements expected by stakeholders²⁷.

Section D commences with an overview of quality assurance mechanisms and policies, and proceeds to examine a selection of key areas of VET policy intervention, such as trainers and directors, teaching and learning effectiveness, and efficiency of resource use.

Key questions

Quality assurance²⁸

Planning

1. Is there a common definition of 'quality' in VET in your country? By whom and how is quality in VET defined?
2. To what extent does the notion of 'quality' differ between IVET and CVET and the respective providers, and what does it encompass²⁹ (e.g. labour market relevance, social inclusion, responsiveness to external factors, entrepreneurship³⁰, academic achievement, innovation, citizenship skills, creativity, other elements)?

²⁴ This excludes continuing vocational training of employees by companies that takes place independently of the public VET system.

²⁵ Tangible inputs are financial and material resources. Examples of intangible inputs are teacher training, curricula, qualifications, educational standards, and assessments of learning outcomes.

²⁶ Based on definitions provided by the European Commission (2013).

²⁷ Source: Cedefop.

²⁸ Adapted from www.eqavet.eu/qa/gns/home.aspx

²⁹ VET providers and the context in which they operate can differ widely within a country, as can the interpretation of what constitutes success and what is a good quality deliverable. Consider the difference in aims of VET in a company that uses its profits to train its employees for higher productivity, of a public VET school in a disadvantaged catchment area, and of a pilot school testing innovative approaches to VET.

³⁰ If entrepreneurship is included, is a distinction being made between entrepreneurship as a key competence and entrepreneurship skills? (The entrepreneurship key competence comprises a range of cognitive (e.g. problem-solving, risk assessment, creative thinking) and behavioural (e.g. team-working, resource management, opportunity-seeking) traits that contribute to a more entrepreneurial character and lifestyle.)

3. Please outline the ways in which the quality of learning outcomes of VET students is being evaluated and assessed, in both IVET and CVET. These could include standardised tests, trainer-developed tests, trainer judgment ratings, student assignments/homework, etc. Where available, what do the results of these evaluations and assessments suggest about the quality of outcomes produced by the VET system at present?
4. How are the evaluation and assessment results being used? Examples of use of results include information to parents in IVET, decisions on student progression/transition, grouping by ability or for access to specific programmes, diagnosing of learning problems, and career decisions based on successful participation in CVET.
5. Please describe the mechanism for evaluation and appraisal of staff teaching in the VET system, and how it links to the careers of trainers.

Accreditation of VET providers and programmes

6. Please describe the mandate of the entity in charge of accreditation of VET providers and programmes in your country and the accreditation procedure. As far as applicable, please provide information on the accreditation of CVET providers and programmes separately.
7. How does this mandate link to the performance of education institutions, the work of school inspectors, and the quality of trainers? Does the accreditation procedure include self-assessment?

Qualifications

8. Are qualifications being used in assessing the quality of learning outcomes? Overall, are there links between the evaluation and assessment of outcomes as discussed in Questions 4 and 5, the accreditation system as discussed in Questions 6 and 7, and the national qualifications system in your country? Please explain how these links are set-up and work.

Policies for VET trainers³¹ and directors³²

9. Please describe who the trainers in IVET and CVET are, in particular:
 - a. the minimum qualification requirements for formal entry into the teaching profession in VET, and those for acting as a VET trainer; please specify the part of the VET system to which the information refers;
 - b. the composition of the workforce of trainers in terms of academic qualifications, tenure and age, and sex;
 - c. the career progression opportunities for trainers.In which of these areas and on which indicators do you think policies for VET trainers and professionals acting as trainers work well, and in which is there need for improvement, and why?
10. Please describe the minimum qualification requirements for becoming a director of an institution providing VET training. Who is the formal employer of directors? The formal employer(s) is/are the entities which sign the employment contract and decide about promotion, and to which the director is accountable for his/her work. Entities could include a VET provider institution, a line ministry, a regional education department, etc.
11. What are the opportunities and incentives for continuing professional development for trainers, and how do you assess their effectiveness? Do directors also have an opportunity to develop professionally, and if so, are they provided with incentives to do so?
12. Are there shortages of trainers and professionals acting as trainers in the VET system in your country, and if so, what could be the underlying reasons? What policies are in place for attracting and retaining effective VET trainers?

31 'VET trainers' includes all teachers and staff who provide VET instruction, irrespective of setting (formal and non-formal, in IVET and CVET, including training hosted by enterprises). Cedefop notes a distinction between 'professional trainers' (staff hired for the primary purpose of providing VET instruction – teaching staff) and 'part-time trainers' (usually professionals from fields other than education who act as part-time trainers in their professional field, either in a company or externally). Except in questions where it is indicated, 'trainers' here refers to professional trainers.

32 This refers to directors (principals) of VET provider institutions, such as VET centres, schools, or any other VET institution that is accredited to provide IVET and/or CVET.

13. Are there programmes for the induction and mentoring of new trainers, and how do you assess their effectiveness?
14. How do you assess the appropriateness of trainers' and directors' remuneration and salary schemes? Have there been any recent developments in this area? If yes, please describe.

Teaching and learning

Teaching and learning environment

15. Are VET providers in the country able to mobilise private support (through partnerships with enterprises) to address challenges relating to school infrastructure (including sub-standard classroom equipment, internet connectivity, and wheelchair accessibility), and if yes, how? Do these challenges affect access to education and the effectiveness of classroom learning? If yes, how?
16. Are the organisation of the school day and the number of hours allocated to individual subjects adequate to allow for effective teaching and learning in these subjects? If not, which subjects and programmes are most affected, and what needs to be adjusted?
17. As far as applicable, how do you assess the organisation of workplace training – its availability, integration with the curriculum, and conditions under which it is provided?
18. How is the working day of trainers organised and, in practice, does its organisation provide sufficient time for the preparation of classes, and for peer support and reflection?
19. Please list any other systemic factors in the learning environment that affect, positively or negatively, the effectiveness of teaching and learning. Examples of other factors could include discipline matters, class size, teacher shortages, shortage or quality of teaching/learning materials, student and/or teacher absenteeism, etc.

