



EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

EQAVET INDICATORS' TOOLKIT

Foreword

Used holistically, the EQAVET indicators are designed to support the strengthening of a culture of quality assurance within VET systems. Taken in conjunction with the indicative descriptors which are annexed to the EQAVET Recommendation¹, they will play an important role in enabling policymakers and other stakeholders to develop their approaches to the effective implementation of the Recommendation.

The EQAVET Indicators Toolkit has been developed to provide a user-friendly and dynamic resource to support countries as they explore and implement the processes of developing their national approaches to the implementation of the Recommendation. The Toolkit comprises a “package” of resource material which explains the significance and uses of the indicators and is an intrinsic part of a set of guidance material for countries as they set out to meet their commitments under the Recommendation.

The material has been developed in close collaboration with the representatives of the Member States and the Social Partners and builds on the significant work undertaken over a number of years by ENQA-VET and CEDEFOP.

This resource material is designed to be a dynamic tool and reflect users’ experience in working with the indicators. We envisage that the material presented will be supplemented with on-going examples of practice as Member States deepen their approaches to using the quality cycle within their systems.

The work undertaken has built on the significant contribution of a large number of Member State representatives, who have been supported to enable their participation in European meetings, who have sustained an intensive level of online cooperation between meetings and provided examples of good practice to ensure that the Toolkit is a practical and well-grounded resource. The commitment of these individuals has made an important contribution to strengthening the EQAVET Community of practice!

We look forward to the next phase of this work which will build on Member States’ experience of using this material and developing their quality assurance approaches across their VET systems. This process marks an important step in building trust between systems and in ensuring that VET provides an attractive and high quality professional development option for learners.

Sean Feerick
Director
EQAVET Secretariat

**I KEEP six honest serving- men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.**

In *The Elephant's Child*, Rudyard Kipling¹

¹ http://www.kipling.org.uk/poems_serving.htm

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The EQAVET Indicators are a continuing “work in progress”. They may be regularly updated in light of new experience of their use, and input from stakeholders.

PART I

INTRODUCING the EQAVET INDICATORS' TOOLKIT

Introduction

European policy in the field of Education has always placed significant emphasis on quality as stated in the Treaty: "[t]he Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity."² However, the embedding of quality assurance into the education policy-making process at European level, particularly into the (sub) system of Vocational Education and Training (VET) is not trivial and has not been an easy route to travel. Since 2000, however, the European Union has been working strategically on improvement of quality in Education and Training, particularly on the improvement of quality in VET within the Copenhagen process.

The *Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a [European Quality Assurance Reference Framework for Vocational Education and Training](#)*³ (the EQAVET Recommendation) constitutes a breakthrough in the journey towards quality in VET given that, by definition, the EQAVET is taken to mean a theoretical overview of VET to be used as a point of reference with the purpose of relating a wide-ranging dimensions within the VET quality assurance process, particularly the use of indicators. A key challenge in implementing this Recommendation is to achieve a balance between the political goal to promote a systematic approach to assure quality in VET at system level and the mutual trust among VET stakeholders, namely in so far as the use of indicators is concerned.

To address the identified need for support in the process of implementing the set of indicators necessary to assess VET quality, a Toolkit was created to assist stakeholders in engaging in the implementation process. The sub-sections that follow are intended to explore some of the questions that may come up when a user decides to use the Toolkit.

1. Why has this Toolkit been developed?

In 2009, the European Parliament and the Council adopted the *Recommendation of the European Parliament and of the Council on the establishment of a [European Quality Assurance Reference Framework for Education and Training](#)*. This is a reference instrument to help Member States promote and monitor the continuous improvement of their

² Maastricht Treaty (1992) The [Treaty of Lisbon](#), in force since 1 December 2009, did not change the provisions on the role of the EU in education and training.

³ Official Journal C 155 of 8.7.2009. Available at http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11108_en.htm

VET systems. The *Recommendation* is constructed on a quality model which aims – among other things – to develop a systematic approach to monitoring the performance of VET systems and VET provision at national level (on a voluntary basis) and at European level. The quality model is based on common European references, which comprise a quality assurance and improvement cycle of planning, implementation, evaluation/assessment and review/revision of VET (see diagram below), supported by common quality criteria, indicative descriptors and a set of ten indicators.



The EQAVET set of ten indicators is a selection from the total possible range of VET relevant indicators (≈ 200) and it is based on the underlying theoretical and political understanding of what types of VET impacts are important. Specifically, this set of indicators (see list of EQAVET indicators below) provides a way of characterising and relating a significant number of aspects of the VET system to each other and allows the information provided by each one of the indicators to be greater than the sum of its parts.

LIST OF EQAVET INDICATORS

Overarching indicators

Indicator no 1

Relevance of quality assurance systems for VET providers:

- (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative;
- (b) share of accredited VET providers.

Indicator no 2

Investment in training of teachers and trainers:

- (a) share of teachers and trainers participating in further training
- (b) amount of funds invested

Indicators supporting quality objectives for VET policies

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)

- (1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes.
- (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria

Indicator no 5

Placement rate in VET programmes:

- (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3);
- (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
- (3) For IVT: including information on the destination of learners who have dropped out.

Indicator no 6

Utilisation of acquired skills at the workplace:

- (a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria
- (b) satisfaction rate of individuals and employers with acquired skills/competences

Indicator no 7

Unemployment rate (4) according to individual criteria

- (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work

Indicator no 8

Prevalence of vulnerable groups:

- (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender

(b) success rate of disadvantaged groups according to age and gender

Indicator no 9

Mechanisms to identify training needs in the labour market:

(a) information on mechanisms set up to identify changing demands at different levels

(b) evidence of their effectiveness.

Indicator no 10

Schemes used to promote better access to VET:

(a) information on existing schemes at different levels

(b) evidence of their effectiveness

The various indicators, therefore, focus on improving different aspects of VET, even if there are limitations to measuring VET outputs and outcomes and their quality. Thereof, the application of the EQAVET indicators is regarded as one of the major challenges to be addressed by stakeholders in the implementation of the EQAVET Recommendation particularly by Member States which need to cater for multiple levels of the indicators' use ranging from VET policy makers to providers. During the initial implementation of the EQAVET Recommendation such compelling forces as fear of change, inertia, and *status quo* may combine with the inherently difficult and complex work of the implementation process. This requires a resolute support from authorities that need to acknowledge challenges while displaying confidence in solving problems. Thus, in order to fully implement the Recommendation ongoing support and vigilance is required since the ultimate goal is the long-term survival and continued effectiveness of quality assurance improvement in the context of a fast changing world.

This is to be regarded, however, as an opportunity rather than just a task for the EQAVET community of practice whose members are actively involved in maximising the results of the Europe-wide cooperation and using them as a catalyst for change at national level. This European cooperation has the effect, therefore, of building on the complementarity between the different levels (local, regional, national and European) of VET policy and provision.

2. How does this Toolkit relate to other EQAVET initiatives?

This Toolkit is a continuation of other efforts and interest in the quality assurance of VET and, particularly, in indicators. We recognize it grows on the shoulders of those who have been doing this work for years (e. g. CEDEFOP and the Technical Working Group on Quality Assurance in VET) and it builds on and further develops the more recent work undertaken by the European Network for Quality Assurance in Vocational Education and Training (ENQAVET)⁴ in their work - programme 2008-2009 (see below).

⁴ Publications available at <http://www.eqavet.eu/gns/library/policy-documents/policy-documents-2009.aspx>

ENQAVET WORK (2008-2009)

- **EQARF indicators, reviewing and agreeing definitions- results of the work undertaken by the Thematic Group on Indicators (2009)**
- **Study on the set of indicators proposed in the European Quality Assurance Reference Framework for VET (2009)**
- **Report on developing guidelines for supporting quality assurance in VET systems (2009)**

In 2010, the *Recommendation* on the **European Quality Assurance Reference Framework in Vocational Education and Training** (EQAVET Recommendation) brought together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems. Given that the Recommendation establishes that Member States need

Ã to devise an approach aimed at improving quality assurance systems at national level making best use of the EQAVET Recommendation and involving all relevant stakeholders in accordance with national legislation and practice by June 2011;

Ã to undertake a review of the implementation process on the basis of reference criteria to be defined by the Network in cooperation with the Commission and the Member States by 2013, the EQAVET community of practice has prepared materials to support Member States' efforts to meet the above mentioned objectives (see below).

EQAVET WORK (2010-2011)

- **The EQAVET Indicators' Toolkit**
- **Guidelines to support the development of the national implementation of the EQAVET Recommendation**
- **The EQAVET Website which hosts the on - line resource *EQAVET Quality Cycle***

The **EQAVET Indicators' Toolkit** is, therefore, the result of the work undertaken by the EQAVET community of practice made up of Member States and Social partners at European level who have been working cooperatively to reach a consensus on what constitutes evidence, in which circumstances and why.

3. What is the purpose of this Toolkit?

The **EQAVET Indicators' Toolkit** was developed to support Member States and VET providers to implement the *Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a [European Quality Assurance Reference Framework for Vocational Education and Training](#)*⁵, particularly of the set of ten indicators as proposed in Annex II. The **EQAVET Indicators' Toolkit** is not country specific but it is based on the results achieved by ENQAVET and is designed to assist a diverse range of stakeholders at Member State and European level in implementing the set of ten indicators. Taking into account that stakeholders may wish to use different indicators, in different ways and at different times, we designed the Toolkit with both a hard copy print run and a menu driven on-line resource in mind.

We have adopted a modular approach for the **Catalogue of Indicators** which is constructed as a set of ten independent modules (one module for each one of the ten indicators) and is designed in a **Question & Answer** (Q&A) format. Each module, therefore, deals with one specific indicator and its key aspects are uncovered through a process of questioning and answering. The on-line version has a semi-open architecture, that is, each component in the **Catalogue of Indicators** may be added to, updated or changed in the future without damaging the overall structure. It also allows users to cross reference the indicator(s) with the quality criteria and indicative descriptors applied to the different stages in the quality cycle.

We believe that such an approach will help stakeholders in mapping their road towards quality assurance of their VET systems and programmes while promoting their reflective practice about the different stages of the quality cycle. It is also worthwhile mentioning that this set of indicators is an integral part of a European legislative act to be applied by Member States on a voluntary basis, even if some of them are used some way or another by VET systems and providers across Europe, as demonstrated in the ENQAVET publication **Study on the set of indicators proposed in the European Quality Assurance Reference Framework for VET (2009)**. Finally, this Toolkit does not present a rigid list of items that must be followed in order to successfully implement the set of indicators. Rather, it is intended to provide readers with thought-provoking questions and concepts in order to build solutions that might meet stakeholders' specific challenges and needs.

⁵ Official Journal C 155 of 8.7.2009 Available at http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11108_en.htm

4. Who are the Toolkit's users?

It is important to recognise that providing support on what works/ does not work in implementing the EQAVET set of indicators is likely to vary at differing levels, for different people and for different organisations. The main purpose of this Toolkit is to support the role of **policy development** which needs to engage the whole VET system while responsibilities rest at different levels:

Macro level – this level comprises national and/or regional decision makers who are mainly concerned with strategic decisions, i.e., a) the performance of the VET system and its review and b) the development of strategies to improve quality outcomes which will percolate through the whole VET system

Intermediate level- this level includes decision-makers who are in charge of a) management and b) in translating policy goals into technical/operational decisions, namely the **National Reference Points (NRPs)**

Micro level – this level consists of those stakeholders, particularly VET providers whose main concern is to ensure that a) their education and training provision is of the high possible quality and b) meet the needs of individuals and society at large.

The challenge, therefore, is how best to develop a toolkit relating to the implementation of the indicators that will satisfy the needs of different users. But who are they? Even if VET stakeholders, whom we define as individuals or representative groups who have a direct and vested interest in VET, the primary users of the toolkit will be those leading the implementation at Member State level at macro and intermediate level, particularly the **National Reference Points**.

Accordingly, the **EQAVET Indicators' Toolkit** is intended to make a contribution to the reforms taking place in the VET sector across Europe and, thus, benefit those with an interest in Vocational Education and Training, particularly those who will be responsible for the implementation of the Recommendation at national level, mainly the NRPs but also legislators and policy makers at national and/or regional level. Other stakeholders (VET providers, VET teachers and trainers, employees and employers as well as professional organizations, e.g. employers' associations and trade unions) may also wish to know about this tool and use it at some stage of the implementation process (See Part II, point 1.3).

5. What are the goals and objectives of the EQAVET Indicators' Toolkit?

In 2009, the *Report on the measurement of economic performance and social progress* (Stiglitz, Sen and Fitoussi)⁶, stated that “A long tradition of economic research has stressed the importance of education in providing the skills and competencies that underpin economic production.”(p.46). It is not surprising, then, that at times of economic crises and rising unemployment, Vocational Education and Training (VET) is often in the centre of policy debates. These periods, however, may offer an opportunity to examine how well equipped VET systems are to cope with these challenges and to introduce changes which may improve VET processes and outcomes.

The work on indicators within the European Union policy context, particularly within the strategy *Europe 2020*, plays a crucial role in improving and fostering a culture of continuous quality assurance in VET both at system and providers' level while facilitating and supporting the implementation of the *European Qualification Framework* (EQF) and the *European Credit System for VET* (ECVET). Even if the *EQAVET Recommendation*, and particularly the annexed set of indicators, constitute neither *benchmarks* nor are they to be used to compare VET systems' and providers' performance across Europe, the *EQAVET Recommendation* is a legal text adopted by the European Parliament and the Member States and reminds of the importance of quality assurance in general and of the indicators in particular. The indicators are an important instrument for Member States to design and assess their national policies and programmes with the aim to improve their VET policies, as well as to assess and influence the functioning of their systems and programme provision. Indicators are, however, sometimes

Ã **Confusing**, e.g. is *participation rate* the same as *enrolment rate*?

Ã **Misinterpreted**, e.g. to what extent has the training period an impact on the learner's achievement (i.e. does *more* training equate *better* training)?

Ã **Defined differently**, e.g. is teacher quality defined as teachers' academic skills, teachers' assignments or as teacher's participation in professional development activities?

Hence, the following goals and specific objectives seemed relevant to design the **EQAVET Indicators' Toolkit**

⁶ Stiglitz, J.E, Sen, A. and Fitoussi, J.P, (2009) Report of the commission on the measurement of economic performance and social progress. Available at http://www.stiglitz-sen-fitoussi.fr/documents/rapport_anglais.pdf

GOALS

To support Member States in devising their national approaches/strategies to implement EQAVET by fostering a common understanding of the set of ten indicators in a non-prescriptive way;

To support stakeholders in using the set of ten indicators by answering possible questions and addressing difficulties when indicators are implemented at Member State and providers' level.

SPECIFIC OBJECTIVES

To develop a guide to the EQAVET Indicators by focusing on

- their operational definitions as developed by ENQAVET;
- performance indicators that measure the status of an education system and context indicators needed to generate or interpret the significance of these performance indicators;
- indicator terminology;

To develop a “common language” in the field of quality assurance in VET, particularly in the field of indicators

As a last remark, it is relevant to highlight that the **usage** of these indicators, as commonly applied or to be applied by the VET systems and providers' institutions across Europe, will hopefully indicate avenues for more and different measurement efforts in VET as a result of the **cumulative learning** brought about by the European cooperation, particularly by the cooperation undertaken within the EQAVET community of practice.

6. How can you read the EQAVET Indicators' Toolkit?

The Toolkit is divided into **three Parts** complemented by **three annexes**, whereby:

Part I is an introduction to the Toolkit. **Part II** focuses on the principles of Quality Assurance and on the role of indicators in EQAVET and **Part III** that is the most important part of the Toolkit, i.e. the **Catalogue of Indicators**, which contains information for the interpretation and application of the indicators organized in a modular form, i.e. one module for each indicator. (See descriptions below)

Part I Introduction to the EQAVET Indicators' Toolkit

Part I introduces the EQAVET Indicators' Toolkit and uses the *Question & Answer* format through which information regarding the Toolkit is provided, i.e. why this toolkit has been developed, how it relates to other EQAVET initiatives, what its purpose is, whom it is addressed to, what goals and objectives underlie this instrument and how users should read it.

Part II The Set of EQAVET Indicators

Part II describes

1. The principles of Quality Assurance (i.e. its purposes & definitions as well as the role of stakeholders in QA).
2. The role of Indicators in EQAVET (i.e. definition of EQAVET indicator, the alignment of EQAVET indicators with European policy goals and main issues regarding the implementation of EQAVET indicators).

Part III Catalogue of Indicators

Part III contains the most important part of the Toolkit, i.e. information for the interpretation and application of the indicators.

A modular format was chosen to organize the information about the ten indicators, i.e. one module for each one of the ten indicators designed as follows:

- B Two main headings are used to organize information: *Key Information* and *Technical Notes***
- B Guiding *Questions & Answers* are utilized to uncover the information concerning different dimensions of each one of the indicators**
- B Seven dimensions are considered : operational definition, recommended use, EQAVET related indicators, possible additional information, indicator's components, indicator mathematical formula and usually reported subgroups**
- B A final *Note* directs interested people to read on line existing practices in Member States.**

PART II

The European Quality Assurance in VET

1. What is Quality Assurance in VET?

Given the different cultural and educational contexts in Member States and the diversity of their VET organisations, it seems that there is no universal answer to the question “What is quality in VET?” This diversity accounts for the variety of types of existing quality management systems or approaches at Member State level, e.g. Total Quality Management (TQM), International Organization for Standardization (ISO 9001:2000 in education), European Quality Management (EQM), etc. There seem to be two strong arguments underlying the promotion of quality in VET systems at this time: on the one hand, even where VET systems are well developed, there is evidence that quality remains a concern and, on the other hand, where VET systems need to expand, the process of improvement needs to be based on reliable strategies for quality so that the best possible results are accomplished.

However varied the quality landscape may look, changes have been occurring in VET across Europe over the last decade. In reality, a slow but steady transition is taking place from an input-oriented learning process to learning outcomes and from a supply-side to demand-side systems and programmes. It is also significant that these transitions have occurred at a time when there has been considerable political cooperation at the EU level in the field of Education and Training crossing the boundaries of Member State/ European Union and Governments/ Social Partners responsibilities.⁷ All these changes run parallel to the development of new forms of accountability.

Consistent with the European Union legal frame⁸ and the framework for cooperation between Member States, provided by the *Copenhagen process* within the *Lisbon Strategy* (2000-2010) and the revised political agenda for 2010-2010, the *EU2020 strategy*, where Vocational Education and Training is an essential element, the Recommendation on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training** brought to the forefront of the VET policy arena the Open Method of Coordination (OMC). This approach emphasizes the development of a bottom-up system focusing on the exchange of experience, skills and competencies of stakeholders at European, national and sub-national levels and involves, through mutual learning, the identification of interventions and organizations that are widely recognized for major improvements in their performance and efficiency.

⁷ Copenhagen process
Available at http://ec.europa.eu/education/vocational-education/doc1143_en.htm

⁸ The Lisbon Treaty, article 166. Available at <http://www.lisbon-treaty.org/wcm/the-lisbon-treaty/treaty-on-the-functioning-of-the-european-union-and-comments/part-3-union-policies-and-internal-actions/title-xii-education-vocational-training-youth-and-sport/454-article-166.html>

The EQAVET quality criteria and descriptors (Annex I) and the proposed set of ten indicators (Annex II), constitute quite a flexible instrument which can overcome the legal, socio-economic and cultural diversity of the EU Member States. Without a doubt such flexibility ensures that the existing VET national quality systems or approaches can easily be compatible and complementary with the *EQAVET Recommendation*, a principle which underscores the EQAVET multilevel approach. However, neither the quality criteria and descriptors nor the quality indicators will necessarily apply uniformly to every stakeholder at Member State or VET provider level. It is, therefore, the responsibility of the different users to determine which procedures and indicators are appropriate in their national or sub-national context.

In doing so, it is important that the interested parties at national level agree on a) what constitutes **Quality in VET** in their context, b) the way in which it may be /is **measured** and c) how its **results** are adequately communicated and understood.

1.1 A quick view on the notions of quality in VET

It is perhaps adequate to emphasize that the implementation of a quality framework takes a long time given that the needs of education, in particular the needs of VET, are changing more rapidly and deeply than ever before. Paraphrasing Statistics Canada ⁹ we can say that the role of quality within the management of VET needs to be continuously re-examined and updated and, quoting the same document, “Because many aspects of quality are dynamic and deteriorate without pro-active effort there is a continuing need to invest in quality simply in order to maintain *status quo*.”(para. 7)

Moreover, national VET systems and providers vary from country to country and their practices are likely to mirror the very different conditions in which they operate. The fact remains, though, that no matter the national conditions, Member States seek their systems and institutions to be effective, to work efficiently and to respond to the emerging challenges in the labour market as adequately as possible. The key impetus in the adoption of the EQAVET Recommendation appears, therefore, to be the confluence of a mixture of reasons, i.e. from political, socioeconomic and financial challenges to the rise in the need for accountability, particularly in the public funding of VET provision.

The *Recommendation on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training*** aims to frame the efforts of Member States (MS) in setting up and/or reviewing their Quality Assurance (QA) systems and to that end it includes a set of ten indicators which provide a way to characterise and relate ten different

⁹ *Report on Quality Assurance Frameworks for the 41st session of the UN Statistical Commission 2010*. Version 1 (September 2009). Available at <http://unstats.un.org/unsd/dnss/qaf/qafreport.htm>

aspects of the VET system and provision while assisting the interpretation of indicators to each other.