Learning content

20. How do you assess the overall relevance of VET curricula and syllabi, and how much scope is there for VET providers and trainers to:
 - a. decide on the syllabus to be taught for each subject and in each programme?
 - b. adapt the curriculum/syllabus to meet the needs of individuals or groups?
21. What forms of methodological support can VET trainers obtain?
22. To what extent do subject and programme choices determine or constrain students' further education and career options? What support, guidance and information do students receive for their choices?
23. How do you assess the quality and relevance of textbooks and teaching materials? How is their quality being assured, and do VET providers have a free choice in selecting them?

Parental involvement

24. As far as relevant, please describe the main channels of parental involvement and communication with parents. Examples of such channels could include reporting of assessment results, regularity of and attendance at parental meetings, the presence of parental associations, parental support (financial or other) to the schools, etc.

Efficiency of use of resources

25. Based on the information provided in the 'Resource' section of the Recommended Indicators template, how do you assess the appropriateness of material and financial resources invested in the VET system, in terms of both size and allocation?
26. If there is a mismatch between needs and the resources provided, to what extent is it due to shortcomings in the financing mechanisms? If there is no mismatch, what in your view contributes to the effectiveness of resource allocations (e.g. successful introduction of a funding formula, availability of private sources of funding, etc.)?
27. Are there instances of efficiency loss in the VET system, for example through:
 - a. shortage or oversupply of study places;
 - b. higher than (national, international) average dropout and repetition rates;
 - c. excessive duration of particular VET programmes;
 - d. high turn-over of staff, especially in rural areas;

- e. inadequate class size and/or teacher–student ratio;
- f. any other area you consider relevant?

Action and assessment of progress since 2010 – Section D

28. Based on the above, on a scale of 1 to 5 (1 lowest, 5 highest) how do you assess progress since 2010 by VET sector in relation to policy formulation³³, policy implementation, and effectiveness of results?
29. What policies and/or actions are in place or are foreseen to address any improvement needs identified, and how are these policies or actions implemented (or how will they be implemented) at national/regional levels? Overall, how do you assess the capacity of the VET system for change in this area?
30. Are there major priorities within this section that are not being adequately addressed by current policies and/or actions? Similarly, have there been major achievements since 2010 in any of the three progress dimensions (policy formulation, implementation, effectiveness of results) that were not covered by any of the questions in this section, and if yes, what are they?

RECOMMENDED INDICATORS – SECTION D

Please provide data for the latest year available and the five years preceding that year.

Code	Indicator ¹	Main source ²
	<i>Reserved for proprietary data from national surveys and assessments</i> <i>Reserved for proprietary qualitative indicators</i>	
Quality assurance		
TRP14.70	Share of VET providers applying internal quality assurance systems defined by law/at own initiative	National sources
TRP14.71	Share of accredited VET providers	National sources
<i>Assessment and evaluation</i>		
TRP14.68	Performance in PISA (ET2020), PIRLS and TIMSS by school type	OECD; IEA
Policies for VET trainers and directors		
TRP14.72	Average frequency of in-service teacher training	National sources
TRP14.74	Total number of trainers (teachers) employed in the VET system per level	National sources
TRP14.75	Composition of the trainer workforce by sex	National sources
TRP14.76	Composition of the trainer workforce by qualifications: highest level of education completed (urban, rural)	National sources
TRP14.77	Composition of the trainer workforce by years of service	National sources
TRP14.78	Number of trainer vacancies: total (urban, rural)	National sources
TRP14.79	Top three subject areas by number of trainer vacancies	National sources
TRP14.80	Starting statutory salary for trainers (teachers) in IVET (current LCU)	National sources
TRP14.81	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)	National sources
TRP14.82	Average annual remuneration of workers with higher education (current LCU)	NSO/national sources
TRP14.83	Salary progression steps of VET trainers	National sources
TRP14.84	Starting statutory salary of directors (current LCU)	National sources
TRP14.85	Salary progression steps of directors	National sources

³³ The formulation of policies also includes improvements in the process of policy making, towards more participation, better communication, improved use of evidence, etc.

Code	Indicator ¹	Main source ²
Teaching and learning		
<i>Teaching and learning environment</i>		
TRP14.62	Number of hours per week allocated to science, mathematics and reading (IVET)	National sources
TRP14.63	Number of hours allocated to practical instruction (IVET)	National sources
TRP14.64	Number of computers per student	National sources
TRP14.65	Number of schools with broadband internet connection	National sources
TRP14.66	Number of school buildings in need of general overhaul or emergency repairs	National sources
TRP14.72	Average frequency of in-service teacher training	National sources
Efficiency of use of resources		
TRP14.45	Average student–teacher ratio in IVET ³⁴ per level	National sources
TRP14.53	Repetition rate in IVET and in general education by grade	National sources
TRP14.54	Percentage of VET students who continue to higher levels of education	National sources
TRP14.55	Early leavers from education and training (ET2020)	National sources
TRP14.56	Early leavers from IVET	National sources
TRP14.60	Dropout rates in IVET and in general education by level and sex	National sources
TRP14.61	Dropout rates in IVET by broad study programme	National sources
TRP14.67	Percentage of VET graduates who transition to employment or self-employment	National sources
TRP14.69	Student–teacher ratio in IVET in urban and rural areas	National sources
TRP14.86	Public expenditure on education as share of GDP	UIS; national sources
TRP14.87	Public expenditure on education as share of total public expenditure	UIS; national sources
TRP14.88	Public expenditure on VET as share of total public expenditure	National sources
TRP14.89	Proportion of public expenditure on education by level, including VET	UIS; national sources
TRP14.90	Expenditure per student from public sources per level of education, including VET	UIS; national sources
TRP14.91	Share of expenditure on VET from private sources	National sources
TRP14.92	Development aid as a percentage of GNI	World Bank
TRP14.93	Aid by major purposes (education)	OECD
TRP14.94	Capital expenditure (including intangible assets) on education by level as share of total spending on education	UIS; national sources
TRP14.95	Capital expenditure (including intangible assets) on VET as share of total VET expenditure	UIS; national sources
TRP14.96	Share of current expenditure on education allocated to wages (teaching and non-teaching staff)	National sources
TRP14.97	Share of current expenditure on VET allocated to wages (teaching and non-teaching staff)	National sources

(1) See Chapter 4 for definitions.

(2) See Chapter 4 for a list of alternative sources. Please always indicate the source of data.

34 IVET as defined in section A.

E. GOVERNANCE AND POLICY PRACTICES IN THE VET SYSTEM

Section E analyses governance and policy practice in VET in the policy domains covered in Sections A to D. **Governance** refers to all institutionalised³⁵ multi-level participation in VET management and policy making.

Policy making includes the setting of objectives, and their implementation and monitoring in any given domain of VET policy and at any given governance level.

Multi-level participation refers to a model of VET policy making based on stakeholder involvement in any given domain of VET policy and at any given governance level.

Participation is determined by the level of responsibility of those involved: fully responsible for (setting) an agenda or objective in a VET policy domain; accountable for (complying with) an agenda; consulted about it; or simply informed about it.

For the sake of simplicity, the Analytical Framework is limited to capturing participation and policy practice only at key governance levels: national, regional/local, and provider level.

Key questions

- Please list the entities mandated to participate in VET management and policy making in your country at:
 - national level:** examples could include line ministries (if several ministries, please outline their role as stated in relevant legislation), national representations of interest (employers' association, chambers of industry and commerce, trade unions, etc.), sector councils, national education institutions (e.g. national universities), etc.;
 - regional level:** this could include regional economic councils, regional education departments, regional representations of interest, etc.;
 - provider level:** examples could include parental associations, school councils/boards, company owners/shareholders (of private VET providers), public VET providers, staff working in VET institutions, etc.
- What are the main coordination mechanisms among these entities? 'Coordination mechanisms' could include any arrangement or practice of cooperation between entities across governance levels in the course of VET policy making.

Defining vision and strategy for VET (Section A)

- Please outline the general distribution of responsibilities for the formulation of medium- to long-term strategy for the VET system, for its implementation and for the monitoring of progress. Map your response in Matrices 1 and 2.

MATRIX 1. DISTRIBUTION OF RESPONSIBILITIES

Please refer to entities listed in response to Question 1 under a, b and c

	Objective setting	Implementation	Monitoring
Who is responsible?			
Who is accountable?			
Who is consulted?			
Who is (only) informed?			

³⁵ As opposed to ad hoc participation.

MATRIX 2. MODE OF ACTION/DECISION MAKING OF THOSE RESPONSIBLE

	Objective setting	Implementation	Monitoring
Full autonomy/unilateral			
After (obligatory) consultation ¹			
If consultation, with whom? (please list)			

(1) Consultation could be both because of an obligation to involve and for accountability purposes.

Effectiveness and efficiency in addressing economic and labour market demand (Section B)

4. The identification and matching of skills demand with supply is a broad and complex task, and the VET system is just one of several levers for improvement in this area. How are responsibilities distributed for defining and managing the contribution of VET (see Section B, Questions 8, 14 and 15) in solving this challenging task? Please align your responses to the logic used in Matrices 1 and 2 (see previous question).

Effectiveness and efficiency in addressing social and inclusion demand (Section C)

5. Addressing the aspirations and needs of learners participating in the VET system is a continuing process which requires, among other things, good career guidance, adequate support for students at risk³⁶ and for those struggling academically, and flexible arrangements for the recognition of non-formal and informal learning. How are responsibilities distributed and decisions taken in these areas? Please map your responses in Matrices 1 and 2 (see Question 2).

Internal efficiency and effectiveness of the VET system (Section D)

6. Please outline the distribution of responsibilities in the process of setting standards of quality in the VET system and monitoring compliance with them. Please align your responses to the logic used in Matrices 3 and 4.

MATRIX 3. DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY STANDARDS

Please refer to entities listed in response to Question 1 under a, b and c

	Responsible for setting	Accountable for compliance	Monitoring and assessment
Quality standards: learning environment			
Quality standards: learning outcomes			
Quality standards: teaching			
Standards for provider ¹ accreditation			

(1) This can also refer to individual programmes.

³⁶ This includes young people from disadvantaged regions and groups.

MATRIX 4. MODE OF DECISION MAKING WHEN SETTING QUALITY STANDARDS

	Unilateral	Obligatory consultation	If consultation, with whom
Quality standards: learning environment			
Quality standards: learning outcomes			
Quality standards: teaching			
Standards of provider ¹ accreditation			

(1) This can also refer to individual programmes.

7. Please outline the distribution of responsibilities for determining curriculum content and teaching using Matrix 5.

MATRIX 5. RESPONSIBILITY FOR CURRICULUM CONTENT AND TEACHING STANDARDS

Please refer to entities listed in response to Question 1 under a, b and c

	Responsible for determining	Obligatory consultation	If consultation, with whom
Curriculum content			
How curriculum is taught			

8. Making reference to the legislation, please outline:
- how the budget for VET is being formulated;
 - how the budgetary burden is distributed between the three levels of governance covered in this section and among the entities listed in response to Question 1;
 - which entities are responsible for its allocation, and how.

Assessment of progress in the period since 2010 – Section E

- In your view, are the roles, responsibilities and degree of autonomy and accountability of entities involved in the VET system clearly defined? Is the governance framework in which they operate, as outlined in response to Questions 1–8, being effectively implemented, and if not, what are the main obstacles to be addressed (in terms of legislation, resourcing, capacities, etc.)? For example, to what extent would more active engagement of the social partners contribute to improvement?
- What actions have been in place since 2010 in support of multi-level participation in VET management and policy making? In particular, what steps have been taken to:
 - promote a shared responsibility for VET among providers and the business community?
 - strengthen the social dialogue?
- Based on the above, on a scale of 1 to 5 (1 lowest, 5 highest) how do you assess progress towards effective, multi-level participation in VET management and policy making since 2010? What are the three main priorities today for further improvement, and what would you single out as an example of good practice?
- Are there challenges noted in this section that are not being adequately addressed by current policies and actions?