It is useful to recall that “quality management” was firstly applied in the commercial sector concentrating on customers, products and financial success for shareholders. Later, it was adopted in other sectors, such as the health sector where “Quality Assurance” is seen as encompassing “ methods for describing measuring, evaluating and, where needed, taking measures aimed at the improvement of what, in a broad sense, is described as quality”.¹⁰ From the vast literature available on definitions for quality, such as those offered by the *founding fathers* of the quality movement (e.g. W. E. Deming, P. Crosby, A. Feigenbaum, K. Ishikawa or J. Juran), there seem to be different levels in the concept of quality: one level defines quality as “consistency” i.e. conformance to specifications or requirements; another sees quality as either “fit for purpose”, i.e. fulfilling customer expectations or even “exceptional” i.e. exceeding customer’s satisfaction; a third level defines quality as “ value for money” and, finally, quality is defined as “transformation” which is measured by performance and change in knowledge, skills and abilities. All these concepts have somehow permeated the concept of VET quality as argued in a ILO’s publication (2009, p.284) where VET quality is viewed as a relative concept, i.e. variations may be identified based on such notions as “quality as excellence” (e. g. where benchmarks are developed for individual VET institutions to be applied to their own internal quality assurance processes); “quality as fit for purpose” (e.g. where the performance of programmes and providers are assessed against the institutions’ stated outcomes or intentions) or “ quality for investment” (based on stakeholders’ perceptions of the cost and time required to achieve certain quality standards in delivering VET qualifications and courses and its implications to the VET institution’s performance). In short, it may be relevant to say that it is generally agreed that the available definitions of quality in VET are context-bound in terms of place, expectations and purpose. Quality, therefore, is not just a technical issue but has strong political, social and cultural dimensions relating to the explicit and implicit political, economic, social, cultural, and individual purposes of the VET learners in a region or country at any given time.

It may be relevant to underline, however, that at the time of preparing this *Toolkit*, the Council and the Representatives of the Governments of the Member States adopted in the Education Council meeting conclusions on priorities for enhanced European cooperation in VET for the period 2011-2020.¹¹ There, it is emphasized that “it is crucial to sustain and further develop excellence in VET.” Moreover, the Council of Ministers of Education recognizes that “world class

¹⁰ Maj Ader, Karin Berensson, Peringe Carlsson, Marianne Granath, and Viveca Urwitz, Quality indicators for health promotion programmes *Health Promot. Int.* (2001) 16(2): 187-195
doi:10.1093/heapro/16.2.187

¹¹ Available at http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117849.pdf

VET” is a key factor “in sustaining Europe’s position as the strongest exporter of industrial products in the world” as well as in “maintaining Europe’s social welfare model”.

In any event, one of the key elements of a quality assurance system in VET is the measurement of inputs-outputs-outcomes through indicators which are used to determine how well a result has been achieved in a particular area, for example in the field of qualifications where the rate of formal VET qualifications helps quantify whether VET learners are/aren’t succeeding in VET programmes.

1.2 Principles of Quality Assurance in EQAVET- the use of descriptors and indicators

Drawing from the vast literature on quality management, it can be inferred that the implementation of the **Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training**, in particular the implementation of the proposed set of indicators, can only be accomplished through common principles for quality assurance. At European level, common principles are defined in the **Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning**¹², which are listed as follows in Annex III:

[...]

- Ã quality assurance policies and procedures should underpin all levels of the European Qualifications Framework,
- Ã quality assurance should be an integral part of the internal management of education and training institutions,
- Ã quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies,
- Ã external monitoring bodies or agencies carrying out quality assurance should be subject to regular review,
- Ã quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes,
- Ã quality assurance systems should include the following elements:
 - ⊢ clear and measurable objectives and standards, guidelines for implementation, including stakeholder involvement,
 - ⊢ appropriate resources,
 - ⊢ consistent evaluation methods, associating self-assessment and external review,

¹² Available at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

- feedback mechanisms and procedures for improvement,
- widely accessible evaluation results,
- Ã quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis,
- Ã quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community,
- Ã quality assurance orientations at Community level may provide reference points for evaluations and peer learning.

In order to help Member States to promote and monitor continuous improvement of their VET systems based on common European references, the *EQAVET Recommendation* comprises a quality assurance and improvement cycle of **Planning, Implementation, Evaluation/Assessment and Review/Revision** (see diagram, Part I, page 6) supported by common quality criteria, indicative descriptors and indicators.

Because quality of VET is a multi-dimensional phenomenon, it is suggested that the set of ten indicators is applied in the different phases of the cycle, not as a succession of independent units, but as an integrated cluster of systematic practices designed to improve VET systems and providers' performance. In particular, and in so far as the indicators are concerned, different stakeholders may have differing priorities, different levels of knowledge and ability and/ or willingness to use them but, because the EQAVET set of ten indicators is an organic part of the EQAVET approach to QA, they need to be applied both at system and providers' level. Moreover, the use of the indicators in the different phases of the quality cycle leads to a shared understanding about the basis of QA in VET and assists the users' developmental thinking, i.e. it can help stakeholders with asking their own questions, gathering and analysing their own data and using their own information and evidence as part of their self - review and decision making.

The selection of indicators, therefore, must be related to the expected results of goals and objectives as defined by the relevant stakeholders, while taking into consideration how these goals/objectives interact with contextual factors. This contextual analysis will involve both macro-level and micro- level favourable conditions and constraints which may affect or influence the intended beneficiaries and the interested institutions. The exercise to select the appropriate indicators may be maximized through the stakeholders' cumulative learning whereby they build on the complementarity between the different levels, i.e., the legislative level, the policy level (national, sub-national and European), the institutional level (Ministries, providers, end users' organizations), and they are capable of finding an appropriate balance for their specific interests.

1.3 Quality Assurance and stakeholders- the EQAVET stakeholders¹³

It was in the year 1980 that the concept of “stakeholder” was developed by R. Edward Freeman¹⁴, a Professor of Business Administration. As mentioned earlier, the notion of quality and its related concepts have permeated other fields, including Education. In the Business Dictionary (2007) a stakeholder is defined as “a person, group or organization that has direct or indirect stake in an organization because it can affect or be affected by the organization's actions, objectives, and policies”. According to an EU definition¹⁵ stakeholders are

The various individuals and organisations who are directly and indirectly affected by the implementation and results of a given intervention, and who are likely to have an interest in its evaluation (e.g. programme managers, policy-makers, and the programme's target population.

We have chosen this definition among others for two basic reasons, i.e. the need for convergence of definitions at EU level and the coherence of the definition with the underlying principle of VET, i.e. the principle of Lifelong Learning where the learner himself/herself is made responsible for his/her own learning. If the learner has to take responsibility for his/her own learning, then he/she ought to be part of the decision- making process. VET, in fact, includes multiple stakeholders with a direct, or even indirect, interest in VET (See below)

¹³ Please see Part I, point 1.4

¹⁴ E. Freeman is a Professor of Business Administration and his conceptualization of stakeholder analysis has become a staple of academic writing and decision-making models.

¹⁵In *Evaluating EU activities: a practical guide for the Commission services*. Luxembourg: Office for Official Publications of the European Communities, 2004

Available at http://ec.europa.eu/dgs/secretariat_general/evaluation/docs/eval_activities_en.pdf

Types of Stakeholders

Policy makers at European, national and sub national level (e.g. regional authorities) who decide the course of action related to the VET system, at the political/legislative/management levels.

Quality Assurance National Reference Points (NRPs) who are directly involved in the development of the national approach and have a dissemination and information role.

VET providers who oversee programme implementation and may act as brokers in keeping the balance between policy requirements and employers' interests and expectations;

Sectoral organizations that aim to gain insight into the developments in employment and skills needs, with the aim of assisting policy making within or for their sector.

Employers and Employees' organizations that look for workers whose skills are aligned with their defined needs;

Teachers and trainers who implement VET programmes;

VET learners who wish to gain the competences required to move through and out of VET and gain a qualification;

Social partners (both at national and European level) who are involved in the social dialogue about, and development of, VET policies role

However, even if all these stakeholders have a stake in the field, i.e. they take decisions and are potential users of VET data and findings, their perspective may be very different (See below).

Stakeholders' perspectives

Policy makers at system level tend to focus on evaluations and cost-benefit outcomes, i.e. did the VET provision achieve the expected outcomes? What were/ will be its costs?

Quality Assurance National Reference Points (NRPs) have a global view on all issues related to the implementation of the Recommendation, particularly the indicators.

VET providers are probably more concerned with the teaching/training issues, i.e. which elements of their training management contributed most effectively to the outcomes achieved?

Employers are likely to highlight the relevance of qualifications and competences required for the workplace and their satisfaction /dissatisfaction with VET programme completers, i.e. did the training programme provide the right kind of employee for the company?

Teachers and trainers will be interested in their own job satisfaction and career development, i.e. will their prior experience/non formal learning be recognized and accredited?

VET learners are likely to be most concerned with having access to quality programmes which will support them with important career transitions i.e. was the programme accessible and useful?

Social partners are likely to be mainly interested in such issues as workers' protection against precariousness, workers' needs and training regulations or responsibility for cost of training.

Questions can be asked about the role of the different groups of stakeholders in the Quality Assurance process. As an illustration of the issues that may come up in considering the stakeholders' role, we might consider such questions as:

Why involve stakeholders?

One of the main reasons to involve stakeholders is the fact the more stakeholders are involve, the smoother the process will be because more people are willing to work hard to get the necessary information. This way, the collected information will be more reliable because it comes from different perspectives and, thus, those who are in the process are forced to think through the meaning of available information. Moreover, any changes that may need to be introduced in the process are likely to be accepted by a broader audience and also may be implemented more fully and with less resistance.

How realistic is it?

Even if desirable, it is perhaps unrealistic to believe that it will be possible to involve each and every stakeholder. However, the **representation format** (where representatives from as many

stakeholders as possible are consulted) has proven to be a feasible way to involve the interested parties when designing or redesigning plans and by providing them with timely results and feedback. So far, it has been perceived as the best way to build confidence and trust among the different parties. Because VET stakeholders may be affected by many decisions of the relevant authorities, consultation and communication is necessary to keep them informed and to ensure that their interests are adequately considered.

To sum up, if we wish to increase success and to reduce uncertainty of achieving the overall goals in the implementation of EQAVET, in particular of its indicators, we need to understand factors which may affect this process. To that end, it is advisable to adequately manage any consequences that may come about, either “consequences that constitute opportunities for benefit (upside) or threats to success (downside)”¹⁶.

When should stakeholders be involved?

To sum up, different stakeholders have different expectations but if a major stakeholder is ignored, then the implementation of the EQAVET quality cycle may be weakened from the very start and consequently poorly designed. A golden tip is, therefore, to involve stakeholders and find out what their interests and needs are from the beginning. In setting a QA process, namely in selecting the indicators to be applied in any and each one of the phases of the quality cycle: **Planning, Implementation, Evaluation/Assessment** and **Review**, the active participation of the relevant stakeholders will ensure both their committed advocacy and credibility to the process.

2. What is the role of Indicators in EQAVET?

A close look at the definitions of “educational indicator” and “indicator system” in research literature can be a very enlightening exercise. Some of the understandings that literature reveals are the following

- There is not such a thing as an undisputed definition neither for “indicator” nor for “indicator system”;
- Indicators must be relevant for the education policies they assess;
- Perceptions about the nature and role of indicators vary and range from a normative to a goal-oriented nature;
- A single indicator cannot provide complete information or explain such a complex social phenomenon as education in general and VET in particular;
- An indicator system is a tool meant to describe a set of dimensions of the educational system (e.g. quality, efficiency, effectiveness, equity) and not an end in itself.

¹⁶ *A risk management standard*, Published by AIRMIC, ALARM, IRM: 2002. Available at http://www.theirm.org/publications/documents/Risk_Management_Standard_030820.pdf

Moreover, it is generally stated that indicators are to be used as a key tool in policy making by holding politicians, decision makers and managers accountable for how well they are achieving the goals/objectives they have set. In fact, indicators not only support systemic credibility by assessing progress and performance but they also provide better information to relevant stakeholders, society at large and individual citizens while motivating them to identify areas where improvement is needed. But indicators may also celebrate success by giving a sense of individual and collective relevance to the tasks at hand while preparing all the interested parties for future efforts.

In short, indicators should be used to help address such major evaluative questions as the relevance, effectiveness, efficiency, national or systemic significance, utility, and transparency of a policy or programme.

2.1 What is an EQAVET indicator?

The EQAVET set of ten indicators (as listed in Annex II of the *Recommendation on the establishment of the [European Quality Assurance Reference Framework for Vocational Education and Training](#)*) was endorsed by the Parliament and the Council and it is intended to help policy makers and VET providers at European, national and sub-national levels to assess the general condition of their VET systems and programmes and to develop strategies as appropriate. The EQAVET indicators were selected out of a vast number of key focus areas which might have been considered “to indicate quality” in VET. This selection of ten indicators aims, therefore, at addressing the significant issues related to the three policy priorities in VET at European level as settled in the Council Conclusions (p.4)¹⁷,

*[...] the objectives set in VET policy should focus on the improvement and evaluation of the results of VET in terms of increasing **employability**, improving the **match between demand and supply**, and **better access** to lifelong training, in particular for vulnerable people”.*¹⁸

The *Bruges Communiqué* (2010, p.3) reinforces these objectives by stating: “Initial and continuing VET share the dual objective of contributing to employability and economic growth, and responding to broader societal challenges, in particular promoting social cohesion”.¹⁹ As stated in the *Recommendation of the European Parliament and of the Council on the establishment of a [European Quality Assurance Reference Framework for Vocational Education and Training](#)* (Introduction to the Annexes, para.5)

They [the indicators] should be considered neither as benchmarks, nor as a means of reporting on, or drawing comparisons between, the quality and efficiency of different national

¹⁷ Council Conclusions on Quality Assurance in Vocational Education and Training, 18 May 2004. Available at http://ec.europa.eu/education/policies/2010/doc/vetquality_en.pdf

¹⁸ Highlighted in this text and not in the cited source

¹⁹ In this document the terms are highlighted to stress the *Bruges Communiqué's* message and the continuum in the strategic goals for VET.

systems. The responsibility for monitoring the quality of these systems remains entirely with the Member States.

The use of this set of indicators, however, can provide a good starting point into the journey towards QA in VET by focusing on the input-output-outcomes of VET and on the important influences on those outcomes. In short, they can describe conditions that can be improved and thus three main purposes can be identified to the EQAVET indicators:

- Ã To provide a VET system -wide assessment of relevant aspects of the Member States' VET systems/subsystems and outcomes which may be monitored over time;
- Ã To bring to light national trends in VET provision, particularly in the field of knowledge, skills and competencies development;
- Ã To help identify key issues that will a) update national VET strategic policy making and planning and b) inform the relevant stakeholders and public at large about the "state of the art".

According to the literature on social indicators, however, as argued by Shavelson, McDonell and Oakes (1991, p.4) indicators can "[...] describe and state problems more clearly, to signal new problems more quickly, to obtain clues about promising educational programs, and the like." Or in another author's words "[...] indicators are intended to aid in understanding a phenomenon, not to *be* the phenomenon." (Rutkowski, 2008, p.471).

Finally, stability in the indicator set over time is another important point to take into account since the work on indicators will always be a work in progress. One should bear in mind that indicators are not intended to give us a complete picture, i.e. not only education systems in general and VET systems in particular are far more complex than the story those indicators will tell us but also they are intended to "indicate" and sometimes they will only do so indirectly (by using a "proxy", e.g. indicator 3 that intends to measure the investment in training of teachers and trainers in order to improve learners achievement)²⁰. In any event, the EQAVET set of ten indicators in [European Quality Assurance Reference Framework for Vocational Education and Training](#) (see Part I, p. 6-7) constitutes a **balanced mixture** of categories and typology of indicators and data as displayed below:

²⁰ See Part I, point 1.5

- **Categories of indicators:** overarching indicators and quality supporting indicators.
- **Types of indicators:** Context-Input, Input-Process-Input, Process-Output, Process, Output-Outcome, Outcome, Context, Context-Input.
- **Types of data/information:** Quantitative/ Qualitative.

2.2 How do EQAVET Indicators align with European policy goals?

One of the main features of the EU governance is the Open Method of Coordination (OMC), especially since 2000, when it was introduced by the Lisbon European Council of 23-24 March 2000 in order to better implement a long-term strategy for a competitive knowledge-based economy with more and better employment and social cohesion. As stated in para. 37 of the *Presidency Conclusions*²¹, this method involves

- *fixing guidelines for the Union combined with specific timetables for achieving the goals which they set in the short, medium and long terms;*
- *establishing, where appropriate, quantitative and qualitative indicators and benchmarks against the best in the world and tailored to the needs of different Member States and sectors as a means of comparing best practices;*
- *translating these European guidelines into national and regional policies by setting specific targets and adopting measures, taking into account national and regional differences;*
- *periodic monitoring, evaluation and peer review organised as mutual learning processes.*

According to Olsen (2008, p.2) “The Open Method of Coordination (OMC) is also often mentioned as an example of “the new governance” in the European Union. The OMC is a “soft” method whereby “[...]. There is some control through processes of blaming and shaming, but the Union has no legal enforcement capacity”. The OMC provided, therefore, a general paradigm (using indicators and benchmarks to inform evidence-based policy making and to monitor progress) and each policy area would have to develop its own tools and procedures within its specific policy environment. For example, the adoption of the OMC paradigm by Education was shaped by the principle of “subsidiarity” as legislated in the Treaty and hence the “concrete future objectives of education and training systems” (2001), were eventually adopted,

²¹ Available at http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/00100-r1.en0.htm

even if Member States had some difficulty in reaching consensus. The gradual trust building between Member States would also allow for the adoption of a first list of indicators and *benchmarks* a couple of years later (2003), even if the agreed benchmarks were EU averages.

Under the *Lisbon Strategy*, the appropriation of the OMC by VET took a different route since actions to improve VET were perceived as a way to help provide the skills, knowledge and competences needed in the labour market. However, it seems that “measuring progress” by selecting “quantitative and qualitative indicators and benchmarks” in VET was perceived as being premature given that the *Copenhagen Declaration* (which established the [Copenhagen Process](#)²² in 2002) does not refer to indicators or *benchmarks*. Since then, the EU Member States and the other countries involved in this process have worked together to develop a series of European initiatives aimed at to better recognise skills and competencies acquired by learners in different countries or learning environments such as the *Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the **European Qualifications Framework for lifelong learning (EQF)***,²³ the *Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a **European Credit System for Vocational Education and Training (ECVET)***.²⁴

The process is reviewed every two years by the Ministers of Education, the European Commission and the representatives of Social Partners at European level. In line with the adopted approach for the implementation of the OMC in VET, indicators are mentioned in the Maastricht Communiqué (2004) for the first time and identified as a priority in the Helsinki Communiqué (2006). In 2008, the Bordeaux Communiqué recommended the continuation of the work on “improving the scope, comparability and reliability of VET statistics” and “the development of a more explicit VET component within the coherent framework of indicators and benchmarks”, while the Bruges Communiqué (2010)²⁵ stressed “the sustainability and excellence of vocational education and training. If Europe is to maintain its position as the strongest exporter of industrial products in the world, it must have world class VET.”

Thus, as a result of the EU-level discussion and cooperative work on quality assurance that has been taking place since 2000,²⁶ the European Parliament and the Council adopted the *Recommendation of the European Parliament and of the Council on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training*** (2009). Quality assurance has, therefore, become an **explicit issue** in VET policy making ever since, even if a long path needs to be paved before there is a coherent and

²² Available at http://ec.europa.eu/education/vocational-education/doc1143_en.htm

²³ Available at http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

²⁴ Available at <http://eur-ex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

²⁵ Available at http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

²⁶ Further information available at http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm

systematic strategy for VET quality assurance and development in each and every European country. Moreover, as not every VET provider has the tradition for QA, national authorities need to introduce the quality concept incrementally and involve VET providers in a bottom up approach.

2.3 Which are some of the issues regarding the implementation of the EQAVET indicators?

Based on the lessons learnt from the vast literature on implementation processes, there are a number of factors which may either facilitate or inhibit the success of any implementation process. When implementing the EQAVET indicators, the following factors need to be taken into account

- Ã **Pre –implementation (Setting up) phase:** clear understanding of the EQAVET indicators, commitment by national authorities, open communication among key stakeholders;
- Ã **Implementation:** NRPs as implementation champions (driving consensus and overseeing the life cycle of implementation), open communication and information policy, analysis of current national VET policy, identification and selection of the EQAVET indicators that best fit with VET national policy goals and objectives, importance of data accuracy.

First things first....

Identifying indicators for VET at EU level has proven to be a feasible task but, in practice, it seems likely that their development is a hard and long-term process. A successful long-term institutionalisation of the EQAVET indicators at system and providers' level will only be cemented if a set of pre- conditions are met, namely the acceptance of the indicators by policy makers and programme providers since the core value of indicators is their use in monitoring trends. In order to achieve this purpose some specific requirements need to be met.