4. QUANTITATIVE INDICATORS: GUIDELINES AND OVERVIEW³⁷

4.1 MAIN SOURCES OF INFORMATION

The following list summarises the main sources of data (international and national) to be used with the Analytical Framework of the Torino Process.

INTERNATIONAL SOURCES

- Eurostat
- ILO
- IEA
- OECD
- UNDP
- UIS
- UNSD
- ETF
- World Bank
- World Economic Forum

NATIONAL SOURCES

- National statistical offices (NSO)
- Labour force surveys³⁸ (LFS, through the national statistical offices)
- Line ministries

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

4.2 LIST OF INDICATORS³⁹

DEMOGRAPHIC INDICATORS

Indicator	Total population*
Code	TRP14.01
Definition	Total population.
Source	World Bank; NSO

³⁷ As additional tool in support of using these and other indicators, please refer to the *ETF Manual on the Use of Indicators* (ETF, 2013).

³⁸ For international comparison, it is advisable to use yearly data, as monthly data might be influenced by seasonal aspects.

³⁹ Indicators that allow for benchmarking against an EU average are marked with an asterisk (*).

Indicator	Population growth rate*
Code	TRP14.02
Definition	Population growth rate between two consecutive years (annual growth) is the percentage change from one year to the next.
Source	World Bank; NSO

Indicator	Dependency ratios*
Code	TRP14.03
Definition	Ratio of dependants (people aged under 15 and over 64) to the working-age population (those in the 15–64 age group).
Source	World Bank; NSO

Indicator	Proportion of 15–24 year-olds in the total population*
Code	TRP14.04
Definition	Number of people aged 15–24 expressed as a percentage of the total population.
Source	UNDP; NSO

Indicator	Life expectancy*
Code	TRP14.05
Definition	Life expectancy at birth and ages 40, 60, 65 and 80 is the average number of years that a person at that age can be expected to live, assuming that age-specific mortality levels remain constant (OECD).
Source	World Bank

Indicator	Net migration*
Code	TRP14.06
Definition	The difference between the number of migrants (including both citizens and non-citizens) entering and leaving a state in a specified period, also called the migratory balance. The balance is called net immigration when arrivals exceed departures, and net emigration when departures exceed arrivals.
Source	World Bank

Indicator	Foreign migrant workers
Code	TRP14.07
Definition	Foreign migrant workers are foreigners admitted by the receiving state for the specific purpose of exercising an economic activity remunerated from within the receiving country. Their length of stay is usually restricted, as is the type of employment they can hold (OECD).
Source	ILO Laborsta database (until 2008); World Bank migration stock data

Indicator	Internal migration per region
Code	TRP14.08
Definition	Migration is defined as a move from one migration defining area to another (or a move of some specified minimum distance) that was made during a given migration interval and that involved change of residence (UN). Internal migration takes place within the borders of a country.
Source	NSO/national sources

Indicator	Ethnic composition of the population
Code	TRP14.09
Definition	Share of minorities in the population
Source	National sources

Indicator	Proportion of people aged 15–24 not in employment, education or training (NEETs)*
Code	TRP14.10
Definition	Number of young people (aged 15–24 or 15–29) who are NEET as a proportion of the total young population of the same age group (15–24 or 15–29).
Source	LFS

Indicator	Social burden*
Code	TRP14.11
Definition	Ratio between those who are out of the labour force (inactive) and those who are in employment.
Source	LFS

Indicator	Proportion of young people (aged 0–14 and 15–24) with special educational needs
Code	TRP14.12
Definition	Proportion of people aged 0–14 and 15–24 with special educational needs.
Source	LFS

ECONOMIC INDICATORS

Indicator	GDP growth rate*
Code	TRP14.13
Definition	Annual percentage growth rate of GDP at market prices based on constant local currency.
Source	World Bank

Indicator	GDP per capita*
Code	TRP14.14
Definition	Gross domestic product (GDP) per capita based on PPP (purchasing power parity). GDP per capita is the market value of all final goods and services produced within a country in a given period of time, divided by the total population of that country. PPP GDP is gross domestic product converted to international dollars using PPP rates. An international dollar has the same purchasing power over GDP as the US dollar has in the USA.
Source	World Bank

Indicator	GDP by sector*
Code	TRP14.15
Definition	GDP by sector. This requires data on GDP by economic sector (for comparability reasons, please refer to NACE classification).
Source	NSO/national sources

Indicator	GDP by region
Code	TRP14.16
Definition	GDP by region
Source	NSO/national sources

Indicator	Competitiveness Index
Code	TRP14.17
Definition	The Global Competitiveness Index of the World Economic Forum. This measures productivity of national economies on the basis of 12 dimensions of economic development.
Source	World Economic Forum

Indicator	Proportion of micro and small companies among active businesses*
Code	TRP14.18
Definition	The definition of micro-enterprises and small companies varies from country to country, so the current national definition should be provided. The European Commission defines a microenterprise as a company with fewer than 10 employees and a small enterprise as a company with fewer than 50 employees. This indicator reflects the proportion of microenterprises and small companies among active businesses.
Source	NSO/national sources

Indicator	Small Business Act Entrepreneurial Learning Index
Code	TRP14.19
Definition	The index is based on a series of indicators developed to measure entrepreneurship learning. Each of the indicators receives a score from 1 to 5 depending on the process the country stands for each indicator. These scores are aggregated to generate a global index.
Source	OECD-ETF

Indicator	Poverty rate*
Code	TRP14.20
Definition	Poverty headcount ratio refers to the percentage of the population living on less than USD 1.25 or USD 2.00 a day at 2005 international prices. The at-risk-of-poverty rate refers to the proportion of people with an equalised disposable income (EDI) below the at-risk-of-poverty threshold, which is set at 60% of the national median equalised disposable income after social transfers.
Source	World Bank

Indicator	Gini index*
Code	TRP14.21
Definition	The Gini coefficient measures the extent to which the distribution of income (or, in some cases, consumption expenditure) among individuals or households within an economy deviates from a perfectly equal distribution. A value of 0 indicates total equality and a value of 1 (sometimes expressed as 100 on the percentile scale) indicates maximal inequality.
Source	World Bank

Indicator	Foreign direct investment (net inflows as a percentage of GDP)*
Code	TRP14.22
Definition	Foreign direct investment is the net inflows of investment to acquire a lasting management interest (10% or more of voting stock) in an enterprise operating in an economy other than that of the investor. It is the sum of equity capital, reinvestment of earnings, other long-term capital, and short-term capital as shown in the balance of payments. This series shows net inflows (new investment inflows less disinvestment) in the reporting economy from foreign investors. Data are in current US dollars (World Bank).
Source	World Bank

Indicator	Trade openness (average of total exports and imports as a percentage of GDP)*
Code	TRP14.23
Definition	Sum/average of exports and imports as a percentage of nominal GDP. The indicators are calculated for trade in goods, trade in services and total trade in goods and services (United Nations).
Source	UNSD

LABOUR MARKET INDICATORS

Indicator	Employment by occupational field*
Code	TRP14.24
Definition	Employment by occupational field (ISCO classification). It can be expressed as a percentage of total employment.
Source	LFS

Indicator	Employment by economic sector*
Code	TRP14.25
Definition	Employment by sector (NACE classification). It can be expressed as a percentage of total employment.
Source	LFS

Indicator	Employment by status and sex*
Code	TRP14.26
Definition	The employment status of an economically active person, that is, the type of explicit or implicit contract of employment that the person has in his/her job (ICSE-93 classification).
Source	LFS

Indicator	Employment by sector compared to GDP by sector*
Code	TRP14.27
Definition	Comparison between the proportion of people employed by a sector and the proportion of GDP that this sector represents (NACE classification).
Source	LFS

Indicator	Enterprise start-up rates*
Code	TRP14.28
Definition	New enterprises (created within the previous year) as a proportion of the total number of enterprises.
Source	OECD; national sources

Indicator	Activity rates by gender and education level*
Code	TRP14.29
Definition	A country's labour force comprises employed people (those who in the recent past have worked for pay, profit or family gain) and unemployed people (those who in the recent past have actively looked for a job or started an enterprise). The labour force does not include the inactive population (those who are studying, retired, engaged in family duties or otherwise economically inactive). The activity rate (labour force participation rate) represents the labour force as a percentage of the working-age population (typically 15–64 years).
Source	LFS

Indicator	Employment rates by sex and education level*
Code	TRP14.30
Definition	The total employment rate is usually calculated by dividing the number of people in the 15–64 age group who are in employment by the total population in the same age group.
Source	LFS

Indicator	Unemployment rates by sex, education level and region*
Code	TRP14.31
Definition	The total unemployment rate reflects the number of unemployed people aged 15 and over as a percentage of the labour force (see TRP14.29 for a definition of labour force).
Source	LFS

Indicator	Youth unemployment rates by sex, education level and region*
Code	TRP14.32
Definition	Number of unemployed people aged 15–24 years as a percentage of those aged 15–24 years who are part of the labour force.
Source	LFS

Indicator	Size of the informal economy as share of GDP
Code	TRP14.33
Definition	Estimated size of the informal economy, expressed as share of GDP.
Source	National sources

Indicator	Public employment as a percentage of total employment*
Code	TRP14.34
Definition	Number of people employed in the public sector as a percentage of all employed people.
Source	LFS

Indicator	Expenditure on ALMPs as a percentage of GDP*
Code	TRP14.35
Definition	Active labour market policies (ALMPs) include all social expenditure (other than education) aimed at improving the beneficiaries' prospects of finding gainful employment or otherwise increasing their earning capacity. This category includes spending on PESs and administration, labour market training, special programmes for young people in transition from school to work, labour market programmes that provide or promote employment for unemployed individuals and others (excluding young people and people with disabilities) and special programmes for people with a disability. It can be expressed as a percentage of GDP.
Source	National sources

Indicator	Percentage of registered unemployed covered by ALMPs*
Code	TRP14.36
Definition	Number of registered unemployed people involved in active labour market programmes, expressed as a percentage of the total population of registered unemployed.
Source	National sources

Indicator	Number of vacancies by sector*
Code	TRP14.37
Definition	Number of vacancies by sector. For comparability reasons the NACE classification of sectors is used.
Source	National sources

Indicator	Number of registered unemployed*
Code	TRP14.38
Definition	The number of unemployed people registered with the PES.
Source	National sources

Indicator	Number of vacancies per registered unemployed*
Code	TRP14.39
Definition	The average number of vacancies per registered unemployed person.
Source	National sources

Indicator	Job placement rate
Code	TRP14.40
Definition	The number of registered unemployed people in a programme or service who are matched with a job divided by the total registered unemployed in the same programme or service.
Source	National sources

Indicator	Number of first job-seekers and long-term unemployed as a proportion of the total unemployed (aged 15+)*
Code	TRP14.41
Definition	Number of unemployed persons aged 15+ who are looking for work for the first time as a percentage of unemployed persons aged 15+; number of unemployed persons aged 15+ who are long-term unemployed as a percentage of unemployed persons aged 15+.
Source	LFS

Indicator	Average household income*
Code	TRP14.42
Definition	Average household income.
Source	NSO/national sources

Indicator	Satisfaction rate with skills
Code	TRP14.43
Definition	Satisfaction rate of employers with acquired skills/competences.
Source	World Bank Enterprise Surveys; national sources

EDUCATION INDICATORS

Indicator	Educational attainment of population by age and gender*
Code	TRP14.44
Definition	Educational attainment refers to the highest education level achieved by individuals expressed as a percentage of all persons in that age group.
Source	UIS; NSO; national sources

Indicator	Average student–teacher ratio in IVET ⁴² per level
Code	TRP14.45
Definition	Average number of pupils (students) per teacher in IVET in a given school year.
Source	National sources