First, operational definitions had to be agreed²⁷ because they have implications both for the nature of VET as well as for the availability of suitable data and measurement methodologies. Second, this process is developed against two different, even if complementary, schedules, i.e., on the one hand, the schedule inbuilt in the *Recommendation* when it encourages MS to undertake a review and, on the other hand, the existing schedules at Member State level, which

²⁷ *EQARF Indicators-reviewing and agreeing definitions*. European Network for Quality Assurance in VET, 2009. Available at <http://www.eqavet.eu/gns/library/publications/2009.aspx>

accounts for the need to ensure synchronicity and coordination of the actions carried out at national and regional level. Third, there is a need to implement approaches aiming at merging policies across Education and VET in line with the LLL principle. Finally, there is a need to cross-pollinate the holistic indicators frameworks, i.e. Education and Training Indicators and EQAVET indicators while identifying weaknesses in the data available, e.g. possible imbalances between IVET and CVET, formal learning and non-formal and informal learning.

Hence, and in accordance with the *EQAVET Recommendation* “[...] the set of ten indicators serve as a ‘toolbox’ from which the various users may choose the indicators they consider most relevant to the requirements of their particular quality assurance system”. In doing so, criteria should be in place when both choosing the adequate indicators and the respective data collection, i.e. the data collected to provide information on the different elements of VET under consideration. The criteria offered as a suggestion, both in relation to the selection of indicators and to the visualization of data collected, are based on available literature (See below).

Selection of Indicators

Criteria for selecting indicators

- **Relevance** to VET outcomes: the indicator will measure VET outcomes and those social and economic outcomes that are directly related to VET or are strongly influence those outcomes
- **National/systemic influence**: the indicator will reflect progress at system level
- **Disaggregation capacity**: the indicator may be disaggregated along significant population subgroups
- **Accuracy and validity**: the indicator will be statistical sound and provide an accurate representation of the phenomenon and the changes in the phenomenon it intends to measure
- **Consistency and stability**: the indicator will have a consistent definition and will be measured over time
- **Feasibility and timeliness**: the indicator will be collected and analyzed cost effectively in a timely manner

Data Collection

Criteria for data collection

- Existing data should be used when/where possible but not at the expense of their **validity** and **accuracy**
- The administrative burden, the resources and time needed for the collection of data are important factors, i.e. the indicators should be able to be collected and analysed **cost-effectively** and provide current information in a **timely and punctual manner**.
- Indicators should be able to be measured **consistently over time** and, thus, continuity needs to be established in the national monitoring system

- Need to be aware of practices that may affect data quality or lead to **unintended consequences** from the use of the indicators, i.e. the “backlash effect” in teachers and trainers’ practices as a result of learners’ performance in external evaluation.
- **Trade- offs** are sometimes necessary, e.g. when reconciling provision funding and completion /drop out rates

Methods for data collection

■ Administrative sources

- á Annual census of VET organizations/institutions
- á Systematic gathering of data for administrative needs- administrative data (e.g. financing of VET, teachers and trainers’ qualifications) and records (e.g. enrolment records)
- á Surveys on representative sample of target population and aimed to collect information on particular questions
- á Examination results and surveys on achievement levels relevant to national qualifications

■ Indirect sources of VET data

- á General population census
- á Household surveys, labour force surveys

Once the process of data collection is finalized and the information collected has been sorted out and analyzed, some further stages need to be considered, namely a strategy to disseminate the results.

But then, to that end ...

We need to disseminate facts and figures that are vital to building support for a policy, a programme or an intervention in the field of VET. Since graphics are such useful interpretive tools, it is worth taking into consideration different modes of visualizing data, i.e. to encode information on visual displays. In other words, the display of information with graphs and other types of charts can be very effective because, if they are done properly, they allow people to visualize the data being cited which makes the information presented more real and understandable, mostly for the non-specialist stakeholders and public in general.

The graphic visual representation of data, therefore, presents findings in a quick and clear way after the complex information collected has been sorted out and analyzed. In the last decades, computing systems and available software have changed the way how we carry out visualization, even if not its goals. As argued by Friendly, M. & Denis, D. J. (2001, p.35)²⁸:

²⁸ *Milestones in the history of thematic cartography, statistical graphics, and data visualization.*
Available at <http://www.math.yorku.ca/SCS/Gallery/milestone/>

These developments in visualization methods and techniques arguably depended on advances in theoretical and technological infrastructure. Some of these are: (a) large-scale software engineering; (b) extensions of classical linear statistical modelling to wider domains; (c) vastly increased computer processing speed and capacity, allowing computationally intensive methods and access to massive data problems.

In conclusion, when used well the graphic visual can be a very helpful tool to illustrate data. As a general rule, the more complex a concept is, the more likely a good graphic will help communicate the information it encodes. On the other hand, if a series of numbers can be described in one sentence without any qualifiers, we should not bother to graph them. Regardless of the type of graphic (i.e., a line chart, a bar chart, a table, a pie chart, or other graphical presentation of information) a graphic should stand alone, that is, all information needed to understand the main points in a graphic should be included in it. Developers should, therefore, think about how end users will access and use the data and how the graphs can help them maximize the information's utility.

EQAVET INDICATORS' TOOLKIT

PART III

CATALOGUE OF INDICATORS

Introduction: what are the issues when implementing the EQAVET indicators at national level?

No one given set of indicators can be assumed to be a “one-size-fits-all” set of indicators. The task here is, therefore, not to collect data in order to capture the “total and objective picture” of Vocational Education and Training (both at national and European levels) but rather to build on the complementarity between these two levels and assess the distance travelled towards the ultimate goal, i.e. to assure the quality of VET both at system and providers’ level. Regardless of where you are in the EQAVET quality assurance and improvement cycle of **Planning, Implementation, Evaluation/Assessment and Review/Revision**, using indicators to monitor progress is a useful and necessary step. However, EQAVET indicators are not discrete categories, i. e. they exist on a continuum and are to be used as part, and in each phase, of the quality cycle. Moreover, indicators are not static and the results of measurement are influenced by a variety of factors, e.g. labour market conditions may have an impact on some of the EQAVET indicators.

Some basic questions may be helpful in mapping what the general issues (at the foundational, policy, technical and process levels) are in your national and/or regional context, if and when deciding to implement the EQAVET indicators or to relate your existing system to them.

Mapping national and /or regional issues

Foundational Issues

- Ã Does your quality assurance system meet your own needs?
- Ã Is the existing quality assurance system fully/partially compatible with the EQAVET principles? If partially compatible, in which stages of the quality cycle are those principles used?

Policy Issues

- Ã How relevant are these indicators for your VET system?
- Ã Who in your country (at what level and for what purpose) will use these indicators?
- Ã What kind of information can these indicators give about your VET system?

Technical Issues

- Ã What other indicators do you have that can be cross-referenced with these indicators?
- Ã Do you have the data needed for all of these indicators? If not, why not?
- Ã Are data publicly accessible and open to those implementing quality improvement?
- Ã Are data collected systematically at providers’ and system levels?
- Ã Are data collected in different forms by different stakeholders? If so, who will collate and compare different kinds of data?
- Ã How do you know that the data are accurate and valid?
- Ã Is it possible to get data in time to react soon enough to the political stakeholders (if that is the objective)?

Process Issues

- Ã Do you need agreements to ensure that information linked to this indicator is shared at the right time with the right people?
- Ã Are there data protection issues to be considered at national level?
- Ã Is there a process in place to resolve discrepancies in information?
- Ã Are all stakeholders involved in the process of implementing the EQAVET indicators? Who are the relevant stakeholders? Where can you build consensus and how can you prioritize the issues?
- Ã How will contextual factors impact the development, implementation, success, and stumbling blocks of this indicator?

Indicator number 1

Relevance of quality assurance systems for VET providers:

- a) Share of providers applying internal quality assurance systems defined by law/at own initiative;
- b) Share of accredited VET providers.

Definition

Relevance of quality assurance systems for VET providers:

- a) 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%;
- b) Percentage of VET providers who are accredited, where the number of registered VET providers = 100%.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 1

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 1 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to promote a quality improvement culture at VET provider level, to increase the transparency of quality of training and to improve mutual trust on training provision.

2. Usefulness of Indicator no 1

Indicator no 1 is a **context/input indicator** which

- a) Assists in promoting a quality improvement culture at VET-provider level, in increasing the transparency of quality of training and in improving mutual trust in training provision;
- b) May be used in the planning, implementation, evaluation and review phases of the quality cycle.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A: All EQAVET Indicators

Indicator no 2

Investment in training of teachers and trainers:

(a) share of teachers and trainers participating in further training (b) amount of funds invested.

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 7

Unemployment rate (4) according to individual criteria

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

Indicator no 9

Mechanisms to identify training needs in the labour market:

(a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness.

Indicator no 10

Schemes used to promote better access to VET:

(a) information on existing schemes at different levels (b) evidence of their effectiveness.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

- Ã Existence of multiple supervising authorities;
- Ã Use of different quality assurance principles, e.g. EQAVET, ISO 9001, EFQM;
- Ã Quality assurance (QA) systems are differently accredited in Member States, e.g. by governmental bodies/agencies, public notified bodies or private sector;
- Ã Possible need to measure the baseline conditions (the first time when you measure an indicator);
- Ã Databases of VET providers, and inspection or systems are required to enable judgements to be made on providers' internal QA systems, i.e. VET providers may be required by awarding bodies to follow certain QA standards, while some of them, publicly funded, are also required to report to funding agencies;

- Ã There may be issues around whether these data are a) publicly available and therefore open to scrutiny by authorities administering EQAVET and b) if they are capable of being aggregated in a reliable way ;
- Ã If relevant, consider distinguishing between QA systems defined by law/regulated at national and at provider level, i.e. quality assurance may be undertaken by an external agency and external process, or internal, that is, undertaken through a VET institution's own internal Quality Management System involving internal processes and own staff;
- Ã How the terms 'registered' and 'accredited' are used in your context may affect the use of this indicator;
- Ã Data sources from different databases would need a common identifier to link data.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

a) Numerator. Number of VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system.

Denominator: Total number of registered VET providers.

b) Numerator: Number of accredited VET providers.

Denominator: Total number of registered VET providers.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) The number of VET providers showing evidence of applying EQAVET principles **divided by** the total number of registered providers **X 100**;

b) The number of accredited VET providers **divided by** the number of registered VET providers **X 100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- Ã Consider relevant subgroups at national, regional and local level, and IVET and CVET providers, e.g.
 - IVET and CVET providers formally registered by Ministry (e.g. Education, Economy, Labour), Chambers, relevant authorities (e.g. regional. authorities);

- IVET and CVET providers accredited by a public notified body or providers under the regulation of educational laws.

8. Data requirements

Q: What type of data may be useful to gather on this indicator?

A:

Relevance of quality assurance systems for VET providers:

a) Universe of registered VET providers: VET providers formally registered by Ministry (e.g. Education, Economy, Labour), Chambers, relevant authorities (e.g. regional authorities);

b) Accredited VET providers:

- VET providers under the regulation of educational laws, e.g. schools, colleges;
- VET providers in the education/training market who are accredited by a public notified body.

NOTE: for further information on quality assurance for VET providers in Estonia, Hungary, Ireland, Slovenia and the United Kingdom (ANNEX II)

Indicator number 2

Investment in training of teachers and trainers:

- a) Share of teachers and trainers participating in further training;
- b) Amount of funds invested.

Definition

Investment in training of teachers and trainers:

- a) Percentage of teachers and trainers participating in accredited training programmes, from the total number of registered teachers and trainers;
- b) Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 2

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 2 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to promote teachers and trainers' ownership of quality development in VET, to improve the responsiveness of VET to changing demands of labour market, to increase individual learning capacity building and to improve learners' achievement.

2. Usefulness of Indicator no 2

Indicator no 2 is an **input/ process indicator** which

- a) May assist the national competent authorities, companies or individual VET providers
 - ã In ensuring focus on investments in the development of teachers and trainers' further training and qualifications;

- Ã In pursuing the goal of having a maximum number of teachers/trainers who have formal qualifications and/or professional development;
 - Ã In improving the response of VET to the changing demands of labour market;
 - Ã In promoting teachers and trainers' ownership of the process of quality development in VET.
- b) May be used for the implementation, evaluation and review phases of the quality cycle. It is also useful for budgetary target setting and for rewarding schemes.

Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

- Ã EQAVET Indicator no. 4 (even if indirectly)

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

3. Contextual and technical caveats

Q: Which specific issues should be considered in order to implement this indicator?

A:

- Ã Even if teachers/trainers' education and training are recurrently associated with learners' performance, they do not necessarily correlate. Teacher quality including formal education, degree in field, and participation in professional development may have a significant impact on students' outcomes. Hence, an impact analysis of teachers/trainers participation in further training programmes on the quality of the teaching/learning process might be useful too;
- Ã Teacher/ trainer demographics (age, gender) may affect the value of this indicator;
- Ã Teachers/trainers training costs might be covered (partly or fully) by a various range of financing sources e.g. public budget, European programmes, companies' investment, individual teachers and trainers' self-funding or a combination of different financial sources;
- Ã At the policy level, particular attention should be paid to the public investment in teachers and trainers' training and/or incentives in supporting teachers and trainers' training;
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A:

- Ã Existence/ non-existence of national/regional/local schemes recognizing non-formal learning and prior experience;
- Ã Existence/non-existence of training programmes allowing for the accumulation of a no. of credits or training hours (at national, regional or local level).

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

a) **Numerator:** Number of teachers and trainers (by age and gender) participating in accredited further training.

Denominator: Total number of registered teachers and trainers.

b) **Numerator:** Total amount of funds annually invested in the further training of trainers/teachers.

Denominator: Total number of teachers and trainers participating in further training.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) Number of teachers and trainers (by age and gender) participating in accredited further training **divided by** the total number of teachers **X 100**.

b) Total amount of funds annually invested in the further training of teachers and trainers **divided by** the total number of teachers participating in further training.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- Ã Registered, or certified teachers and trainers participating in any formally recognized in-service training programme, which may include the recognition of non- formal learning;
- Ã Age and gender;

- Ã Sectors/branches, size of companies (in terms of their number of employees) as well as size of schools (in terms of the number of teachers) in relation to company-based training IVET systems (apprenticeship /dual system) or in CVET;
- Ã Teachers and trainers at the different education levels;
- Ã Sources of funding for the training (e.g. EU, public, private, self, or a mixture);
- Ã Data sources from different databases would need a common identifier to link data.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

a) Share of teachers and trainers participating in further training:

- Ã Universe of teachers and trainers: registered teachers and trainers participating at any formally recognised in-service training programme, which may include the recognition of non-formal learning;
- Ã Type of programme: programmes which allow accumulation of a minimum number of credits or hours accepted at national, regional or local level will be taken into account;
- Ã Scope: national, regional or sector levels, IVET and CVET, public and private, excluding informal but integrate non-formal VET, recognition of prior experience;
- Ã Coverage: registered, or certified teachers and trainers (for in-service programmes).

b) Amount of funds invested:

- Ã Scope: national, regional, or sector levels, IVET and CVET, public and private, excluding informal but integrate non formal VET, recognition of prior experience;
- Ã Coverage: formally recognized in-service training programmes, i.e. accredited or certified programmes that may include the recognition of non-formal learning;
- Ã Amount of investment: Annual total expenditure per number of teachers and trainers trained.

NOTE: for further information on investment in training of teachers and trainers in Estonia, Hungary, Romania and Slovenia (ANNEX II)

Indicator number 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant for LLL (Lifelong learning): percentage of population admitted to formal VET programmes.

(2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrant, handicapped persons, length of unemployment, etc.

Definition

- a) Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level (which lead to a formal qualification);
- b) Percentage of active population (15-74 years old) entering CVET programmes (which lead to recognition).

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 3

Key Information

The following **Questions & Answers**, may be useful in interpreting this indicator and in supporting its implementation

1. Recommended Use

Q: What is the policy rationale for Indicator no. 3 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to obtain basic information at system and provider levels on the attractiveness of VET and to target support to increase access to VET, including for disadvantaged groups.

2. Usefulness of Indicator no 3

Indicator no 3 is an input/process/output indicator which

- a) May assist in obtaining basic information at VET-system and VET-provider levels on the attractiveness of VET and in targeting support to increase access to VET, including for disadvantaged groups;
- b) May be used for the planning, implementation, evaluation and review phases of the quality cycle. It may also be used to set up reward schemes and budget target setting.

2. Related Indicators

Q. Which other EQAVET indicators may be used to improve understanding or provide additional information?

A.

Ã EQAVET Supplementary Indicators:

- a2) Percentage of entries to IVET not coming directly from compulsory or lower secondary education;
- a3) Percentage of annual cohort completing upper secondary school, entering VET programmes at post-secondary or tertiary level (which lead to a formal qualification).

Ã **Other EQAVET Indicators:** Indicators no 1, 4, 5 and 7.

Indicator no 1

Relevance of quality assurance systems for VET providers:

(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 7

Unemployment rate (4) according to individual criteria.

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

3. Technical and contextual caveats

Q. Which specific issues should be considered in order to avoid misapplication and /or misinterpretation of the indicator?

A. The following issues need to be considered:

- Ã Programme participation includes some pre- set requirements, e.g. for IVET a period of 6 weeks of training is needed before a learner is counted as a participant for LLL (Lifelong learning);
- Ã Labour market demand for an adequately skilled workforce may require incentives or disincentives for learners' enrolment in particular occupational fields;
- Ã Equity objectives may considered for participation in training by particular target groups;
- Ã Breakdown of information: for example enrolments, full-time/part-time status and whether study is contact or distance;
- Ã Existing data protection issues;
- Ã Data for CVET is likely to be held by a number of organisations and links might not be well established. This indicator may be adequate for publicly-funded training, but problematic for other training. Use of surveys (the Labour Force Survey is the most commonly used), rather than precise data might be a more realistic approach;
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q. Which other issues may influence the use of this indicator?

A.

- Ã Given the diversity of VET systems across Europe, national and regional stakeholders are an important source of information to capture some of the story behind the outcomes;
- Ã You may need to consider i) previous working experience ii) vulnerable groups;
- Ã Targeted interventions and/or other factors are likely to influence the number of participants in various VET programmes, e.g. career advising at school level, promotion campaigns by government.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A: Formula

a) Numerator: Number of participants in IVET programmes at upper secondary level.

Denominator: Number of learners (including by age, gender or other factors in which you are interested) who have completed lower secondary/ compulsory education in a given year.

b) Numerator: Number of participants (including by age, gender or other factors in which you are interested) in a CVET programme aged between 15-64 years.

Denominator: Number of population aged 15-64.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) Number of participants in IVET programmes at upper secondary level **divided** by number of learners (including by age, gender or other factors in which you are interested) who have completed lower secondary/ compulsory education in a given year **x 100**.

b) Number of participants (including by age, gender or other factors in which you are interested) in a CVET programme aged between 15-64 years **divided** by population aged 15-64 **x 100**.

7. Reported Subgroups

Q. Which subgroups are commonly reported for this indicator?

A.

~ You may consider subgroups which are relevant at national, regional and local level, IVET and CVET providers, citizenship, gender; age, vulnerable groups (e.g. early school leavers, people with disabilities); highest level of education or training successfully completed, length of unemployment,

8. Data requirements

Q: What type of data may be useful to gather on this indicator?

A:

Participation rate in VET programmes:

~ Type of VET programmes: IVET programmes which lead to a qualification and CVET programmes which lead to recognition;

~ Population in CVET: active/working population (15-64 years old);

~ Participation: total participation, not merely those who receive a qualification;

~ Social criteria: need to consider i) previous working experience ii) vulnerable groups (e.g. early school leavers, people with disabilities).

NOTE: for further information on participation rate in VET programmes in Estonia, Hungary, Slovenia and United Kingdom (ANNEX II)

Indicator number 4

Completion rate in VET programmes:

Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria

Definition

Completion rate in VET programmes:

a) Percentage of those completing (i.e. attaining a formal qualification) IVET programme(s) (which lead to a formal qualification), compared to those entering IVET programme(s);

b) Percentage of those completing (i.e. attaining a formal qualification) CVET programme(s) (which lead to recognition), compared to those entering CVET programme(s).

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 4

Key Information

The following **Questions & Answers**, therefore, may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 4 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to obtain basic information on educational achievements and the quality of training processes, to calculate drop-out rates compared to participation rate, to support successful completion and adapted training provision, including for disadvantaged groups.

2. Usefulness of Indicator no 4

Indicator no 4 is an **output/outcome indicator** which

- a) Assists in achieving basic information on educational achievements, calculating dropout rates compared to participation rates, supporting successful completion and adapted training provision, particularly for disadvantaged groups;

- b) May be used in the planning, implementation, evaluation and review phases of the quality cycle;
- c) May be also used for budgetary target setting and benchmark results by comparing VET providers' results at national level.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

- ~ **EQAVET supplementary Indicator: VET Qualification compared to population**
Percentage of those having completed VET programmes (i.e. attained a formal qualification or recognition) compared to active population (15 to 74 years old).
- ~ **EQAVET Indicators** no. 3, 6, 8, 9 and 10.

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

Indicator no 9

Mechanisms to identify training needs in the labour market:

(a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness.

Indicator no 10

Schemes used to promote better access to VET:

- (a) information on existing schemes at different levels (b) evidence of their effectiveness.