Indicator	Tertiary educational attainment of population aged 30–34 (ET2020)*
Code	TRP14.46
Definition	Share of the population aged 30–34 years who have successfully completed university or university-like (tertiary-level) education with an ISCED 1997 (International Standard Classification of Education) education level of 5–6.
Source	LFS

Indicator	Literacy rates by sex, region and urban/rural
Code	TRP14.47
Definition	Percentage of the population in a given age bracket who can both read and write, with understanding, a short simple statement on their everyday life. Generally, literacy also encompasses numeracy, which is the ability to make simple arithmetic calculations. The illiteracy rate is the percentage of the population in a given age bracket who cannot read or write, with understanding, a short simple statement on their everyday life.
Source	National sources

Indicator	Rate of participation in adult education and training*
Code	TRP14.48
Definition	Percentage of the adult population aged 24–65 participating in non-formal job-related training.
Source	OECD; LFS; national sources

Indicator	Net enrolment rates per level of education, including IVET and CVET*
Code	TRP14.49
Definition	Total number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group (UNESCO). It is calculated by dividing the number of pupils (or students) enrolled who are of the official age group for a given level of education by the population for the same age group and multiplying the result by 100.
Source	National sources

40 IVET as defined in section A.

Indicator	Gross enrolment rates per level of education, including IVET and CVET*
Code	TRP14.50
Definition	Number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age (UNESCO). It is calculated by dividing the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group that officially corresponds to the given level of education, and multiplying the result by 100.
Source	National sources

Indicator	Enrolment in IVET by broad field of study*
Code	TRP14.51
Definition	Enrolment in IVET by broad field of study.
Source	National sources

Indicator	Graduation from IVET by broad field of study*
Code	TRP14.52
Definition	Graduation from IVET by broad field of study.
Source	National sources

Indicator	Repetition rate in IVET and in general education by grade
Code	TRP14.53
Definition	Number of repeaters in a given grade in a given school year, expressed as a percentage of the students enrolled in that grade in the previous school year.
Source	National sources

Indicator	Percentage of VET students who continue to higher levels of education
Code	TRP14.54
Definition	Number of VET students in a given reference period who have continued to higher levels of education.
Source	National sources

Indicator	Early leavers from education and training (ET2020)*
Code	TRP14.55
Definition	Proportion of the population aged 18–24 years who have lower secondary education or less and are no longer in education or training (Eurofound). Thus, early school leavers are people who have only achieved pre-primary, primary, lower secondary or short upper secondary education of less than two years.
Source	National sources

Indicator	Early leavers from IVET
Code	TRP14.56
Definition	Proportion of the population aged 18–24 years from IVET who have lower secondary education or less and are no longer in education or training (Eurofound). Thus, early school leavers are people who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than two years.
Source	National sources

Indicator	Number of VET students as a proportion of the total number of pupils and students by level and sex*
Code	TRP14.57
Definition	Number of students enrolled in VET as a percentage of the total number of students enrolled in the corresponding education levels.
Source	UIS; national sources

Indicator	Average number of students per VET school in urban and rural areas
Code	TRP14.58
Definition	Total number of students in VET schools from urban areas divided by the total number of VET schools in urban areas. Similar calculation for rural areas.
Source	National sources

Indicator	Total number of VET schools in urban and rural areas
Code	TRP14.59
Definition	Total number of VET schools in urban and in rural areas.
Source	National sources

Indicator	Dropout rates in IVET and in general education by level and sex
Code	TRP14.60
Definition	Proportion of pupils from a cohort enrolled in a given level in a given school year who are no longer enrolled in the following year (with the exception of graduates) (UNESCO), by VET and general education levels and by sex.
Source	National sources

Indicator	Dropout rates in IVET by broad study programme
Code	TRP14.61
Definition	Proportion of pupils from a cohort enrolled in a given level in a given school year who are no longer enrolled in the following year (with the exception of graduates) (UNESCO). It might be broken down by programme.
Source	National sources

Indicator	Number of hours per week allocated to science, mathematics and reading (IVET)
Code	TRP14.62
Definition	Number of hours per week allocated to science, mathematics and reading.
Source	National sources: line ministries (education)

Indicator	Number of hours allocated to practical instruction (IVET)
Code	TRP14.63
Definition	Number of hours allocated to practical instruction.
Source	National sources: line ministries (education)

Indicator	Number of computers per student
Code	TRP14.64
Definition	Number of computers per student.
Source	National sources: line ministries (education)

Indicator	Number of schools with broadband internet connection*
Code	TRP14.65
Definition	Number of schools with broadband internet connection.
Source	National sources: line ministries (education)

Indicator	Number of school buildings in need of general overhaul or emergency repairs
Code	TRP14.66
Definition	Number of school buildings in need of general overhaul or emergency repair.
Source	National sources: line ministries (education)

Indicator	Percentage of VET graduates who transition to employment or self-employment*
Code	TRP14.67
Definition	Number of VET graduates who find a job or start a business within one year of graduation as a percentage of total VET graduates.
Source	National sources

Indicator	Performance in PISA (ET2020), PIRLS and TIMSS by school type*
Code	TRP14.68
Definition	Performance in PISA, PIRLS and TIMSS by school type.
Source	OECD; IEA

Indicator	Student–teacher ratio in IVET in urban and rural areas
Code	TRP14.69
Definition	Average number of pupils per teacher at a given level of education, based on headcounts of both pupils and teachers.
Source	National sources

Indicator	Share of VET providers applying internal quality assurance systems defined by law/at own initiative*
Code	TRP14.70
Definition	Percentage of VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system, where the number of registered VET providers = 100% (EQAVET).
Source	National sources

Indicator	Share of accredited VET providers*
Code	TRP14.71
Definition	Percentage of VET providers who are accredited, where the number of registered VET providers = 100% (EQAVET).
Source	National sources

Indicator	Average frequency of in-service teacher training
Code	TRP14.72
Definition	Average frequency of in-service teacher training within a five-year period.
Source	National sources

Indicator	Total amount of funds invested in teacher training in IVET
Code	TRP14.73
Definition	Total amount of funds invested annually per teacher and trainer for in-service training of teachers and trainers (EQAVET).
Source	National sources

Indicator	Total number of trainers (teachers) employed in the VET system per level
Code	TRP14.74
Definition	Total number of teachers (trainers) employed in the VET system per level.
Source	National sources

Indicator	Composition of the trainer workforce by sex*
Code	TRP14.75
Definition	Number of female trainers as a percentage of the total number of trainers employed.
Source	National sources

Indicator	Composition of the trainer workforce by qualifications: highest level of education completed (urban, rural)
Code	TRP14.76
Definition	Number of trainers according to their educational attainment. It might be broken down by urban/rural.
Source	National sources: line ministries (education)

Indicator	Composition of the trainer workforce by years of service
Code	TRP14.77
Definition	Percentage of trainers by their years of service.
Source	National sources: line ministries (education)

Indicator	Number of trainer vacancies: total (urban, rural)
Code	TRP14.78
Definition	Total number of trainer vacancies registered with the PES. This indicator might be broken down by urban/rural.
Source	National sources: line ministries (education)

Indicator	Top three subject areas by number of trainer vacancies
Code	TRP14.79
Definition	Academic subjects with the greatest shortage of qualified teachers.
Source	National sources: line ministries (education)

Indicator	Starting statutory salary for trainers (teachers) in IVET (current LCU)*
Code	TRP14.80
Definition	Average statutory annual salaries in public institutions (current local currency units) for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of the teaching career. Annual statutory salaries refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension, according to existing salary scales, but before deductions for income tax.
Source	National sources: line ministries (education)

Indicator	Salary after 15 years for trainers (teachers) in IVET with minimum qualifications (current LCU)*
Code	TRP14.81
Definition	Refers to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified plus 15 years of experience.
Source	National sources: line ministries (education)

Indicator	Average annual remuneration of workers with higher education (current LCU)*
Code	TRP14.82
Definition	Salary at the top of the scale for full-time, full-year workers aged 25–65 with tertiary education (OECD).
Source	NSO/national sources

Indicator	Salary progression steps of VET trainers
Code	TRP14.83
Definition	Salary progression steps in proportion to starting salary, and years of service required for each step of career progression.
Source	National sources: line ministries (education)

Indicator	Starting statutory salary of directors (current LCU)
Code	TRP14.84
Definition	Refers to the average annual statutory salaries in public institutions (in current local currency units) for full-time directors with the minimum training necessary to be fully qualified at the beginning of the teaching career. Annual statutory salaries refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension, according to existing salary scales, but before deductions for income tax.
Source	National sources: line ministries (education)

Indicator	Salary progression steps of directors
Code	TRP14.85
Definition	Salary progression steps in proportion to starting salary, and years of service required for each step of career progression.
Source	National sources: line ministries (education)

Indicator	Public expenditure on education as share of GDP*
Code	TRP14.86
Definition	Public expenditure on education as a proportion of GDP.
Source	UIS; national sources

Indicator	Public expenditure on education as share of total public expenditure*
Code	TRP14.87
Definition	Public expenditure on education as a proportion of total public expenditure.
Source	UIS; national sources

Indicator	Public expenditure on VET as share of total public expenditure
Code	TRP14.88
Definition	Public expenditure on VET as a proportion of total public expenditure.
Source	National sources

Indicator	Proportion of public expenditure on education by level, including VET*
Code	TRP14.89
Definition	Public expenditure on education by level and programme.
Source	UIS; national sources

Indicator	Expenditure per student from public sources per level of education, including VET*
Code	TRP14.90
Definition	Expenditure on VET and on general education divided by the number of pupils enrolled in each case. It can be broken down by level of study (ISCED).
Source	UIS; national sources

Indicator	Share of expenditure on VET from private sources
Code	TRP14.91
Definition	Expenditure from private sources as share of total VET expenditure.
Source	National sources

Indicator	Development aid as a percentage of GNI
Code	TRP14.92
Definition	Net official development assistance (ODA) consists of disbursements of loans made on concessional terms (net of repayments of principal) and grants by official agencies of the members of the Development Assistance Committee (DAC), by multilateral institutions, and by non-DAC countries to promote economic development and welfare in countries and territories in the DAC list of ODA recipients. It includes loans with a grant element of at least 25% (calculated at a rate of discount of 10%).
Source	World Bank

Indicator	Aid by major purposes (education)
Code	TRP14.93
Definition	Development aid commitment to education by donor and sector in recipient countries.
Source	OECD

Indicator	Capital expenditure (including intangible assets) on education by level as share of total spending on education*
Code	TRP14.94
Definition	Capital investment by level of education as a share of total spending by level. Capital investment can include investment in the creation of tangible (infrastructure) and intangible (new content, learning/teaching materials, education research and innovation, etc.) medium- to long-term assets.
Source	UIS; national sources

Indicator	Capital expenditure (including intangible assets) on VET as share of total VET expenditure
Code	TRP14.95
Definition	Capital investment in VET as share of total spending on VET. Capital investment can include investment in the creation of tangible (infrastructure) and intangible (new content, learning/teaching materials, education research and innovation, etc.) medium- to long-term assets.
Source	UIS; national sources

Indicator	Share of current expenditure on education allocated to wages (teaching and non-teaching staff)*
Code	TRP14.96
Definition	Share of current expenditure on education allocated to wages (teaching and non-teaching staff).
Source	National sources

Indicator	Share of current expenditure on VET allocated to wages (teaching and non-teaching staff)
Code	TRP14.97
Definition	Share of current expenditure on VET allocated to wages (teaching and non-teaching staff).
Source	National sources

Indicator	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and sex
Code	TRP14.98
Definition	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and sex
Source	National sources

ANNEXES

ANNEX 1. INTERNATIONAL CLASSIFICATIONS

International classifications are of paramount importance, since only data structured according to the same classification schemes can be used for the purposes of a cross-country analysis. The most widely used classifications in the areas of education and the labour market are listed below.