3. Contextual and technical caveats

Q: Which specific issues should be considered in order to implement this indicator?

A:

- Ã The calculation of drop out rates varies according to how the concept is defined and the type of drop out statistic used, i.e. a) the proportion of learners who drop out in a single year without completing the programme (the event rate), b) the proportion of learners who have not completed the programme and are not enrolled at one point in time, regardless of when they dropped (the status rate) or c) what happens to a single group or cohort of learners over a period of time (the cohort rate);
- Ã Multiple methods and definitions can result in conflicting information, e.g. it is possible to have a low rate of completion, and to have a low rate of drop out based on event or status calculations as well. Since it is about *successful* completers, we might limit to those finalising the programme in due time and passing the final examinations at the end of the VET programmes;
- Ã Dropout rates provide no information on why students have not completed their courses, i.e. further assessment is needed to interpret them;
- Ã Also, it might be recommended that, depending on the specific situation and if relevant, an additional statistical dimension of the indicator to be measured might be included, e.g. in one year time after the 'regular' end of the programme;
- Ã Time lag between indicator no. 3 (Participation rate in VET programmes) and indicator no. 4 (Completion rate in VET programmes);
- Ã Possibly useful to identify specific groups of drop outs in order to design adequate programmes and methodologies;
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A:

- Ã Areas contributing to definitional confusion include: variation in age of learners who can be classified as dropouts, variation in the length of time for programme completion before a learner is considered a drop out;
- Ã According to the definition above the indicator measuring the completion rate is not specific for measuring the abandon rate (although it might give an idea about it), that is, someone may not abandon because he/she follows the training until the end but simply does not pass the final examination. If your purpose is to calculate "programme completion", then you may find unnecessary to calculate when that completion took place, i.e. after the regular end of programme;
- Ã Consideration of the learning activities within the National Framework of Qualifications;

- Ã A good completion rate does not automatically prove the quality of education, i.e. it is difficult to be taken into consideration as a reliable indicator without ensuring the quality and relevance of examinations based on sound training and assessment standards and procedures;
- Ã It may be very complex to try to construct statistics that can cope with all different kind of drop outs.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

1a) IVET programme completers attaining a formal qualification

Numerator: Number of successful IVET programme completers (by age and gender).

Denominator: Total number of participants entering IVET courses.

1b) CVET programme completers attaining a formal qualification

Numerator: Number of successful CVET programme completers (by age and gender).

Denominator: Total number of participants entering CVET programmes.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

- a) The number of successful program completers (by age and gender) **divided by** the number of those who entered the IVET programme **x 100**.
- b) The number of successful CVET completers (by age and gender) **divided by** the number of those who entered the CVET programme **x 100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- Ã Since it is about successful completers, you might limit to those finalising the programme in due time and passing the final examinations at the end of the VET programmes. Depending on the specific situation, and if relevant, it might be useful to introduce an additional statistical dimension e.g. in one year time after the 'regular' end of the programme.

8. Data requirements

Q: What type of data may be useful to gather on this indicator?

A:

Completion rate in VET programmes:

- a) Type of VET programmes: VET programmes which lead to a qualification or recognition
- b) Programme completion: those who receive either a qualification (IVET) or recognition (CVET).

Need to consider

- ~ different interpretations used by and different VET systems across Member States, to provide a context;
- ~ supplementary indicator, due to data collection difficulties with the proposed indicator;
- ~ vulnerable groups.

NOTE: for further information on completion rate in VET programmes in Denmark, Estonia, Hungary and Romania (ANNEX II)

Indicator number 5

Placement rate in VET programmes

- a) Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria (1);
- b) Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria.

(1) For IVT: including information on the destination of dropout

Definition

Placement rate in VET programmes:

- a) Proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within 12- 36 months after the end of programme;
- b) Percentage of VET programme completers who are employed one year after the end of training.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 5

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 5 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to support employability, to improve responsiveness of VET to the changing demands in the labour market and to support adapted training provision, including for disadvantaged groups.

2. Usefulness of Indicator no 5

Indicator no 5 is an **output indicator** which

- a) May assist in supporting employability, improving responsiveness of VET to the changing demands in the labour market and supporting adapted training provision, including for disadvantaged groups;
- b) May be used in the planning, evaluation and review phases of the quality cycle;
- c) May be used to monitoring accessibility and attractiveness of VET programmes by demonstrating relevance of VET programme to employment and/or higher education;
- d) May also be used for budgetary target setting.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

~ **EQAVET Indicators:** Indicators no. 3, 6, 7, 8 and 9.

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 7

Unemployment rate (4) according to individual criteria.

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

Indicator no 9

Mechanisms to identify training needs in the labour market:

- (a) information on mechanisms set up to identify changing demands at different levels
- (b) evidence of their effectiveness.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication or misinterpretation of this indicator?

A:

- Ã This indicator may require a commissioned survey, which means that resource and response burden issues may apply;
- Ã The assessment of labour market demand for VET courses may be undertaken jointly by key stakeholders, e.g. VET institution and employers conducting a survey of the current workforce to find out the most important ways of entry into occupations;
- Ã There are also possible data protection issues on accessing individuals' records from particular programmes and following up destinations. Permissions need to be obtained from learners when they are undertaking training. It is possibly more practical for individual providers;
- Ã Data collection could contain, for example:
 - ° the position in the labour market: employed –searching employment- not searching employment;
 - ° basic job features: full time –part time; permanent – temporary;
 - ° the position in the educational and training system: Attending – not attending formal education and training activities;
 - ° vulnerable groups;
- Ã Consider if work placements should be counted;
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A:

- Ã The frequency of collecting these data will have an impact, and may make comparing data difficult;

- Ã It would be useful to get additional information from the persons who are employed if their job is in the field in which the training was made (employed in job related to training).

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

- a) **Numerator** Number of VET programme completers (by age and gender) who, within 12-36 months of the day they received their training credentials obtained employment, enrolled in further education or training or any other destination.

Denominator: Total number of VET programme completers.

- b) **Numerator:** Number of VET programme completers (by age and gender) employed one year after the end of training.

Denominator: Total number of programme completers.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) Number of VET programme completers (by age and gender) who, within 12-36 months of the day they received their training credentials, obtained employment, enrolled in further education or training or any other destination **to** the total number of VET programme completers.

b) Number of programme completers (by age and gender) employed one year after the end of training **divided by** the total number of programme completers **X 100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- Ã Need to consider relevance exclusively to IVET and/or CVET, i.e. relevant subgroups at national, regional and local level, IVET and CVET providers, migrant, gender; age; programme type and duration.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

Placement rate in VET programmes:

- Ã Destination: labour market, further education and training (including university) and other destinations;
- Ã Designated point: 1-36 months;
- Ã Data collection should contain:
 - ° the position in the labour market: employed –searching employment- not searching employment;
 - ° basic job features: full time–part time; permanent–temporary; dependent-independent;
 - ° the position in the educational and training system: attending – not attending formal education and training activities;
 - ° vulnerable groups.

NOTE: for further information on placement rate in VET programmes in Estonia, Hungary, United Kingdom (Northern Ireland) (ANNEX II)

Indicator number 6

Utilisation of acquired skills at the workplace:

- a) Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria;
- b) Satisfaction rate of individuals and employers with acquired skills/ competences

Definition

Utilisation of acquired skills at the workplace:

- a) Percentage of VET programme completers working in relevant occupations;
- b1) Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation;
- b2) Percentage of employers of a given sector who are satisfied to find VET programme completers with relevant qualifications and competences required for the work place;
- b3) Percentage of employers of a given sector who are satisfied with programme completers.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 6

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no. 6 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to increase employability, to improve responsiveness of VET to changing demands in the labour market as well as to support adapted training provision, including for disadvantaged groups.

2. Usefulness of Indicator no 6

Indicator no. 6 is an **outcome indicator** which

- a) Assists in increasing the employability of VET learners, in improving the responsiveness of VET to the changing demands of the labour market and in supporting adapted training provision, particularly for disadvantaged groups;
- b) May be used for the planning, implementation, evaluation and review phases of the quality cycle.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

- EQAVET Indicators: a direct link with indicator n° 5 and possibly with indicators no. 1, 7, 8 and 9.

Indicator no 1

Relevance of quality assurance systems for VET providers:

(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 7

Unemployment rate (4) according to individual criteria.

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

Indicator no 9

Mechanisms to identify training needs in the labour market:

(a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

- ~ There may be difficulties in finding a one-to-one correspondence between training domains/qualifications attained and sectors of economic activities (e.g. a secretary or an IT operator might work in any sector; a cook usually works in restaurants but also might work in hospitals or in a school's canteen etc.);
- ~ Successful programme completion does not necessarily translate into successful employment;
- ~ It is adequate to refer to "VET completers of a given sector" only in case of company-based IVET systems (apprenticeship /dual system) or in case of CVET;
- ~ Need to consider vulnerable groups;
- ~ This indicator requires a mixture of both quantitative and qualitative data;
- ~ Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A:

- ~ This indicator (6a, 6b1, 6b2 and 6b3) may require commissioned surveys which means that such organizational constraints as budget and response burden need to be considered;
- ~ Tracer studies are needed based on two kinds of surveys:
 - ° Tracer studies of IVET completers (for indicator no 6a and 6b1) to explore their performance in the labour market
 - ° Reverse tracer studies of CVET completers in companies (for indicators 6b1, 6b2, and 6b3) to explore how they entered certain occupations and what role VET providers and enterprises played in the process.
- ~ Surveys of employer satisfaction provide measures of the relevance of courses (or VET institutions) for their own particular skills needs;
- ~ Complementary information for indicator 6b1 may result from both types of surveys;
- ~ Legal issues related to data protection on accessing individuals' records have to be considered too and written permissions from learners are recommendable to be obtained while they are still in the school.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

a)

Numerator: Number of VET completers (by gender, education/qualification levels and training domains) of a given sector who, within 12-36 months from completing the VET programme, find a relevant occupation.

Denominator: Total number of VET programme completers.

b)

Numerator: Number of individuals (by gender, education/qualification levels and by training domains) and employers who are satisfied with the acquired skills/competences.

Denominator: Total number of VET programme completers and employers of that given sector.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) Number of IVET programme completers (by age and gender) who, within 12-36 months from completing the VET programme, find a relevant occupation **divided by** the total number of VET programme completers **x 100**.

b1) Number of VET programme completers, employees (by gender, education/qualification levels and by training domains) of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation **divided by** the total number of VET programme completers, employees of that specific sector **x 100**.

b2) Number of employers of a given sector who are satisfied to find VET programme completers with relevant qualifications and competence required for the work place **divided by** the total number of employers of that given sector **x 100**.

b3) Number of employers of a given sector who are satisfied with programme completers **divided by** the total number of employers of that given sector **x 100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

Ã Need to consider vulnerable groups;

Ã Subgroups of IVET completers by education/qualification level and by training domains.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

Utilisation of acquired skills at the workplace:

- Ã Programme coverage: formal programmes, schemes for the recognition of prior learning, particular awards;
- Ã Relevance of programme and occupation: it can be investigated by checking whether the qualification is adequate to perform that occupation and/or to undertake further learning in the occupational knowledge in areas in which they have been trained;
- Ã Need to consider vulnerable groups.

NOTE: for further information on utilisation of acquired skills at the workplace in Estonia, Hungary and Romania (ANNEX II)

Indicator number 7

Unemployment rate (3) according to individual criteria

(3) Definition according to ILO and OECD: individuals 15-74 without work, actively seeking employment and ready to start work

Definition

Unemployment rate: the number of people unemployed as a percentage of the labour force. The labour force is the total number of people employed plus unemployed.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 7

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation

1. Recommended Use

Q: What is the policy rationale for Indicator no 7 and what is it useful for?

A.

1. Policy rationale

The purpose of the policy is to get background information for policy decision-making at VET-system level

2. Usefulness of Indicator no 7

This is a **context indicator** which

- a) Provides information for all indicators;
- b) May be used in the planning, implementation, evaluation and review phases of the quality cycle;
- c) May be used for budgetary target setting.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

~ All EQAVET Indicators

Indicator no 1

Relevance of quality assurance systems for VET providers:

(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers.

Indicator no 2

Investment in training of teachers and trainers:

(a) share of teachers and trainers participating in further training (b) amount of funds invested.

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 7

Unemployment rate (4) according to individual criteria.

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

Indicator no 9

Mechanisms to identify training needs in the labour market:

(a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness.

Indicator no 10

Schemes used to promote better access to VET:

(a) information on existing schemes at different levels (b) evidence of their effectiveness.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

Ã This indicator requires consideration at a disaggregated level to ensure relevant comparisons.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A: Correlation of economic development, productivity and employment growth and, in particular the mutually reinforcing interaction between education and labour market outcomes.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

Numerator: Unemployed workers (by age and gender)

Denominator: Total of Labour Force

Note: Labour Force refers to the number of people of working age and below retirement age who are actively participating in the work or are actively seeking employment.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A: Unemployed workers (by age, gender, disability status) **divided by** the total Labour Force **X 100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A: Consider relevance exclusively to IVET and/or CVET: disadvantaged groups as defined at European and national/regional/local levels, including age, gender, and migrant status.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

Prevalence of vulnerable groups:

- Ã Scope: national level, IVET and CVET, excluding informal but integrating non formal VET;
- Ã Coverage: disadvantaged groups as defined at European and national level, including gender and age disadvantaged groups.

NOTE: for further information on unemployment rate according to individual criteria in Estonia and Hungary (ANNEX II)

Indicator number 8

Prevalence of vulnerable groups:

- a) Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender;
- b) Success rate of disadvantaged groups according to age and gender.

Definition

Prevalence of vulnerable groups:

- a) Percentage of participants and of programme completers from disadvantaged groups, defined at European and national level, from the total number of participants and VET programme completers;
- b) Percentage of programme completers, from disadvantaged groups defined at European and national level, compared to the number of those entering.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 8

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 8 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to give Background information for policy decision-making at VET-system level, to support access to VET for disadvantaged groups as well as adapted training provision for disadvantaged groups.

2. Usefulness of Indicator no 8

This is a **context indicator** which

- a) May assist in giving background information for policy decision at system level and in supporting accessibility and adapted training provision of VET, particularly for disadvantaged groups;
- b) May be used for planning at system level, budgetary target setting and the assessment of the attractiveness and suitability of VET for vulnerable groups. It may also indicate the capacity of VET providers to deal with those groups;
- c) May be used in the planning, implementation, evaluation and review phases of the quality cycle.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

EQAVET Indicators no. 3, 4, 5, 6, 7 and (possibly) 10

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 7

Unemployment rate (4) according to individual criteria.

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator no 10

Schemes used to promote better access to VET:

(a) information on existing schemes at different levels (b) evidence of their effectiveness.

3. Contextual and technical caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

- Ã Definition of “vulnerable group” at national level and used specifications (e.g. age level, type of population, participation and completion status, immigration status, ethnicity, income levels, disability status, a government’s social policy objective, etc.);
- Ã Useful for IVET and CVET programmes, excluding informal but including non –formal VET;
- Ã According to the definitions above, the prevalence of vulnerable groups relates only to indicator 8a;
- Ã The indicator 8b measures the success rate (not the prevalence);
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A: For some vulnerable groups clear definitions at European level are available and for those groups data can be provided through Eurostat. Those groups are the following: early school leavers (drop-outs); young unemployed people (under 25 years of age); long-term unemployed people (more than one year); older people (over 55 years of age); disabled people.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

a)

Numerator: Number of participants and of programme completers (by age and gender) from disadvantaged groups, defined at European and national level;

Denominator: Total number of participants and VET programme completers.

b)

Numerator: Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level.

Denominator: Total number of programme entrants from disadvantaged groups.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A:

a) Number of participants and of programme completers (by age and gender) from disadvantaged groups, defined at European and national level **divided by** the total number of participants and VET programme completers x **100**.

b) Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level, **divided by** the total number of programme entrants from disadvantaged groups x **100**.

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- ~ Gender and age;
- ~ People with low educational level, students with learning difficulties or learners with special educational needs;
- ~ Imprisoned persons, migrants;
- ~ Early school leavers (drop-outs);
- ~ Long-term unemployed; young unemployed people (under 25 years of age), older people (over 55 years of age);
- ~ Disabled people.

8. Data requirements

Q: What type of data may be useful to gather on this indicator?

A:

Prevalence of vulnerable groups:

- ~ Scope: national level, IVET and CVET, excluding informal but integrating non – formal VET;
- ~ Coverage: disadvantaged groups as defined at European level, including gender and age of disadvantaged groups.

NOTE: for further information on prevalence of vulnerable groups in Estonia and Hungary (ANNEX II)

Indicator number 9

Mechanisms to identify training needs in the labour market:

- a) Information on mechanisms set up to identify changing demands at different levels;
- b) Evidence of their effectiveness.

Definition

Mechanisms to identify training needs in the labour market:

- a) Type of mechanisms used to update the VET offer to the future labour market needs;
- b) Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 9

Key Information

The following **Questions & Answers** may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator no 9 and what is it useful for?

A:

1. Policy rationale

The policy purpose is to improve responsiveness of VET to changing demands in the labour market and to support employability.

2. Usefulness of Indicator no 9

Indicator no 9 is a **context/input indicator** which

- a) May assist in improving responsiveness of VET to changing demands in the labour market, in supporting employability and improving quality of training provision;

- b) May be used for mutual learning and planning;
- c) May be used for EQF related issues, as this indicator assists in quality assuring certification;
- d) May be used in the planning, evaluation and review phases of the quality cycle.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

~ **EQAVET Indicators** 3, 4, 5, 6 and 7 (as a “proxy”) and 8 but with a time lag in order to measure the effects.

Indicator no 3

Participation rate in VET programmes:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2).

(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 5

Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.

For IVT: including information on the destination of learners who have dropped out.

Indicator no 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences.

Indicator no 7

Unemployment rate (4) according to individual criteria

(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

- Ã This is a qualitative indicator;
- Ã There are many unpredictable factors that may affect the economy of a country and the labour needs it produces. Moreover, various stakeholders are implicated because the acceptability and portability of a qualification depends on employers and other parties and thus cooperation between stakeholders needs to be ensured;
- Ã In order to measure the effectiveness, this indicator/descriptor refers not only to the schemes themselves (how they are planned and implemented) but also to the capacity of the VET system to increase access by evaluating them and by deciding further action;
- Ã Focus on IVET and CVET, excluding informal but integrating non formal VET;
- Ã Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator?

A:

- Ã Consider the types of mechanisms in place at national level, e.g. a forecasting system focusing on labour market/occupations, tracking system monitoring VET programme completers, workforce projections, labour market analysis, econometric investigations and procedures for updating professional profiles;
- Ã It may be helpful to distinguish between immediate and longer term labour market needs. Distinction between filling immediate skills needs and planning longer term for strategic changes;

Ã Need to take into account VET providers' capacities, e.g. in the area of human resources, as well as deficiencies or surpluses in these capacities, i.e. a shortage of competent teachers/trainers in certain skills areas;

Ã Need to address matters of VET providers' responsiveness and flexibility, i.e. the capacity to respond to changing demands.

Technical Notes

5. Components

Given the qualitative nature of this indicator, data elements are descriptive.

Q: Which data elements are needed to generate this indicator?

A:

Ã Information on approaches a) to identify skill needs and b) to link training provision to the needs of the economy;

Ã Evidence is likely to include reports from the organisation(s) responsible for this activity;

Ã Evidence of the effectiveness of mechanisms is related to other indicators, e.g. Indicator no. 5 (see above).

6. Formula

Not applicable

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

Ã Consider relevance exclusively to IVET and/or CVET, e.g. at national, regional and local level, economic sectors, unemployment rates, labour demand/ supply;

Ã Informal VET is not included but non-formal VET to be considered.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

Schemes used to promote better access to VET:

a) **Type of scheme** (e.g. plans, policies, programmes): planning, implementing, evaluating and informed decision-making put in place in order to promote better access to VET, especially for disadvantaged groups.

- Scope: policies, processes, procedures; medium or long term interventions; national and European levels, IVET and CVET, excluding informal but integrate non formal VET;
- Coverage: disadvantaged groups (as defined at European level);
- Suitability of training for the demands for actual and future needs of specific disadvantaged groups and individuals;
- Flexibility: how fast education can respond to group and individual specific needs.

b) **Evidence of their effectiveness:** in order to measure the effectiveness, this indicator/descriptor refers not only to the schemes themselves (how they are planned and implemented) but also to the capacity of the VET system to increase the access by evaluating them and by deciding further action.

- Share of the population from disadvantaged group entering VET related with the majority share;
- Need to correlate with indicator 4 (Completion rate in VET programmes) and 8 (Prevalence of vulnerable groups);
- Employability: effects on unemployment by disadvantaged groups and employability after the introduction of a specific scheme;
- Individual and group satisfaction related with the access to VET system.

NOTE: for further information on mechanisms to identify training needs in the labour market in Estonia, Hungary, Ireland and United Kingdom (ANNEX II)

Indicator number 10

Schemes used to promote better access to Vocational Education and Training:

- a) Information on existing schemes at different levels;
- b) Evidence of their effectiveness.

Definition

Schemes used to promote better access to VET:

- a) Type of schemes used to improve access to VET;
- b) Information demonstrating the capacity of the VET system to increase access to VET.