ISCED – INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (UNESCO)

2011 GENERAL CLASSIFICATION AND CORRESPONDANCE WITH ISCED 1997

ISCED 1997	ISCED 2011		
Level	Level	Name	Programmes
	ISCED 01	Early childhood educational development	
ISCED 0	ISCED 02	Pre-primary	
ISCED 1	ISCED 1	Primary	
ISCED 2	ISCED 2	Lower secondary	24 general
			25 vocational
ISCED 3	ISCED 3	Upper secondary	34 general
			35 vocational
ISCED 4	ISCED 4	Post-secondary non-tertiary	44 general
			45 vocational
ISCED 5	ISCED 5	Short-cycle tertiary	54 general
			55 vocational
	ISCED 6	Bachelor or equivalent	
	ISCED 7	Master or equivalent	
ISCED 6	ISCED 8	Doctor or equivalent	

BROAD GROUPS AND MAIN CORRESPONDENCES

	NACE Rev. 1.1	NACE Rev. 2
Agriculture	Agriculture, hunting, forestry and fishing	Agriculture, forestry and fishing
Industry	Mining and quarrying	Mining and quarrying
	Manufacturing	Manufacturing
	Electricity, gas and water supply	Electricity, gas, steam and air conditioning supply
		Water supply; sewerage, waste management and remediation activities
	Construction	Construction
Services	Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	Wholesale and retail trade; repair of motor vehicles and motorcycles
	Transport, storage and communications	Transportation and storage
		Information and communication
	Hotels and restaurants	Accommodation and food service activities
	Financial intermediation	Financial and insurance activities
	Real estate, renting and business activities	Real estate activities
		Professional, scientific and technical activities
		Administrative and support service activities
	Public administration and defence; compulsory social security	Public administration and defence; compulsory social security
	Education	Education
	Health and social work	Human health and social work activities
	Other community, social and personal service activities	Arts, entertainment and recreation
		Other service activities
	Activities of private households as employers and undifferentiated production activities of private households	Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use
	Extraterritorial organisations and bodies	Activities of extraterritorial organisations and bodies

ISCO – INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ILO)

MAIN GROUPS

ISCO 08 code	Title
1	Managers
2	Professionals
3	Technicians and associate professionals
4	Clerical support workers
5	Service and sales workers
6	Skilled agricultural, forestry and fishery workers
7	Craft and related trades workers
8	Plant and machine operators, and assemblers
9	Elementary occupations
0	Armed forces occupations

ICSE – INTERNATIONAL CLASSIFICATION BY STATUS IN EMPLOYMENT (ILO)

ICSE-93 GROUPS	
1	Employees, among whom countries may need and be able to distinguish 'employees with stable contracts' (including 'regular employees')
2	Employers
3	Own-account workers
4	Members of producers' cooperatives
5	Contributing family workers
6	Workers not classifiable by status

- enhancing the quality of VET by developing the competences of teachers and trainers to support better learning outcomes;
- effective sharing of responsibilities in the governance of education and training systems, including sound policy coordination across government and between national and local levels, including business and civil society.

Meeting the challenge of these priorities requires leadership which ensures that policy formulation and implementation is monitored and evaluated to benchmark progress. In this respect, the conference supports the further development of the Torino Process Analytical Framework towards stronger analyses of the outcomes, cost-effectiveness, sustainability and innovative capacity of public policies. The conference also confirms the need for policy-making bodies to engage in a joint policy learning cycle, to assess the impact of policies, learn from experience and move forward to deliver relevant skills.

The conference outlines the following areas for joint action to move skills forward:

1. identify areas for policy support in each country using evidence, analysis, scenarios and foresight, and prioritise them for follow-up and implementation through strategies and short-term deliverables that are realistic in the national context;
2. monitor progress on the basis of indicators measuring results using the 2012 Torino Process as a national baseline – in addition, for interested countries, developments can be monitored against relevant EU, ETF and international benchmarks for education and training;
3. increase the use of evidence in policy making, assessing what works, and disseminating good practice achieved bearing in mind national contexts;
4. broaden participation in policy analysis and policy making to actively include all relevant stakeholder groups, including young people, making use of social media to increase public policy transparency and participatory processes;
5. develop methodological tools to support policy development in the partner countries according to the priority areas identified;
6. ensure education and training are labour market-oriented and serve entrepreneurial and local communities with the active involvement of business at all levels.

We welcome the ETF's support and cooperation in policy analysis and policy learning. We call upon the EU and the international community to work together in the ongoing effort to move skills forward. We thank the EU and the ETF for this rich learning opportunity and look forward to the next round of the Torino Process in 2014.

ABBREVIATIONS AND ACRONYMS

ALMP	Active labour market policy
Cedefop	Centre européen pour le développement de la formation professionnelle (European Centre for the Development of Vocational Training)
CVET	Continuing vocational education and training
DAC	Development Assistance Committee
EDI	Equalised disposable income
ENP	European Neighbourhood Policy
EQAVET	European Quality Assurance in Vocational Education and Training
ET2020	Education and Training 2020 (EU strategic framework)
ETF	European Training Foundation
EU	European Union
GDP	Gross domestic product
GEMM	Governance for Employability in the Mediterranean
GNI	Gross national income
IEA	International Association for the Evaluation of Educational Achievement
ILO	International Labour Organisation
IVET	Initial vocational education and training
LCU	Local currency unit
LFS	Labour force survey
NSO	National statistical office
ODA	Official development assistance
OECD	Organisation for Economic Cooperation and Development
PES	Public employment service
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PPP	Purchasing power parity
PRIME	Projecting the Reform Impact in VET

SABER	Systems Approach for Better Education Results (World Bank)
SEET	South Eastern Europe and Turkey
SEMED	Southern and Eastern Mediterranean
TIMSS	Trends in International Mathematics and Science Study
TRP	Torino Process
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNSD	United Nations Statistics Division
VET	Vocational education and training

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