Guiding Questions and Answers (Q&A) to assist users in interpreting Indicator no 10

Key Information

The following **Questions & Answers, therefore**, may be useful in interpreting this indicator and in supporting its implementation.

1. Recommended Use

Q: What is the policy rationale for Indicator 10 and what is it useful for?

A:

1. Policy rationale

The purpose of the policy is to promote access to VET, including for disadvantaged groups, and to support adapted training provision.

2. Usefulness of indicator no 10

Indicator n° 10 is a **process indicator** which

- a) Assists in supporting accessibility and adapted training provision of VET, including disadvantaged groups;
- b) May be used for mutual learning and planning;
- c) May be useful in the planning, implementation, evaluation and review phases of the quality cycle.

2. Related Indicators

Q: Which other EQAVET indicators may be used to improve understanding or provide additional information?

A:

~ EQAVET Indicators 4 and 8.

Indicator no 4

Completion rate in VET programmes:

Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Indicator no 8

Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender.

3. Technical and contextual caveats

Q: Which specific issues should be considered in order to avoid misapplication and/or misinterpretation of this indicator?

A:

- ~ Existing or planned schemes, plans, policies may be linked with other governmental initiatives to catalyze demands for skills needed in the emerging sustainable economy;
- ~ Issue of flexibility of education and training in responding a) to group and individual needs ; b) to labour market needs;
- ~ This indicator can provide leverage and accountability for progressing equity issues in VET policy and may reveal which key focus areas are more effectively promoted at national level;
- ~ Data sources from different databases would need a common identifier to link data.

4. Additional information

Q: Which other issues may influence the use of this indicator

A:

- ~ The existence (or the planned establishment) of system-level mechanisms for ongoing advice and direction to guide the VET (sub)system's response to the needs and aspirations learners may need to move down to the level of VET providers;
- ~ Partnerships with employers are crucial, since pathways from VET into meaningful work and employment are not always clear;
- ~ Whenever reforms take place in an Education and Training system, the VET (sub) system needs to be a pro- active partner in the process and advocate its socioeconomic significance in order to ensure a sustainable systemic change.

Technical Notes

5. Components

Q: Which data elements are needed to generate this indicator?

A:

- Ã This is a qualitative indicator that requires investigation on which schemes/ measures, both at system and providers' level, are capable of addressing the issue of improving access and equity in VET;
- Ã These initiatives should also explore how VET is successful in striking a balance between the pursuit of achieving economic outcomes while promoting equity for disadvantaged groups;
- Ã Another valuable element to generate this indicator is to demonstrate how VET provision links to improved employment and individual and societal development outcomes.

6. Formula

Q: Which mathematical formula may be used for computing the indicator value?

A: Not applicable

7. Reported Subgroups

Q: Which subgroups are commonly reported for this indicator?

A:

- Ã Society at large and VET stakeholders, in particular (e.g. learners, employers, social partners);
- Ã Vulnerable groups as defined at European and national levels.

8. Data Requirements

Q: What type of data may be useful to gather on this indicator?

A:

Schemes used to promote better access to VET:

a) **Type of scheme** (e.g. plans, policies, programmes): planning, implementing, evaluating and informed decision making put in place in order to promote better access to VET, especially for disadvantaged groups:

- Ã Scope: policies, processes, procedures; medium or long term interventions; national and European levels, IVET and CVET, excluding informal but integrate non formal VET;
- Ã Coverage: disadvantaged groups – as defined at European and national level;
- Ã Suitability of training for the demands for actual and future needs of specific disadvantaged groups and individuals;
- Ã Flexibility: how fast education can respond to group and individual specific needs.

b) Evidence of their effectiveness

In order to measure the effectiveness, this indicator/ descriptor refers not only to the schemes themselves (how they are planned and implemented) but also to the capacity of the VET system to increase the access by evaluating them and by deciding further action:

- Ã Share of the population from disadvantaged group entering VET related with the majority share;
- Ã Employability: effects on unemployment by disadvantaged groups and employability after the introduction of a specific scheme;
- Ã Individual and group satisfaction related with the access to VET system.

NOTE: for further information on schemes used to promote better access to Vocational Education and Training in Estonia, Hungary and Portugal (ANNEX II)

ANNEX I

GLOSSARY OF TERMINOLOGY

NOTE: This glossary is a work in progress. It is designed to strengthen communication across VET (sub) systems and VET providers on European Quality Assurance in Vocational Education and Training (EQAVET) through multiple definitions in key quality assurance terminology. This multiplicity of definitions reflects their evolving development by researchers, professional bodies, governmental agencies or different international organisations (e.g. European Commission and CEDEFOP, United Nations, OECD, World Bank) in line with the changing practices in management and measurement. Where more than one definition is listed, definitions have been numbered in a non-hierarchical order.



Access to Education and Training

DEFINITION 1: Conditions, circumstances or requirements (e.g. qualification, education level, skills or work experience, etc.) governing admittance to and participation in education and training institutions or programmes.

SOURCE: Terminology of European education and training policy- a selection of 100 key terms CEDEFOP, 2008. Luxembourg: Office for Official Publications of the European Communities.

HYPERLINK: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

DEFINITION 2: A policy or set of strategies that ensure that vocational education and training is responsive to the needs of all members of the community.

NOTE: Also called equity

SOURCE: *National Centre for Vocational Education Research (NCVER) VET GLOSSARY*

HYPERLINK: <http://www.ncver.edu.au/resources/glossary.htm>

Accountability

DEFINITION 1: Obligation to demonstrate that an activity has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results *vis-à-vis* mandated roles and/or plans.

SOURCE: Adapted from OECD, 2002.

Glossary: quality in education and training, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

DEFINITION 2: Mechanisms that stakeholders can use to assess the public sector's performance and to pressure the state to honour their interests.

SOURCE: *The World Bank 135 Europe and Central Asian Region Glossary*

HYPERLINK:

[http://lnweb90.worldbank.org/eca/eca.nsf/Attachments/Education+Glossary/\\$File/glossary.pdf](http://lnweb90.worldbank.org/eca/eca.nsf/Attachments/Education+Glossary/$File/glossary.pdf)

Accreditation

DEFINITION: Accreditation is a third-party attestation related to a conformity assessment body conveying formal demonstration of its competence to carry out specific conformity assessment tasks (definition according to EN ISO/IEC 17000).

COMMENT: Accreditation provides confidence in the value and credibility of the various types of conformity assessment and represents the last level of control of the validity of conformity assessment services in both voluntary and regulated areas.

SOURCE: European Committee for Standardization

HYPERLINK:

<http://www.cen.eu/cen/Services/ConformityAssessment/Accreditation/Pages/default.aspx>

Accreditation of an education or training provider

DEFINITION: Process of quality assurance through which of an education accredited status is granted to an education or training provider training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards.

SOURCE: Cedefop, 2008c, based on Canadian Information Centre for International Credentials, 2003.

Glossary: quality in education and training. CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

Accreditation of VET courses

DEFINITION: the formal recognition that a vocational course conforms to the national principles and guidelines for accreditation and to a national qualifications framework. This means that:

- its contents and standards are appropriate to the qualification;
- it fulfils the purpose for which it was developed; and
- it is based on national competency standards, where they exist.

SOURCE: *Vocational and Training Institutions.* Ed. Vladimir Gaskov, International Labour Organization, 2006.

HYPERLINK: http://www.ilo.org/public/libdoc/ilo/2006/106B09_15_engl.pdf

Assessment of learning outcomes

DEFINITION: The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.

COMMENT: in the literature, 'assessment' generally refers to appraisal of individuals whereas 'evaluation' is more frequently used to describe appraisal of education and training methods or providers.

SOURCE: Cedefop, 2004.

SOURCE: *Terminology of European education and training policy- a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

RELATED TERM: certification of learning outcomes

Attractiveness of VET

DEFINITION: Capacity of vocational education and training to:

- encourage individuals to choose vocational education and training;
- propose qualifications that open up career prospects.

COMMENT: Attractiveness of VET depends on various factors: image of VET and parity of esteem with academic pathways; flexible pathways allowing mobility between VET and academic education; involvement of stakeholders in VET governance, including social partners.

SOURCE: Cedefop.

SOURCE: *Glossary: quality in education and training,* CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

Award of (a) qualification(s)

DEFINITION 1: Award of a qualification occurs when a VET learner has met the requirements of the qualification and the qualification is certified through the provision of a testamur.

SOURCE: Adapted from *Australian Qualifications Framework 2011, AQF Glossary of Terminology.* 2011.

HYPERLINK:

<http://www.aqf.edu.au/Portals/0/Documents/Australian%20Qualifications%20Framework%20-%20pending%20MCTEE%20approval%202010.pdf>

DEFINITION 2: A certificate (electronic or paper-based) issued to an individual that recognises their achievement.

SOURCE: Jargon buster - A list of Qualifications and Credit Framework terms and definitions,

The Qualifications and Credit Framework

HYPERLINK: <http://qcfiguide.skillsfundingagency.bis.gov.uk/>

RELATED TERMS: qualification, awarding body

Awarding body

DEFINITION: A body issuing qualifications (certificates, diplomas or titles) formally recognises the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure.

SOURCE: *Terminology of European education and training policy- a selection of 100 key terms* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

RELATED TERMS: qualification, awarding body, award of qualification



Baseline data

DEFINITION: Data that describe the situation to be addressed by a VET policy or programme and that serve as the starting point for measuring the performance of that policy or programme. [...] This is used to determine the results and accomplishments of an activity and serves as an important reference for evaluation.

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*. Evaluation office, United Nations Development Programme (UNDP), N.Y, 2002.

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

RELATED TERMS: data collection, data collection instrument or tool, data quality, data quality assurance

Benchmark

DEFINITION 1: A recognised standard that forms the basis for comparison.

CONTEXT: In quality improvement lexicon, a benchmark is a best in class achievement. This achievement then becomes the reference point or recognized standard of excellence against which similar processes are measured.

SOURCE: *Content-oriented guidelines*. Statistical Data and Metadata Exchange (SDMX), 2009.

HYPERLINK: <http://sdmx.org/>

DEFINITION 2: Reference point or standard against which performance or achievements can be assessed.

NOTE: A benchmark refers to the performance that has been achieved in the recent past by other comparable organizations, or what can be reasonably inferred to have been achieved in the circumstances.

SOURCE: *Glossary of key terms in evaluation and results based management*. Development Co-operation Directorate, OECD Publications, Paris, 2002.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

DEFINITION 3: Anything taken or used as a point of reference or comparison; something that serves as a standard by which others may be served; anything or something that is comparatively measurable.

SOURCE: *Benchmarking for best practice: continuous learning through sustainable innovation*, M. Zairi, 1998, Butterworth-Heinemann.

DEFINITION 4: Standards by which the performance of an intervention can be assessed in a non-arbitrary fashion. An obvious way of deriving benchmarks would be to examine the intervention's objectives as expressed by expected outputs, results and outcomes. Ideally, benchmarks should allow us to compare the performance of an intervention with that of other policy instruments in the same field of action or in a related one.

HYPERLINK: <http://www.evaluation.org.uk/resources/glossary.aspx>

RELATED TERMS: benchmarking, data, indicator, outcomes, outputs, results and standard

Benchmarking

DEFINITION 1: Comparing data, metadata or processes against a recognised standard.

CONTEXT: Benchmarking may refer, for instance, to the case where there are two sources of data for the same target variable with different frequencies, e.g. quarterly and annual estimates of value-added from different sources.

Benchmarking is generally done retrospectively, as annual benchmark data are available some time after quarterly data. Benchmarking does have a forward-looking element however, in that the relationship between benchmark and indicator data is extrapolated forward to improve quarterly estimates for the most recent periods for which benchmark data are not yet available

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary.*

Statistical Data and Metadata Exchange (SDMX) Initiative Sponsored by BIS, ECB, EUROSTAT, IMF, OECD, UN and the World Bank, 2009

HYPERLINK: <http://www.sdmx.org/>

DEFINITION 2: Benchmarking is a methodology that is used to search for best practices.

Benchmarking can be applied to strategies, policies, operations, processes, products, and organizational structures. By finding and adopting best practices you can improve your organization's overall performance.

NOTE: Best practices can be found either within your own organization or within other organizations. It usually means identifying organizations that are doing something in the best possible way and then trying to emulate how they do it. There are at least two types of external benchmarking: competitive benchmarking and generic benchmarking. Competitive benchmarking involves comparing how you do things with how your competitors do things while generic benchmarking involves comparing yourself with organizations in unrelated sectors.

SOURCE: ISO 9000, 9001, and 9004 Quality management definitions PRAXIOM.

HYPERLINK: <HTTP://WWW.PRAXIOM.COM/ISO-DEFINITION>

RELATED TERMS: benchmark, data, indicator, outcomes, outputs, results, standard

Best practice

DEFINITION 1: A planning and/or operational practice that has proven successful in particular circumstances. A best practice is used to demonstrate what works and what does not and to accumulate and apply knowledge about how and why it works in different situations and contexts.

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*. Evaluation Office, UNDP, New York, 2002.

HYPERLINK:

<http://www.gesci.org/assets/files/Media/UNDP%20Handbook%20on%20ME%202009.pdf>

DEFINITION 2: A superior method or innovative practice that contributes to the improved performance of an organization, usually recognized as best by other peer organizations

SOURCE: *SDMX content-oriented guidelines. Annex 4: Metadata common vocabulary*, SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

RELATED TERMS: lessons learned, benchmark, benchmarking



Certification of learning outcomes

DEFINITION: Process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.

COMMENT: Certification may validate the outcome of learning acquired in formal, non formal or informal settings.

SOURCE: Cedefop, 2008c.

SOURCE: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

Continuing education and training (CVET)

DEFINITION: Education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development.

COMMENT: continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals.

SOURCE: Cedefop, 2004.

SOURCE: *Terminology of European education and training policy- a selection of 100 key terms* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

RELATED TERMS: adult education, compensatory learning, initial education and training, lifelong learning

Common principles for quality assurance

DEFINITION: set of nine principles which are necessary to ensure accountability and the improvement of higher education and vocational education and training in the European Union, i.e.:

- quality assurance policies and procedures should underpin all levels of the European Qualifications Framework,
- quality assurance should be an integral part of the internal management of education and training institutions,
- quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies,
- external monitoring bodies or agencies carrying out quality assurance should be subject to regular review,
- quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes,
- quality assurance systems should include the following elements:
 - clear and measurable objectives and standards, guidelines for Implementation, including stakeholder involvement,
 - appropriate resources,
 - consistent evaluation methods, associating self-assessment and external review,
 - feedback mechanisms and procedures for improvement,

- widely accessible evaluation results,
- quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis,
- quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community,
- quality assurance orientations at Community level may provide reference points for evaluations and peer learning.

SOURCE: *European Qualification Framework (Annex III), 2009.*

HYPERLINK: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

Context indicator

DEFINITION 1: A context indicator is a datum which provides simple and reliable information describing a variable relative to the context.

SOURCE: *Guidelines*, Europe Aid.

HYPERLINK: http://ec.europa.eu/europeaid/evaluation/methodology/tools/too_ind_def_en.htm

DEFINITION 2: Statistics or measure giving quantitative and/or (on quality in VET) qualitative information on the context of VET, e.g. duration, diversity of learners' population, number of hours taught for each topic, quality of training of teachers and trainers, quality of curricula, etc.

SOURCE: Cedefop, 2003.

SOURCE: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

RELATED TERMS: educational indicator, indicator, input indicator, outcome indicator, output indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator

Cost and burden

DEFINITION: Cost associated with the collection and production of a statistical product, and burden on respondents.

CONTEXT: The cost is associated with a statistical product and can be financial, human or time-related. It may consist of staff costs, data collection costs and other costs related to reporting obligations.

The burden is often measured by costs for the respondents (businesses, institutions, households, individuals) imposed by a statistical obligation. The overall burden of delivering the information depends on: a) the number of respondents; b) the average time required to provide the information, including time spent after receipt of the questionnaire ("recontact time"); and c) the hourly cost of a respondent's time.

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary*. SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

RELATED TERMS: cost-effectiveness

Cost- effectiveness

DEFINITION: Cost effectiveness is a characteristic of a process where the costs of producing the statistics are in proportion to the importance of the results and the benefits sought, the resources are optimally used and the response burden minimised. Where possible, the information requested is readily extractable from available records or sources.

SOURCE: *ESS Quality Glossary 2010*. Unit B1 "Quality; Classifications", Eurostat, 2010.

HYPERLINK: <http://epp.eurostat.ec.europa.eu/portal/page/portal/quality/documents/ESS%20Quality%20Glossary%202010.pdf>

RELATED TERMS: cost and burden



Data

DEFINITION: Specific quantitative and qualitative information or facts that are collected.

SOURCE: *Handbook on monitoring and evaluating for results*. Evaluation Office, UNDP, New York, 2002.

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

RELATED TERMS: baseline data, data collection, data collection instrument or tool, data quality, data quality assurance

Data collection

DEFINITION: Systematic process of gathering data for official statistics.

CONTEXT: There is a number of data collection methods used for official statistics, including computer-aided personal or telephone interview, mailed questionnaires, electronic or internet questionnaires and direct observation. The data collection may be exclusively for statistical purposes, or primarily for non-statistical purposes.

Descriptions of data collection methods should include the purpose for which the data were collected, the period the data refer to, the classifications and definitions used, and any constraints related to further use of these data.

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary*, SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

RELATED TERMS: baseline data, benchmark, benchmarking, data, data collection instrument or tool, data quality, data quality assurance

Data collection instrument/tool

DEFINITION 1: Refers to the device used to collect data, such as a paper questionnaire or computer assisted interviewing system

SOURCE: *Statistical Quality Standards*, U.S. Census Bureau, 2010.

HYPERLINK: <http://www.census.gov/quality/standards/glossary.html>

DEFINITION 2: Methodologies used to identify information sources and collect information during an evaluation.

NOTE: Examples are informal and formal surveys, direct and participatory observation, interviews, focus groups, expert opinion, case studies, and literature search.

SOURCE: *Glossary of key terms in evaluation and results based management*. Development Co-operation Directorate, OECD Publications, Paris, 2002.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

RELATED TERMS: baseline data, data, data collection, quality, data quality assurance

Data quality

DEFINITION: Extent to which data adheres to the six dimensions of qualities – which are accuracy, reliability, completeness, precision, timeliness and integrity.
SOURCE: *Making monitoring and evaluation systems work: a capacity development tool kit.* Marelize Görgens and Jody Zall Kusek, The World Bank, Washington, DC, 2009.

RELATED TERMS: baseline data, data, data collection, data collection instrument/tool, data quality, data quality assurance

Descriptor

DEFINITION 1: a word or phrase used as a label to describe or classify; a term used to identify or locate a file or specific data.

SOURCE: *Webster's New World College Dictionary.* Wiley Publ. Inc., Cleveland, Ohio, 2010
HYPERLINK: [Webster's New World College Dictionary](http://www.yourdictionary.com/dictionary-definitions/) Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley & Sons, Inc.
<http://www.yourdictionary.com/dictionary-definitions/>

DEFINITION 2: A word, phrase, or alphanumeric character used to identify an item in an information storage and retrieval system (In Computer Science).

SOURCE: The American Heritage Dictionary of the English language, 4th ed., 2010. Houghton Mifflin Harcourt Publ. Company, USA
HYPERLINK: [The American Heritage® Dictionary of the English Language](http://www.yourdictionary.com/dictionary-definitions/), 4th edition Copyright © 2010 by Houghton Mifflin Harcourt Publishing Company. Published by Houghton Mifflin Harcourt Publishing Company. All rights reserved
<http://www.yourdictionary.com/dictionary-definitions/>

COMMENT: It is important to stress the difference between key words and descriptors. The first does not obey any structure; it is random and removed from free language texts. For a key word to become a descriptor, it must pass through a rigid control of synonyms, meaning and importance in the structural hierarchy of a determined subject.

SOURCE: Brandau, Ricardo; Monteiro, Rosangela and Braille, Domingo M., **Importance of the correct use of descriptors in scientific articles.** *Rev Bras Cir Cardiovasc* [online]. 2005, vol.20, 1, pp.VII-IX.ISSN0102-7638.
HYPERLINK: http://www.scielo.br/pdf/rbccv/v20n1/en_v20n1a04.pdf

DEFINITION 3: Descriptors are phrases that aid in defining and outlining the expected behaviour for a particular criterion. The descriptors are not an all-inclusive listing of behaviours that might be associated with a criterion.

SOURCE: *Guidelines for performance-based teacher evaluation*, Missouri Department of Elementary and Secondary Education, 1999.
HYPERLINK: <http://dese.mo.gov/divteachqual/leadership/profdev/PBTE.pdf>

RELATED TERMS: criteria

Disabled people

DEFINITION: Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN Convention, Article 1).

NOTE: [...] disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. (UN Convention, Preamble).

SOURCE: *United Nations Convention on the Rights of Persons with Disabilities*, United Nations, 2006.

HYPERLINK: <http://www.un.org/disabilities/default.asp?navid=13&pid=150>

Drop out

DEFINITION: Withdrawal from an education or training programme before its completion.

COMMENTS:

(a) this term designates both the process (early school leaving) and the persons (early school leavers) who fail to complete a course;

(b) besides early school leavers, dropouts may also include learners who have completed education or training but failed the examinations.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms*, CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4064_en.pdf



Education / training provider

DEFINITION: Any organisation or individual providing education or training services.

COMMENT: education and training providers may be organisations specifically set up for this purpose, or they may be other, such as employers, who provide training as a part of their business activities. Training providers also include independent individuals who offer services.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms* 2008, CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, EU.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4064_en.pdf

RELATED TERMS: education, training

Educational indicator

DEFINITION: an individual or composite statistic that relates to a basic construct in education and is useful in a policy context.

SOURCE: *What are educational indicators and indicator systems?* Shavelson, Richard J., McDonnell, Lorraine M., Oakes, J., 1991.

HYPERLINK:

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED338701&ERICExtSearch_SearchType_0=no&accno=ED338701

RELATED TERMS: additional indicator, context indicator, input indicator, outcome indicator, output indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator

Effectiveness

DEFINITION 1: The extent to which the intervention's objectives in the field of VET were achieved, or are expected to be achieved, taking into account their relative importance.

SOURCE: Adapted from *Glossary of key terms in evaluation and results based management*. OECD, Paris, 2010.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

DEFINITION 2: A measure of the extent to which the policy or programme's intended results (outputs or outcomes) have been achieved or the extent to which progress toward outputs or outcomes has been achieved.

SOURCE: Adapted from *Handbook on planning, monitoring and evaluating for development results*. UNDP, NY, 2009.

HYPERLINK: <http://www.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>

DEFINITION 3: The state of having produced a decided on or desired effect.

SOURCE: ASQ Glossary compiled by *Quality Progress* editorial staff members and reviewed by James Bossert, R. Dan Reid and James Rooney

HYPERLINK: <http://asq.org/glossary/index.html>

DEFINITION 4: Extent to which the objectives of a policy or an intervention are achieved, usually without reference to costs.

Source: Cedefop, Descy and Tessaring, 2005; ISO, 2000

Glossary: quality in education and training, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

RELATED TERMS: efficiency

Efficiency

DEFINITION 1: Measures of how economically resources/inputs (funds, expertise, time, etc.) are converted to results

SOURCE: *Glossary of key terms in evaluation and results based management*, Development Co-operation Directorate, OECD Publications, Paris, 2002.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

DEFINITION 2: Measures how economically resources or inputs (such as funds, expertise and time) are converted to results. An initiative is efficient when it uses resources appropriately and economically to produce the desired outputs. Efficiency is important in ensuring that resources have been used appropriately and in highlighting more effective uses of resources.

SOURCE: Adapted from *Handbook on planning, monitoring and evaluating for development results*. United Nations Development Programme, NY, 2009

HYPERLINK: <http://www.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>

DEFINITION 3: The ratio of the output to the total input in a process.

SOURCE: *SDMX content-oriented guidelines. Annex 4: Metadata common vocabulary*, SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

DEFINITION 4: Relationship between results achieved (output) and resources used (input).

SOURCE: ISO, 2000.

Glossary: quality in education and training, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf

RELATED TERMS: effectiveness

Evaluation

DEFINITION 1: A time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success of ongoing VET policies, completed programmes and

projects. Evaluation can also address outcomes or other issues. Evaluation is undertaken selectively to answer specific questions to guide decision-makers and/or VET programme managers, and to provide information on whether underlying theories and assumptions used in programme development were valid, what worked and what did not work and why. Evaluation commonly aims to determine relevance, efficiency, effectiveness, impact and sustainability. Evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process.

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*. Evaluation Office, UNDP, New York, USA, 2002

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

DEFINITION 2: The systematic and objective assessment of an on-going or completed VET project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both policy makers and VET providers. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention

SOURCE: Adapted from *Ten steps to a results-based monitoring and evaluation system*, Kusek, J.Z. and Rist, R. C., The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

RELATED TERMS: internal evaluation, external evaluation, impact evaluation, performance evaluation, process evaluation, self-assessment, self-evaluation

Employability

DEFINITION 1: Employability refers to a person's capability of gaining employment. On the one hand a person's employability depends on the knowledge, skills and attitudes of this person. On the other hand labour market rules and institutions have significant impact on the ability of an individual to gain employment. Hence, a person with the same knowledge and skills characteristics might fare very differently in different national or regional labour markets.

SOURCE: Commission Staff working document, *Progress towards the Lisbon objectives in Education and Training--Indicators and benchmarks*, 2008.

HYPERLINK: http://ec.europa.eu/education/lifelong-learning-policy/doc/report08/report_en.pdf

DEFINITION 2: The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career.

COMMENT: employability of individuals depends on

- (a) personal attributes (including adequacy of knowledge and skills);
- (b) how these personal attributes are presented on the labour market;
- (c) the environmental and social contexts (i.e. incentives and opportunities offered to update and validate their knowledge and skills); and
- (d) the economic context.

SOURCES: based on Scottish executive, 2007; The Institute for employment studies, 2007

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms*. CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

RELATED TERMS: adaptability, lifelong learning, mobility

External evaluation

DEFINITION 1: An evaluation carried out by evaluators external to the entity evaluated.

SOURCE: *TESE (Thesaurus for Education Systems in Europe)*, Eurydice, 2009

HYPERLINK: <http://eacea.ec.europa.eu/eurydice/portal/page/portal/Eurydice/TESEHome>

DEFINITION 2: An evaluation which is performed by persons outside the organisation responsible for the intervention itself.

SOURCE: *Glossary of Evaluation Terms*, UK Evaluation Society

HYPERLINK: <http://www.evaluation.org.uk/resources/glossary.aspx>

RELATED TERMS: evaluation, internal evaluation, self assessment, self evaluation, impact evaluation, process evaluation



Formal learning

DEFINITION: environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

SOURCE: based on Cedefop, 2004.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms*. CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: certification, informal learning, learning, non-formal learning



Impact evaluation

Definition 1: Impact evaluation: A type of evaluation that focuses on the broad, longer-term impact or results, whether intended or unintended, of a programme or outcome.

SOURCE: *Handbook on monitoring and evaluating for results*. UNDP, Evaluation Office, New York, 2002.

HYPERLINK: <HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF>

RELATED TERMS: evaluation, external evaluation, internal evaluation, self assessment, process evaluation, self assessment, self evaluation

Indicator

DEFINITION 1: Signal that reveals progress (or lack thereof) towards objectives; means of measuring what actually happens against what has been planned in terms of quantity, quality and timeliness. An indicator is a quantitative or qualitative variable that provides a simple and reliable basis for assessing achievement, change or performance.

SOURCE: *Handbook on monitoring and evaluating for results*. UNDP, Evaluation Office, New York, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

DEFINITION 2: Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention in the field of VET, or to help assess the performance of a VET actor.

SOURCE: Adapted from *Glossary of Key Terms in Evaluation and Results Based Management* OECD, Development Co-operation Directorate, Paris, 2010.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

DEFINITION 3: [An indicator is a] variable, based on measurements, representing as accurately as possible and necessary a phenomenon of interest to human beings.

SOURCE: *Functionalities of indicators and role of context. Towards the definition of a measurable environmentally sustainable transport*, R. Joumard and H. Gudmundsson, 2007.

HYPERLINK:

http://cost356.inrets.fr/pub/reference/reports/synthesis_functions_contexts_290807.doc

DEFINITION 4: an indicator is an individual or composite statistic that relates to a basic construct in education and is useful in a policy context.

SOURCE: ERIC Clearinghouse on Tests Measurement and Evaluation Washington DC.

HYPERLINK: [HTTP://WWW.ERIC.ED.GOV/PDFS/ED338701.PDF](http://www.eric.ed.gov/PDFS/ED338701.pdf)

RELATED TERMS: context indicator, educational indicator, input indicator, outcome indicator, output indicator, indicator system, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator

Indicator system

DEFINITION: a system of indicators measures distinct components of the system and also provides information about how the individual components work together to produce the overall effect.

SOURCE: ERIC Clearinghouse on Tests Measurement and Evaluation Washington DC.

HYPERLINK: [HTTP://WWW.ERIC.ED.GOV/PDFS/ED338701.PDF](http://www.eric.ed.gov/PDFS/ED338701.pdf)

RELATED TERMS: context indicator, educational indicator, input indicator, outcome indicator, output indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator.

Informal learning

DEFINITION: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

COMMENTS:

- informal learning outcomes do not usually lead to certification but may be validated and certified in the framework of recognition of prior learning schemes;
- informal learning is also referred to as experiential or incidental/ random learning.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefefop.europa.eu/en/publications/13125.aspx)

RELATED TERMS: learning, formal learning, informal learning, non-formal learning, recognition of prior learning.

Initial education and training

DEFINITION: General or vocational education and training carried out in the initial education system, usually before entering working life.

COMMENTS:

(a) some training undertaken after entry into working life may be considered as initial training (e.g. retraining);
(b) initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternance training) pathways or apprenticeship.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms, 2008.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, EU.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefefop.europa.eu/en/publications/13125.aspx)

RELATED TERMS: education, training.

Input

DEFINITION 1: A means mobilized for the conduct of programme or project activities, i.e., financial, human and physical resources.

SOURCE: *Handbook on monitoring and evaluating for results.* Evaluation Office, World Bank, New York, 2002.

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

DEFINITION 2: The financial, human, and material resources used for the intervention.

SOURCE: *Glossary of Key Terms in Evaluation and Results Based Management.* OECD, Paris, 2002.

HYPERLINK: [HTTP://WWW.OECD.ORG/DATAOECD/29/21/2754804.PDF](http://www.oecd.org/dataoecd/29/21/2754804.pdf)

RELATED TERMS: outcome, output.

Input Indicators

DEFINITION Input indicators measure the quantity (and sometimes the quality) of resources provided for VET policy and /or programme.

SOURCE; Adapted from *Performance Monitoring Indicators - A handbook for task managers.* Operations Policy Department, World Bank, Washington, D.C., 1996.

HYPERLINK:

[HTTP://SITERESOURCES.WORLDBANK.ORG/BRAZILINPOREXTN/RESOURCES/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF](http://siteresources.worldbank.org/BRAZILINPOREXTN/RESOURCES/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF)

RELATED TERMS: context indicator, educational indicator, outcome indicator, output indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator, system of indicators.

Internal evaluation

DEFINITION: Self-evaluation of organisations during which one or more persons assess the performance of an entity for whose activities they are fully or partially responsible.

SOURCE: TESE - Multilingual Thesaurus on education systems in Europe.

HYPERLINK:

<http://eacea.ec.europa.eu/eurydice/portal/page/portal/Eurydice/TESEHomed>

RELATED TERMS: external evaluation, impact evaluation, process evaluation, performance evaluation, process evaluation, self assessment, self- evaluation.



Learning

DEFINITION: A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

COMMENT: Learning occurs through personal reflection, reconstruction and social interaction. Learning may take place in formal, non-formal or informal settings.

Source: Cedefop, 2004; European Commission, 2006a.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

Related terms: formal learning, informal learning, learning outcomes

Learning outcomes

DEFINITION 1: The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, formal, non-formal or informal.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms..* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

DEFINITION 2: The set of knowledge, skills and /or competences an individual has acquired and/or is able to demonstrate after completion of a learning process.

SOURCE: *National Quality Council- Training package glossary*

HYPERLINK:

<HTTP://WWW.DEEWR.GOV.AU/SKILLS/OVERVIEW/POLICY/TPDH/DOWNLOADS/DOCUMENTS/TRAININGPACKGLOSSARY.PDF>

RELATED TERMS: learning

Lessons learned

DEFINITION 1: Learning from experience that is applicable to a generic situation rather than to a specific circumstance.

SOURCE: *Handbook on Monitoring and Evaluating for Results*. UNDP, Evaluation Office, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

DEFINITION 2: Generalizations based on evaluation experiences with projects, programs, or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact.

SOURCE: *Glossary of key terms in evaluation and results based management*. Development Cooperation Directorate, OECD Publications, Paris, 2002.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

RELATED TERMS: benchmark, best practice.



Measure (v.)

DEFINITION: To ascertain the characteristics or features (extent, dimension, quantity, capacity, and capability) of something, especially by comparing with a standard.

SOURCE: *Basic Principles and Concepts for Achieving Quality*. Emanuel R. Baker, Process Strategies Inc. Matthew J. Fisher and Wolfhart Goethert, SEI, Software Engineering Process Management, Carnegie Mellon University, 2007.

HYPERLINK: <http://www.sei.cmu.edu/publications/documents/02.reports/02tr010.html>

RELATED TERMS: measurement, metric

Measurement

DEFINITION: A dimension, capacity, quantity, or amount of something.

SOURCE: *Basic Principles and Concepts for Achieving Quality*. Emanuel R. Baker, Process Strategies Inc. Matthew J. Fisher and Wolfhart Goethert, SEI, Software Engineering Process Management, Carnegie Mellon University, 2007.

HYPERLINK: <http://www.sei.cmu.edu/publications/documents/02.reports/02tr010.html>

RELATED TERMS: measure, metric.

Metric

DEFINITION: A standard for measurement

SOURCE: *ASQ Glossary* compiled by *Quality Progress* editorial staff members, reviewed by James Bossert, R. Dan Reid and James Rooney.

HYPERLINK: <http://asq.org/glossary/index.html>

RELATED TERMS: measure (v), measurement

Monitoring

DEFINITION 1: A continuing function that aims primarily to provide managers and main stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. Monitoring tracks the actual performance or situation against what was planned or expected according to pre-determined standards. Monitoring generally involves collecting and analyzing data on implementation processes, strategies and results, and recommending corrective measures.

SOURCE: *Handbook on monitoring and evaluating for results..* UNDP, Evaluation Office, New York, 2002.

HYPERLINK: <HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF>

DEFINITION 2: A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

SOURCE: Adapted from *Ten steps to a results- based monitoring and evaluation system*, Kusek, J.Z. and Rist, R. C. The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

RELATED TERMS: assessment, evaluation, internal evaluation, external evaluation, performance evaluation, impact evaluation, performance evaluation, process evaluation, self assessment, self evaluation.



Non- formal learning

DEFINITION: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

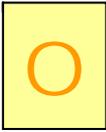
COMMENT:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning.

SOURCE: *Terminology of European education and training policy- a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cedefop.europa.eu/en/publications/13125.aspx)

RELATED TERMS: learning, formal learning, informal learning, recognition of prior learning.



Outcome

DEFINITION: Actual or intended change in VET conditions that EQAVET is seeking to support. It describes a change in conditions between the completion of outputs and the achievement of impact.

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*. Evaluation Office, Evaluation Office, New York, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

RELATED TERMS: outcome indicator.

Outcome indicator

DEFINITION: Outcome indicators measure the quantity and quality of the results achieved through the provision of VET.

SOURCE: Adapted from *Performance Monitoring Indicators -A handbook for task managers*. Operations Policy Department, World Bank, Washington, D.C., 1996.

HYPERLINK:
[HTTP://SITERESOURCES.WORLDBANK.ORG/BRAZILINPOREXTN/RESOURCES/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF](http://siteresources.worldbank.org/BrazilInPortExtN/Resources/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF)

RELATED TERMS: educational indicator, input indicator, output indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator.

Output

DEFINITION: Tangible product (including services) of a VET policy or programme that is necessary to achieve the objectives. Outputs relate to the completion (rather than the conduct) of activities and are the type of results over which managers have a high degree of influence.

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*. Evaluation Office, World Bank, New York, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

RELATED TERMS: outcome, input.

Output indicator

DEFINITION: Output indicators measure the quantity (and sometimes the quality) of the VET policy and or programme created or provided through the use of input.

SOURCE: Adapted from *Performance Monitoring Indicators -A handbook for task managers*. Operations Policy Department, World Bank, Washington, D.C., 1996.

HYPERLINK:

[HTTP://SITERESOURCES.WORLDBANK.ORG/BRAZILINPOREXTN/RESOURCES/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF](http://siteresources.worldbank.org/BrazilINPOREXTN/Resources/3817166-1185895645304/4044168-1186409169154/24PUB_BR217.PDF)

RELATED TERMS: educational indicator, input indicator, outcome indicator, performance indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator.



Performance

DEFINITION: The degree to which a VET intervention or a VET provider operates according to specific criteria/standards/ guidelines or achieves results in accordance with stated goals or plans.

SOURCE: Adapted from *Ten steps to a results- based monitoring and evaluation system*, Kusek, J.Z. and Rist, R. C. The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

RELATED TERMS: performance indicator, performance measurement, standards.

Performance indicator

DEFINITION 1: Performance indicator refers to the means by which an objective can be judged to have been achieved or not achieved. Indicators are therefore tied to goals and objectives and serve simply as 'yardsticks' by which to measure the degree of success in goal achievement. Performance indicators are quantitative tools and are usually expressed as a rate, ratio or percentage.

SOURCE: *Key Performance Indicators for New Zealand's Mental Health Services*. The New Zealand Ministry of Health, New Zealand, 2004.

HYPERLINK:

http://amhocn.org/static/files/assets/6282c6c7/Benchmarking_Manual_Part_2.pdf

DEFINITION 2: Performance indicators for VET are aimed at informing whether a policy or programme does what it is intended to do and whether it does it well. [...] Inputs, processes, outputs and outcomes are the building blocks for performance indicators.

COMMENT: Performance indicators may be used at three levels within the VET subsystem;

- At the policy level, indicators are used for monitoring how effectively and efficiently public resources are used to meet VET providers, social partners and learners' needs.
- At the service management level, indicators give feedback on local programme strategy.
- At the provider level, indicators are used to judge the degree to which programmes are meeting the needs of both learners and the labour market.

SOURCE: Adapted from *Key Performance Indicator Framework for New Zealand Mental Health and Addiction Services. Phase II: Live Test of the Framework Benchmarking Participation*

Manual PART 2 Basic concepts to guide indicator development Desirable attributes of performance measurement systems, 2009.

HYPERLINK:

[HTTP://WWW.NDSA.CO.NZ/LINKCLICK.ASPX?FILETICKET=JXQQDSVKECE%3D&TABID=95](http://www.ndsa.co.nz/linkclick.aspx?fileticket=jxqqdsvkece%3d&tabid=95)

DEFINITION 3: A particular characteristic or dimension used to measure intended changes defined by an organizational unit's results framework. Performance indicators are used to observe progress and to measure actual results compared to expected results. They serve to answer "how" or "whether" a unit is progressing towards its objectives, rather than "why" or "why not" such progress is being made. Performance indicators are usually expressed in quantifiable terms, and should be objective and measurable (e.g., numeric values, percentages, scores, and indices).

SOURCE: *Handbook on Monitoring and Evaluating for Results.* United Nations Development Programme, Evaluation Office, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

RELATED TERMS: additional indicator, educational indicator, input indicator, outcome indicator, output indicator, proxy indicator, quality indicator, statistical indicator, supplementary indicator.

Performance measurement

DEFINITION: The collection, interpretation of, and reporting on data for performance indicators which measure how well programmes or projects deliver outputs and contribute to achievement of higher level aims (purposes and goals). Performance measures are most useful when used for comparisons over time or among units performing similar work. A system for assessing performance of development initiatives against stated goals. Also described as the process of objectively measuring how well an agency is meeting its stated goals or objectives

SOURCE: *Handbook on Monitoring and Evaluating for Results.* United Nations Development programme, Evaluation Office, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

RELATED TERMS: metric, measure (v)

Process evaluation

Definition: An evaluation of the internal dynamics of implementing organizations, their policy instruments, their service delivery mechanisms, their management practices, and the linkages among these.

SOURCE: Adapted from *Ten steps to a results- based monitoring and evaluation system*, Kusek, J.Z. and Rist, R. C. The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

RELATED TERMS : assessment, evaluation, external evaluation, impact evaluation, internal evaluation, monitoring, performance evaluation, self assessment, self evaluation

Programme of education or training

DEFINITION: An inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time.

COMMENT: the term programme of education or training refers to the implementation of learning activities whereas curriculum refers to the design, organisation and planning of these activities.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefdefop.europa.eu/en/publications/13125.aspx)

RELATED TERMS: education, training, vocational education and training, continuing education and training, initial education and training.

Proxy indicator

DEFINITION: A variable used to stand in for one that is difficult to measure directly.

COMMENT: Cost, complexity and/or the timeliness of data collection may prevent a result from being measured directly. In this case, proxy indicators may reveal performance trends and make managers aware of potential problems or areas of success.

SOURCE: *Handbook on Monitoring and Evaluating for Results..* UNDP, Evaluation Office, NY, 2002.

HYPERLINK: <http://www.undp.org/evaluation/documents/HandBook/ME-HandBook.pdf>

RELATED TERMS: educational indicator, input indicator, outcome indicator, performance indicator, quality indicator, statistical indicator, supplementary indicator, system of indicators.



Qualification

DEFINITION 1: The term qualification covers different aspects:

(a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD);

(b) job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO).

Source: based on Eurydice, 2006; European Training Foundation, 1997; OECD, 2007; ILO, 1998.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefdefop.europa.eu/en/publications/13125.aspx)

DEFINITION 2: formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

SOURCE: *Australian Qualification Framework: implementation handbook*. Published by Australian Qualifications Framework (AQF) Advisory Board, 2007.

HYPERLINK:

[HTTP://WWW.AQF.EDU.AU/PORTALS/0/DOCUMENTS/HANDBOOK/AQF_HANDBOOK_07.PDF](http://www.aqf.edu.au/portals/0/documents/handbook/aqf_handbook_07.pdf)

DEFINITION 3: awards which recognize that learning has taken place and that certain knowledge and skills standards have been achieved and can be practised by the learners.

SOURCE: *Vocational and Training Institutions*. Ed. Vladimir Gaskov, International Labour Organization, 2006.

HYPERLINK: [HTTP://WWW.ILO.ORG/PUBLIC/LIBDOC/ILO/2006/106B09_15_ENGL.PDF](http://www.ilo.org/public/libdoc/ilo/2006/106B09_15_engl.pdf)

RELATED TERMS: award of qualifications, certification.

DEFINITION 4: Qualification covers different aspects:

(a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD);

(b) job requirements: knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO).

Sources: Cedefop, 2008c; based on Eurydice, 2006; European Commission, 2008; ETF, 1997; OECD, 2007; ILO, 1998.

Source: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF](http://www.cedefop.europa.eu/en/files/4096_en.pdf)

Quality

DEFINITION 1: Quality is the degree to which an object (entity) [e.g., process, product, or service] satisfies a specified set of attributes or requirements.

SOURCE: *Basic Principles and Concepts for Achieving Quality*. Emanuel R. Baker Process Strategies Inc. Matthew, J. Fisher and Wolfhart Goethert, SEI, Software Engineering Process Management, Carnegie Mellon University, 2007.

HYPERLINK: <http://www.sei.cmu.edu/publications/documents/02.reports/02tr010.html>

DEFINITION 2: The *quality* of something can be determined by comparing a set of inherent characteristics with a set of requirements. If those inherent characteristics meet all requirements, high or excellent quality is achieved. If those characteristics do not meet all requirements, a low or poor level of quality is achieved.

NOTE: *Quality* is, therefore, a question of degree.. According to this definition, *quality* is a relative concept. By linking quality to requirements, ISO 9000 argues that the *quality* of something cannot be established in a vacuum. *Quality* is always *relative* to a set of requirements.

SOURCE: *ISO 9000, 9001, and 9004 Quality management definitions*. Praxiom Research Group Limited (2001-2010)

HYPERLINK: <http://www.praxiom.com/iso-definition.htm>

DEFINITION 3: Quality is the degree to which a set of inherent characteristics fulfils requirements.

COMMENT: Quality is a multi-faceted concept. The dimensions of quality that are considered most important depend on user perspectives, needs and priorities, which vary across groups of users. Several statistical organisations have developed lists of quality dimensions, which, for international organisations, are being harmonised under the leadership of the Committee for the Coordination of *Statistical Activities (CCSA)*. *The European Statistics Code of Practice defines quality in terms of the institutional environment, statistical processes and statistical output.*

International Organization for Standardization (ISO), ISO Standard 9000/2005: "Quality management systems - Fundamentals and vocabulary", Geneva, 2005

SOURCE: *ESS Quality Glossary 2010 Developed by Unit B1 "Quality; Classifications"*, European Union, 2010.

HYPERLINK:

http://epp.eurostat.ec.europa.eu/portal/pls/portal!/PORTAL.wwpob_page.show?_docname=2344300.PDF

DEFINITION 4: A subjective term for which each person or sector has its own definition. In technical usage, quality can have two meanings: 1. the characteristics of a product or service that bear on its ability to satisfy stated or implied needs; 2. a product or service free of deficiencies. According to Joseph Juran, quality means "fitness for use;" according to Philip Crosby, it means "conformance to requirements".

SOURCE: *American Society for Quality (ASQ) Glossary*

HYPERLINK: <HTTP://ASQ.ORG/GLOSSARY/INDEX.HTML>

DEFINITION 5: All characteristics of an entity that bear on its ability to satisfy stated and implied needs.

Source: ISO 8402.

Or

Degree to which a set of inherent characteristics fulfils requirements.

Source: ISO, 2000.

Source: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: HTTP://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF

RELATED TERMS: quality assurance, quality assessment, quality control, quality culture, quality improvement, quality review

Quality Assessment

DEFINITION: Quality assessment is a part of quality assurance that focuses on assessment of fulfilling quality requirements (need or expectation that is stated, generally implied or obligatory)

SOURCE: *ESS Quality Glossary 2010*, Developed by Unit B1 "Quality; Classifications", Eurostat, 2010.

HYPERLINK:

HTTP://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL!/PORTAL.WWP OB_PAGE.SHOW? DOCN AME=2344300.PDF

RELATED TERMS: quality, quality assurance, quality indicator, quality control, quality culture, quality improvement, quality review.

Quality Assurance

DEFINITION 1: Quality assurance is an organisation's guarantee that the product or service it offers meets the accepted quality standards. It is achieved by identifying what "quality" means in context; specifying methods by which its presence can be ensured; and specifying ways in which it can be measured to ensure conformance.

COMMENT: According to the ISO, quality assurance is a part of quality management, providing confidence that quality requirements (need or expectation that is stated, generally implied or obligatory) will be fulfilled.

SOURCE: *ESS Quality Glossary 2010*, Developed by Unit B1 "Quality; Classifications", Eurostat, 2010.

HYPERLINK:

[HTTP://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF](http://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF)

DEFINITION 2: Quality assurance is a component of quality management and is 'focused on providing confidence that quality requirements will be fulfilled

SOURCE: AS/NZS ISO 9000:2006: Quality management systems—fundamentals and vocabulary, June 2006, p.9

HYPERLINK:

<http://www.defence.gov.au/jlc/Documents/DSCC/Australian%20Standard%20ISO%209000.pdf>

DEFINITION 3: Processes and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards.

SOURCE: *An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers*. Tuck, R., Skills and Employability Department. International Labour Office (ILO), 2007.

HYPERLINK: [HTTP://WWW.ILO.ORG/PUBLIC/LIBDOC/ILO/2007/107B09_57_ENGL.PDF](http://WWW.ILO.ORG/PUBLIC/LIBDOC/ILO/2007/107B09_57_ENGL.PDF)

DEFINITION 4: Quality assurance encompasses any activity that is concerned with assessing and improving the merit or the worth of an intervention in the field of VET or its compliance with given standards.

SOURCE: Adapted from *Glossary of Key Terms in Evaluation and Results Based Management*. OECD, Paris, 2010.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

RELATED TERMS: quality, quality assessment, quality control, quality culture, quality improvement, quality review.

DEFINITION 5: Quality assurance relates to *the achievement of educational program standards established by institutions, professional organizations, government, and/or standard-setting bodies established by government*. Quality assurance mechanisms are the processes by which the achievement of these standards is measured.

SOURCE: Quality Assurance Practices for Postsecondary Institutions in Canada, Fact sheet no. 5

HYPERLINK: [HTTP://WWW.CICIC.CA/510/FACT-SHEET-NO-5.CANADA#TOP](http://WWW.CICIC.CA/510/FACT-SHEET-NO-5.CANADA#TOP)

Quality assurance in VET

DEFINITION: Activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders.

COMMENTS:

- QA contributes to better matching of education and training supply and demand.
- QA covers the macro-level (educational system level), meso-level (level of individual educational institutions) and micro-level (level of teaching-learning processes).

SOURCE: Cedefop.

Source: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: HTTP://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF

RELATED TERMS: quality, quality assessment, quality assurance, quality control, quality culture, quality improvement, quality review.

Quality control

DEFINITION: Quality control is a set of activities intended to ensure that quality requirements are actually being met. Quality control *is* one part of quality management.

SOURCE: *ISO 9000, 9001, and 9004 Quality management definitions*. Praxiom Research Group Limited (2001-2010).

HYPERLINK: <HTTP://WWW.PRAXIOM.COM/ISO-DEFINITION>

RELATED TERMS: quality, quality assessment, quality assurance, quality control, quality culture, quality improvement, quality review

Quality culture

DEFINITION: a tool for asking questions about how things work, how institutions function, who they relate to, and how they see themselves.

SOURCE: *Quality Culture: understandings, boundaries and linkages*, Harvey, L. and Stensaker, B. *European Journal of Education*, Vol. 43, No. 4, 2008.

HYPERLINK: http://www2.aau.org/ledev/mombasa10/docs/quality_culture.pdf

RELATED TERMS quality, quality assessment, quality assurance, quality control, quality improvement, quality review

Quality improvement

Definition: refers to anything that enhances an organization's ability to meet quality requirements. *Quality improvement* is one part of quality management

SOURCE: *ISO 9000, 9001, and 9004 Quality management definitions*. Praxiom Research Group Limited (2001-2010).

HYPERLINK: <HTTP://WWW.PRAXIOM.COM/ISO-DEFINITION.HTM>

RELATED TERMS: quality, quality assessment, quality assurance, quality control, quality culture, quality review.

Quality indicator

DEFINITION 1: Quality indicators are statistical measures that give an indication of output quality. However, some quality indicators can also give an indication of process quality.

SOURCE: *ESS Quality Glossary 2010, Developed by Unit B1 "Quality; Classifications", Eurostat, 2010.*

HYPERLINK:

[HTTP://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF](http://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF)

DEFINITION 2: Formally recognised figures or ratios used as yardsticks to judge and assess quality performance.

SOURCE: Cedefop, van der Berghe, 1996.

Source: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF](http://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF)

RELATED TERMS: educational indicator , input indicator, outcome indicator, output indicator, performance indicator, statistical indicator, supplementary indicator.

Quality management

DEFINITION 1: Quality management is the set of systems and frameworks which are in place within a VET organisation to manage the quality of outcomes and processes.

Source: Adapted from SDMX, Statistical Data and Metadata eXchange initiative, sponsored by Bank for International Settlements (BIS), European Central Bank (ECB), Eurostat, International Monetary Fund (IMF), Organisation for Economic Co-operation and Development (OECD), United Nations Statistics Division (UNSD) and World Bank, 2009.

SOURCE: Eurostat's Concepts and Definitions Database (CODED)

HYPERLINK:

http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL_GLOSSARY&StrNom=CODED2&StrLanguageCode=EN&IntCurrentPage=2

DEFINITION 2: All activities of management that determine quality policy, objectives and responsibilities, and implement them by means of a quality plan, quality control, and quality assurance within a quality system.

Source: ISO, 1994.

Source: *Glossary: quality in education and training*, CEDEFOP, Luxembourg: Publications Office of the European Union, 2011.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF](http://WWW.CEDEFOP.EUROPA.EU/EN/FILES/4096_EN.PDF)

Quality review

DEFINITION: concerned with the review of the assessment tools, procedure and outcomes to make improvements for future use. It is referred to as a retrospective approach to assessment quality management.

SOURCE: *National Quality Council –Training package glossary*

HYPERLINK:

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/downloads/Documents/TrainingPackGlossary.pdf>

RELATED TERMS quality, quality assessment, quality assurance, quality control, quality culture.

Quality of VET providers

DEFINITION: quality validated through provider certification/registration processes.

SOURCE: *Vocational and Training Institutions*. Ed. Vladimir Gaskov, International Labour Organization (ILO), 2006.

HYPERLINK: HTTP://WWW.ILO.ORG/PUBLIC/LIBDOC/ILO/2006/106B09_15_ENGL.PDF

RELATED TERMS: quality, quality assessment, quality assurance, quality control, quality culture, quality review

Recognition of prior learning (learning outcomes)

DEFINITION:

a) Formal recognition: the process of granting official status to skills and competences either through the:

- award of qualifications (certificates, diploma or titles); or
- grant of equivalence, credit units or waivers, validation of gained skills and/or competences; and/or

(b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms*. CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: learning, formal learning, informal learning, non-formal learning, qualification



Reference period

DEFINITION: Textual description of the time period to which the main variables refer to.

CONTEXT: Statistical variables refer to specific times, which may be limited to a reference time point (e.g. a day) or a time period (e.g. a month, a fiscal year, a calendar year or several calendar years).

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary.* SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

Register

DEFINITION 1: Written and complete record containing regular entries of items and details on particular set of objects.

Source: Economic Commission for Europe of the United Nations (UNECE), "Terminology on Statistical Metadata", Conference of European Statisticians Statistical Standards and Studies, No. 53, Geneva, 2000.

SOURCE: Eurostat's Concepts and Definitions Database

HYPERLINK :

http://ec.europa.eu/eurostat/ramon/coded_files/UNECE_TERMINOLOGY_STAT_METADATA_2000_EN.pdf

DEFINITION 2: A set of files (paper, electronic, or a combination) containing the assigned data elements and the associated information.

Context: A register is a written and complete record containing regular entries of items and details on particular set of objects (Economic Commission for Europe of the United Nations (UNECE), "Terminology on Statistical Metadata", Conference of European Statisticians Statistical Standards and Studies, No. 53, Geneva, 2000, <http://www.unece.org/stats/publications/53metadaterminology.pdf>

Source: ISO/IEC International Standard 11179, Part 1, Framework for the specification and standardization of data elements, 1999.

SOURCE: Glossary of statistical terms, OECD.

HYPERLINK: <HTTP://STATS.OECD.ORG/GLOSSARY/>

Registered VET provider

DEFINITION: An organisation registered by a state registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the National Qualifications Framework.

Source: Adapted from *National Centre for Vocational Education Research (NCVER) VET glossary*

HYPERLINK:

HTTP://WWW.NCVER.EDU.AU/RESOURCES/GLOSSARY/GLOSSARY_FULL_RECORD.HTML?QUERY=BROWSE&ENTRY=REGISTERED+TRAINING+ORGANISATION

Relevance

DEFINITION 1: 1. The extent to which the objectives of a VET intervention are consistent with beneficiaries' requirements, country needs and priorities and partners' policies.

Note: Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances

SOURCE: Adapted from *Glossary of Key Terms in Evaluation and Results Based Management*, OECD, Paris, 2009.

HYPERLINK: <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

DEFINITION 2: The degree to which data meet current and potential users' needs.

CONTEXT: Relevance is concerned with whether the available information sheds light on the issues that are important to users. Assessing relevance is subjective and depends upon the varying needs of users. The challenge is to weight and balance the conflicting needs of current and potential users to produce data that satisfy the most important needs within given resource constraints.

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary*. SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

DEFINITION 3: The degree to which the objectives of a programme or project remain valid and pertinent as originally planned or as subsequently modified owing to changing circumstances within the immediate context and external environment of that programme or project. For an outcome, the extent to which the outcome reflects key national priorities and receives support from key partners.

SOURCE: *Handbook on Monitoring and Evaluating for Results*. UNDP, Evaluation Office, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

Reliability

DEFINITION: Consistency and dependability of data collected through repeated use of a scientific instrument or data collection procedure under the same conditions.

COMMENT: Absolute reliability of evaluation data is hard to obtain. However, checklists and training of evaluators can improve both data reliability and validity. Sound reliability implies exhaustive data collection and the appropriateness of the evaluative questions asked.

SOURCE: *Handbook on Monitoring and Evaluating for Results*. UNDP, Evaluation Office, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

Results-Based Management (RBM):

DEFINITION: A management strategy focusing on performance and achievement of outputs, outcomes and impacts.

SOURCE: *Ten steps to a results- based monitoring and evaluation system*, Kusek, J.Z. and Rist, R. C. The International Bank for Reconstruction and Development / The World Bank, Washington, 2004.

HYPERLINK: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

RELATED TERMS: outcomes, outputs.



Sector

DEFINITION: A group of companies with the same main economic activity (e.g. chemicals).

Or

A category of transversal professional activities (e.g. marketing) common to a variety of companies.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms..* CEDEFOP, Luxembourg; Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cedefop.europa.eu/en/publications/13125.aspx)

Self- assessment

DEFINITION: The self assessment is a comprehensive, systematic and regular review of an organisation's activities and results referenced against a model/framework, carried out by the organisation itself.

SOURCE: *ESS Quality Glossary 2010*, Unit B1 "Quality; Classifications", Eurostat, 2010.

HYPERLINK:

[HTTP://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF](http://EPP.EUROSTAT.EC.EUROPA.EU/PORTAL/PLS/PORTAL/!PORTAL.WWPOB_PAGE.SHOW? DOCNAME=2344300.PDF)

Self-evaluation

DEFINITION 1: Evaluation of a public intervention by groups, organisations or communities which participate directly in its implementation. It is usually complementary to other forms of expert or external evaluations. Self evaluation is especially suited to assist managers, promoters and immediate stakeholders improve their own performance and steer their programmes in the course of implementation.

SOURCE: *EVALSED: The resource for the evaluation of Socio-Economic Development*

HYPERLINK:

http://ec.europa.eu/regional_policy/sources/docgener/evaluation/evalsed/guide/introduction/content_en.htm

RELATED TERMS: assessment, evaluation, internal evaluation, external evaluation, performance evaluation, impact evaluation, performance evaluation, process evaluation, self assessment, self evaluation.

Social partners

DEFINITION: Employers' associations and trade unions forming the two sides of social dialogue.

COMMENTS:

- the concept of 'social partner' originates in France and Germany and was subsequently taken up in EU circles;
- tripartite social dialogue also associates public authorities and/ or representatives of civil society, NGOs, etc.).

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms..* CEDEFOP, Luxembourg; Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cedefop.europa.eu/en/publications/13125.aspx)

RELATED TERMS: stakeholder

Standard

DEFINITION 1: A series of elements whose content is defined by concerned actors.

Comment: one can distinguish between several types of standards:

- competence standard refers to the knowledge, skills and/or competences linked to the practice of a job;
- educational standard refers to the statements of learning objectives, content of curricula, entry requirements as well as resources required to meet the learning objectives;
- occupational standard refers to the statements of the activities and tasks related to a specific job and to its practice;
- assessment standard refers to the statements of the learning outcomes to be assessed and the methodology used;
- validation standard refers to the statements of the level of achievement to be reached by the person assessed, and the methodology used;
- certification standard refers to the statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred.

According to the system, these standards can be defined separately or be part of one document.

Source: *Cedefop: Terminology of European education and training policy- a selection of 100 key terms*

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefdefop.europa.eu/en/publications/13125.aspx)

DEFINITION 2: It is a set of rules that control how people develop and manage materials, products, services, technologies, processes, and systems.

SOURCE: *ISO 9000, 9001, and 9004 Quality management definitions.* Praxiom Research Group Limited (2001-2010)

HYPERLINK: [HTTP://WWW.PRAXIOM.COM/ISO-DEFINITION.HTM](http://www.praxiom.com/iso-definition.htm)

RELATED TERMS: benchmark, benchmarking.

Stakeholder(s)

DEFINITION 1: People, groups or entities that have a role and interest in the objectives and implementation of a VET policy or programme. They include the community whose situation the policy or programme seeks to change; staff who implement activities; policy and programme managers who oversee implementation; decision-makers who decide the course of action related to the policy or programme; and supporters, critics and other persons who influence the policy or programme environment

SOURCE: Adapted from *Handbook on monitoring and evaluating for results*, Evaluation Office, UNDP, NY, 2002.

HYPERLINK: [HTTP://WWW.UNDP.ORG/EVALUATION/DOCUMENTS/HANDBOOK/ME-HANDBOOK.PDF](http://www.undp.org/evaluation/documents/handbook/me-handbook.pdf)

RELATED TERMS: (VET) providers, teachers, trainers.

DEFINITION 2: An *interested party* is a person or group that has a stake in the success or performance of an organization. *Interested parties* may be directly affected by the organization or actively concerned about its performance. *Interested parties* can come from inside or outside of the organization. Examples of *interested parties* include VET providers, VET learners, VET teachers/trainers, employees, unions, or members of the general public. *Interested parties* are also referred to as *stakeholders*.

SOURCE: Adapted from *ISO 9000, 9001, and 9004 Quality management definitions.* Praxiom Research Group Limited (2001-2010)

HYPERLINK: [HTTP://WWW.PRAXIOM.COM/ISO-DEFINITION.HTM](http://www.praxiom.com/iso-definition.htm)

RELATED TERMS: (VET) providers, teachers, trainers,

Statistical indicator

DEFINITION: A data element that represents statistical data for a specified time, place, and other characteristics, and is corrected for at least one dimension (usually size) to allow for meaningful comparisons.

CONTEXT: A simple aggregation such as the number of accidents, total income or women Members of Parliament, is not in itself an indicator, as it is not comparable between populations. However, if these values are standardized, e.g. number of accidents per thousand of population, average income, or women Members of Parliament as a percentage of the total, the result meets the criteria for an indicator

SOURCE: *Content-oriented guidelines*. SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

RELATED TERMS: indicator, input indicator, output indicator.

Supplementary Indicators

DEFINITION: Indicators additional to the ten EQAVET indicators that further clarify those indicators and explain the variation in organisations' performance in relation to the agreed indicators.

SOURCE: Adapted from *National Mental Health Benchmarking Project Manual*, Australia, 2006.

HYPERLINK: <http://amhocn.org/training-service-development/benchmarking/national-mental-health-benchmarking-project>

RELATED TERMS: indicator, output indicator, outcome indicator, performance indicator, statistical indicator.

Survey

DEFINITION: An investigation about the characteristics of a given population by means of collecting data from a sample of that population and estimating their characteristics through the systematic use of statistical methodology.

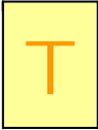
CONTEXT: Included are:

- Censuses, which attempt to collect data from all members of a population;
 - sample surveys, in which data are collected from a (usually random) sample of population members.
- Surveys can be unique in time or repeated with regular or irregular periodicity. A single wave of a repeated survey is called survey instance. A wider definition under which the term survey covers any activity that collects or acquires statistical data (including censuses, sample surveys, the collection of data from administrative records and derived statistical activities) has also been proposed.

SOURCE: *A Glossary of Statistical Terms*, OECD, 2007.

HYPERLINK: [HTTP://STATS.OECD.ORG/GLOSSARY/DOWNLOAD.ASP](http://stats.oecd.org/glossary/download.asp)

RELATED TERMS: Data collection



Target population

DEFINITION: The set of elements about which information is wanted and estimates are required. Practical considerations may dictate that some units are excluded (e.g., institutionalized individuals or those that are not be possible to access without incurring excessive cost).

SOURCE: *SDMX content –oriented guidelines. Annex 4: Metadata common vocabulary.* SDMX, 2009.

HYPERLINK: <http://sdmx.org/>

Teacher

DEFINITION: A person whose function is to impart knowledge, know-how or skills to learners in an education or training institution.

COMMENT: a teacher may fulfil several tasks such as organising and carrying out training programmes/courses and transmitting knowledge, whether generic or specific, theoretical or practical. A teacher in a vocationally-oriented institution may be referred to as a 'trainer'.

SOURCE: *Terminology of European education and training policy-a selection of 100 key term.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: trainer

Trainer

DEFINITION: Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.

COMMENT:

(a) two categories of trainer can be distinguished:

– professional trainers are training specialists whose job may coincide with that of the teacher in a vocational training establishment;

– part-time or occasional trainers are professionals in various fields who take on, in their normal duties, part-time training activity, either in-company (as mentors and tutors of recruits and apprentices or as training providers) or externally (by occasionally offering their services at a training establishment);

(b) trainers may carry out various tasks:

- design training activities;

- organise and implement these activities;

- provide the actual training, i.e. transfer knowledge, know-how and skills;

- help apprentices develop their skills by providing advice, instructions and comments throughout the apprenticeship.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms.* . CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: teacher

Teacher /trainer registration

DEFINITION Teacher/trainer registration certifies that a teacher/trainer is satisfactorily trained, qualified and suitable to be a teacher/trainer and provides the assurance to future employers, parents and the public that the requirements for registration have been met.

SOURCE: Adapted from *New Zealand Teachers Council*

HYPERLINK: <http://www.teacherscouncil.govt.nz/rt/>

Training of Trainers

DEFINITION: Theoretical or practical training for teachers and trainers.

COMMENT: training of trainers:

(a) is for teaching/training personnel, either practising: (i) as professional teachers or trainers (ii) as professionals in a given field who accompany trainees in their work environment (occasional teachers or trainers);
(b) covers a wide range of skills: knowledge specific to the field in question (general, technical or scientific c); educational, psychological and sociological skills; management skills; familiarity with the world of work; and knowledge of training schemes and target audience;
(c) also covers training related to course design, organisation and implementation as well as the content of training activities, i.e. imparting knowledge, know-how and skills.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: teacher, trainer.



Vocational education and training (VET)

DEFINITION 1: Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Source: adapted from European Training Foundation, 1997.

SOURCE: *Terminology of European education and training policy-a selection of 100 key terms..* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: <HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX>

RELATED TERMS: Education and Training provider, Initial education and training, VET provider

VET Provider

DEFINITION 1: an organisation or individual that provides education or training services.

Comment: education and training providers may also be:

1. organisations specifically set up for this purpose;
2. employers, who provide training as a part of their business activities.

Training providers also include independent individuals who offer services.

SOURCE: *Cedefop: Terminology of European education and training policy-a selection of 100 key terms.* CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008.

HYPERLINK: [HTTP://WWW.CEDEFOP.EUROPA.EU/EN/PUBLICATIONS/13125.ASPX](http://www.cefefop.europa.eu/en/publications/13125.aspx)

DEFINITION 2: Providers are public and private VET institutions and companies that supply VET and related services.

SOURCE: *Vocational and Training Institutions*, 2009. Designed and edited by Vladimir Gasskov, ILO, Geneva, 2009.

HYPERLINK: http://www.ilo.org/public/libdoc/ilo/2006/106B09_15_engl.pdf

RELATED TERMS: Education and Training provider

Vulnerable group

Definition 1: Groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, disabled people, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.

SOURCE: *Social protection and Social inclusion Glossary.* DG Employment, Social Affairs and Inclusion

HYPERLINK: http://ec.europa.eu/employment_social/spsi/vulnerable_groups_en.htm

DEFINITION 2: People who are long-term unemployed, and also others who are inactive but not registered as unemployed. It should include workers who are in some form of employment but are at a high risk of losing their jobs. It is, therefore, a very heterogeneous group, whose members share perhaps only the involuntary character of their present status (Atkinson, 2000)

COMMENT: There is no universal or common definition of vulnerability, but, in relation to employment, the concept of vulnerable groups denotes the risk of marginalisation from the labour market and social exclusion.

SOURCE: *Access to employment for vulnerable groups.* European Foundation for the improvement of living and working conditions. Luxembourg: Office for Official Publications of the European Communities, 2002.

HYPERLINK: <http://www.eurofound.europa.eu/pubdocs/2002/44/en/1/ef0244en.pdf>

RELATED TERMS: drop out

ANNEX II

Illustration of existing practices

Illustration of existing practices: the material gathered in the table below is part of the information provided by EQAVET on the state of play in quality assurance in VET systems among Member States. These practices have been provided by some Member States in the context of the work undertaken by the EQAVET work on Indicators, 2011. The material may be helpful 1) in supporting Member States to further develop the use and application on the EQAVET set of 10 Indicators within the national contexts; and 2) in supporting the reporting process in 2012.

INDICATOR NUMBER 1: Relevance of quality assurance systems for VET providers	
Country:	Estonia
Existing practices:	In Estonia , both the principle of quality assurance and a number of instruments to assure quality in VET were acknowledged in the mid- 1990s. In 2003, a quality assurance framework for vocational educational institutions was designed on the basis of the European Foundation for Quality Management (EFQM) and includes such measures as: granting education licenses to institutions/curricula; the registration of curricula; state supervision; teacher training and evaluation in accordance with qualification requirements; the assessment of study results and their comparison with national standards of education. The accreditation of curriculum groups is planned and a system of education licences for curriculum groups will also be established.
Country:	Hungary
Existing practices:	In the Hungarian context, the meaning of this indicator is the following: This is a system-level indicator, supported by the legal regulation of the sector. According to the present legislation, having a quality management system in operation is compulsory for each provider of the VET system. The quality management system applied in the Hungarian VET sector is in line with the criteria of the common European tools for quality assurance in VET, i.e. CQAF (The Common Quality Assurance Framework) and EQAVET (European Quality Assurance Reference Framework in VET).
Country:	Ireland
Existing practices:	In Ireland , VET providers offering programmes leading to FETAC awards must register with and agree their Quality Assurance with the national Further Education and Training Awarding body (FETAC).

Country:	United Kingdom
Existing practices:	In the United Kingdom , a number of systems are in place to ensure that providers apply internal QA systems. Awarding organisations recognise providers to deliver their qualifications after the provider has met certain criteria, while public funding agencies operate inspection regimes that ensure providers have appropriate QA systems in place
Country:	Slovenia
Existing practices:	In Slovenia , Act for VET (2006) introduced a Quality Assurance system in VET at system and provider level in line with EQARF/CQAF. By this law the Council of Experts for VET (a counselling body for the Ministry) determined a set of seven indicators at system level on the basis of the proposal put forward by the Institute for VET. The Institute for VET is legally responsible for the preparation and publication of the yearly report on indicators: the first report on quality in VET was prepared for the school year 2007/2008 and the second report for the school year 2008/2009. Both reports collected data for the first three indicators and the collection of data for school year 2009/2010 is under progress and a fourth indicator is being developed. At the level of VET providers, an internal quality assurance system must be implemented by law. To that end, VET providers set up a commission with teachers, students, parents and employers. This commission has to prepare a yearly report on quality assurance on their internet site. The Institute for VET recommends self evaluation as an adequate method.
INDICATOR NUMBER 2: Investment in training of teachers and trainers	
Country:	Estonia
Existing practices:	In Estonia a similar indicator is used, but it is calculated differently, i.e. by using the following variables: <ul style="list-style-type: none"> ◦ Fulfilment of qualification requirements based on professional standards and competence-oriented curricula ◦ Further occupational training of teaching staff based on the amount of training hours per teacher during school year, namely VET teachers who are required to participate a minimum of two months of professional training every three-years. Teachers/trainers' seniority status also requires an amount of 160 hours of in- service training within the preceding 5 years ◦ Age structure of teachers and a different pedagogy ◦ Personnel flow, i.e. number of teachers who leave the system and number of newly recruited teachers ◦ Further training of teachers is promoted and supported by the state (3% of salary fund of teachers is used for training) and the further training for VET teachers is provided in a special programme, which is co-financed by the European Social Fund.
Country:	Hungary
Existing practices:	In Hungary , the meaning of this indicator is as follows: It is also a system-level indicator, which shows the ratio / proportion of the resources used in line with the (attainment of) sector-level aims. Nowadays, when very significant contextual, structural and methodological changes are taking place in the Hungarian VET system, this indicator has a special importance as the learning needs of teachers and trainers within VET is one of the most crucial factors for improving the quality of VET. The role of this indicator is also important on regional and on institutional level, and it has a clear connection with the aims of the sector, the regions and the institutions.

<p>Country:</p> <p>Existing practices:</p>	<p>Romania</p> <p>In Romania, formal training programmes for all kind of staff in the pre-university education system are subject to accreditation where each accredited training programme receives a number of credits.</p> <p>By law, the teaching staff (teachers and schools' foremen included) as well as the management staff, have the individual obligation to achieve at least 90 credits every five years, out of each 45 credits from programmes for improving teachers' skills and from other training programmes related to the reforms in education. Credits may also be achieved from the participation in EU programmes (e.g. Socrates, Leonardo).</p> <p>So far, most of the accredited teachers training programmes have been provided by specialised public institutions (as for example the "Teachers' Training House" at county level). As far as the training of the VET teaching staff is concerned there is a need for an increased involvement of social partners (e.g. companies, employers' organisations) in order to contribute to updating teachers and school foremen's skills as requested by the technological and organisational changes in the economic environment.</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Slovenia</p> <p>In Slovenia teachers and trainers' qualifications are defined by law (Education Act) as well as the amount of further education required by the VET provider. Data are collected with questionnaires that are sent to the VET providers. These questionnaires focus on teachers and trainers' qualifications which are categorized in three groups as dictated by tradition in Slovenia (teachers of general subjects, teachers of professional subjects and trainers at school). In this survey mentors at workplace are not yet considered. VET providers are asked how many teachers and trainers in a given school year were included in further education less than 6 days or more and how many were not included in further education at all. One of the items is about the amount of funding spent on further education as well as what percentage this amount represents in the whole budget of the VET provider</p>
<p>INDICATOR NUMBER 3: Participation rate in VET programmes</p>	
<p>Country:</p> <p>Existing practices:</p>	<p>Estonia</p> <p>In Estonia, <i>the Development Plan for the Estonian Vocational Education and Training System (2009-2013)</i> uses some related indicators:</p> <ul style="list-style-type: none"> ◦ Proportion of vocational secondary education level learners from all learners in secondary education ◦ Number of participants in work-related adult training in VET institutions ◦ Participation rate in lifelong learning among people aged 25-64 ◦ Number of VET students participating in workplace-based training
<p>Country:</p> <p>Existing practices:</p>	<p>Hungary</p> <p>In the Hungarian context, the meaning of this indicator is as follows: This indicator also gives information on different levels of VET. Think of sector-, regional- or maintainer level, and of course it is an important indicator for the providers, too. It is worthwhile to revise on sector-level the participation rates in different school types, the participation rate in VET and within this the rate of participation in the secondary vocational education (4-5 years of fulltime education to 14-18/19 years old pupils) and the rate of participation in the vocational training schools (1-2 years of full time and part time vocational education in a single cycle to pupils aged 14-16). These rates can establish very important decisions on sector-, on regional-, and on local-, settlement's levels, too. Let's think about the changes in the inner structure of the cohort of</p>

	secondary education, due to the demographic changes (decrease in pupils' numbers) in a settlement. Generally it can be expected that number of the classes giving a secondary education and the number of classes in the grammar schools did not decrease, but the attendance in vocational training decreased and this fact truthfully broke the economical development and growth in some regions /settlements down.
Country:	United Kingdom
Existing practices:	In the United Kingdom , participation in vocational education and training in the further education sector is analysed annually by the Department for Employment and Learning in Northern Ireland (UK). For further details, see http://www.delni.gov.uk/professional-and-technical-enrolments
INDICATOR NUMBER 4: Completion rate in VET programmes:	
Country:	Denmark
Existing practices:	<p>In Denmark, completion rate and employment rate are the most important indicators of quality in VET.</p> <ul style="list-style-type: none"> ... The completion percentage is a measure of the proportion of students who have started an education programme the year in question, and who finish that programme. The actual completion percentage of a cohort cannot be established until a certain number of years after the official length of the programme. Therefore, the completion percentages in this chapter have been calculated by model. ... An assisting indicator has been developed that calculates how many students have dropped out of an IVET program six months after the beginning without starting in another IVET program. The reason for this indicator is that it takes up to 5 years to know whether students complete their VET program. The time delay is too large to react in time. ... The assisting indicator on drop out is used in the yearly action plan which all VET institutions must prepare. VET institutions set up individual goals for reducing drop out and point out the most important actions and initiatives to be taken in order to reach that goal. Every year the VET institutions revise and evaluate the plan. The Ministry of Education follows up on every plan each year
Country:	Estonia
Existing practices:	<p>In Estonia, the most important indicators of quality in place are:</p> <ul style="list-style-type: none"> ◦ Percentage of graduates who pass qualification exam of relevant profession (by curriculum groups) ◦ Percentage of drop-outs (by curriculum groups)
Country:	Hungary
Existing practices:	<p>In Hungary, the meaning of this indicator is as follows: This indicator is also important both on system and institutional levels. It shows the efficiency of the training supply and the training programs on sector-, regional- and institutional level and delivers the main output data for the employability objective. It is one of the important indicators of renewing and modernizing the training content, as the modular structure vocational training and the differentiated outputs of the new (competence-based) National Qualifications Register (NQR / OKJ) identified the decrease of drop-out rates (as another valuable indicator of quality) and the provision for participants differentiated individual learning pathways as priorities. The modular structure ensures the possibility for joining the school-based VET (IVET) and the course-based vocational training (CVET, adult training) on system level based on the differentiated NQR (shift towards the uniform content regulation in the Hungarian VET sector).</p>

Country:	Romania
Existing practices:	<p>In Romania, there are in place the following indicators that provide additional information:</p> <ul style="list-style-type: none"> ... Annual dropout rates: the difference between the number of students enrolled in the beginning and at the end of the school year, as a percentage from the number of students enrolled in the beginning of the school year ... Total dropout rates by level of education: similar definition based on the number students enrolled in the beginning and at the end of the study programme, by each education level ... Success rates: the proportion of students having passed the final examination (e.g. having obtained the certification of the qualification) from the total number of students enrolled for the examination ... Graduation rates: the number of students having successfully completed the school year divided by the number of students remained enrolled at the end of the school year
INDICATOR NUMBER 5: Placement rate in VET programmes	
Country:	Estonia
Existing practices:	<p>In Estonia, the following indicators are in place:</p> <ul style="list-style-type: none"> ◦ Employment rate of graduates 6 months after graduation by curriculum groups. The number of graduates considered is the totality of graduates of the preceding school year (from 1st Oct of year X to 11th Nov of year Y). ◦ Continuing education path of graduates on next educational level in next school year (Nov. 1st)
Country:	Hungary
Existing practices:	<p>In Hungary, the meaning of this indicator is as follows: It is a fundamental indicator on all levels of VET which can monitor the effectiveness of the changes in the content on system level, and also transfers socio-political aspects. Regarding socio-policy, it is an important factor whether or not the economical development trends which can act upon the training structure of the VET system appear among the aims. The indicator provides information in reference to the whole training structure, to the trade groups (sectors) and to the qualifications but useful conclusions can be drawn on regional and institution level, too. This is a determinative indicator, which measures the effectiveness and efficiency of VET along different segments.</p>
Country:	United Kingdom (Northern Ireland)
Existing practices:	<p>In Northern Ireland, a number of surveys are conducted about destinations of programme completers. They are often published in the Labour Market Bulletin (e.g. see http://www.delni.gov.uk/index/publications/r-and-s-stats/labour-market-bulletin/). Most recently, destinations of New Deal completers have been published, although note that the programme is explicitly concerned with getting people into employment, rather than exclusively VET.</p>
INDICATOR NUMBER 6: Utilisation of acquired skills at the workplace	
Country:	Estonia
Existing practices:	<p>In Estonia the utilisation of acquired skills at the workplace is not used as an</p>

	<p>indicator. In the frame of the <i>Development Plan for the Estonian Vocational Education and Training System 2009-2013</i>, however, the employers' satisfaction with the quality of VET is measured by using surveys at the start and end of the reference period.</p> <ul style="list-style-type: none"> The employers' satisfaction is measured by the proportion of respondents who answer positively to the question "How far could it be said, speaking of the general situation in VET that its quality has improved significantly?" <p>Source: "Survey on the satisfaction of social partners in vocational education and training", TNS Emor, 2008, http://www.hm.ee/index.php?048182</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Hungary</p> <p>In Hungary, the meaning of this indicator is as follows: This indicator serves the assessment of the structure of the National Qualifications Register, it is suitable for the monitoring of the differentiated VET, and also the compliance of the range of qualifications with the labour market needs can be examined by this indicator. This indicator also qualifies the content definition of the partial, branch and built-on qualifications, and it also measures the efficiency of content regulation on sector-, regional- and institution-level. The most important aim of the renewal of the content regulation is that instead of the previous knowledge-based teaching the process of competence development has become into the focus of training. The key question is that how far graduates can utilize the competences acquired during the training within a work-based, work-related situation. How far the new content, the personal and inter-personal competences, the competences regarding employment can help finding and fulfilling a job, and flexibility meeting the requirements of labour market.</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Romania</p> <p>In Romania, there are in place two methodologies for tracing studies, approved by the Ministry of Education in 2008: One for the IVET pre- university level and the other one for higher education, conceived as exhaustive surveys among the graduates at 6 and 12 month after the completion of school. Due to budgetary constraints, the implementation started with projects financed by European Union Programmes (a first pilot tracing study survey was financed by the Phare Programme), followed by several projects for tracing studies surveys at county level financed by the European Social Fund (ESF).</p>
<p>INDICATOR NUMBER 7: Unemployment rate according to individual criteria</p>	
<p>Country:</p> <p>Existing practices:</p>	<p>Estonia</p> <p>In Estonia, this is not used as an indicator, although data are collected through Eurostat and are available at the national level</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Hungary</p> <p>In Hungary, the meaning of this indicator is as follows: This is an important indicator on sector, regional, local and settlement level, which provides contextual information about the VET as a whole, including its content- and supply characteristics. Of course, this indicator can also be examined on institutional level as it is worthwhile to investigate the status and development of this indicator prior to defining the institutions' strategy, to planning the capacities, to starting a development / improvement action, to establishing and operating a teacher's in-service (further) training system</p>

INDICATOR NUMBER 8: Prevalence of vulnerable groups:	
Country:	Estonia
Existing practices:	<p>In Estonia “Prevalence of vulnerable groups” is not used as an indicator. This indicator was considered but eventually abandoned. The number of students with disabilities however is monitored and the <i>Development Plan for the Estonian Vocational Education and Training System 2009-2013</i> uses the following indicators:</p> <ul style="list-style-type: none"> ◦ Proportion of graduates with moderate or severe learning disabilities who follow the basic school curriculum or a simplified curriculum, and continue their studies in VET ◦ Proportion of students aged 18-24 with basic or lower level of education studying in VET (except imprisoned persons) from all people aged 18-24 with basic or lower level of education <p>Legislation provides opportunities to involve new target groups (including young people without basic education) and to implement workplace-based training. Since 2006, the Ministry of Education and Research has designed several VET courses for students with or without basic education and for disabled individuals. These courses allow students to make a smoother transition into the labour market. There is no requirement for entering these courses but for courses after basic education, the basic education certificate is needed. Furthermore, some of these programmes are designed to encourage those individuals who have interrupted basic education to return to education. Special ESF programmes are offered to those VET students who follow their programmes in Russian. The purpose is to ensure their employability in the Estonian labour market where Estonian language skills are crucial</p>
Country:	Hungary
Existing practices:	<p>In Hungary, the meaning of this indicator is as follows: This is a very significant indicator at each level of VET. It can be a measure of flexibility of the changed Hungarian vocational training structure as one of the aims of having a differentiated VET structure in place is to help the individual to achieve a qualification which is useful for both the individual and the society. The system of partial qualifications, the different learning pathways facilitated by the modular VET / NQR promote the involvement of vulnerable groups into vocational training.</p>
INDICATOR NUMBER 9: Mechanisms to identify training needs in the labour market	
Country:	Estonia
Existing practices:	<p>In Estonia, it is not used as an indicator. The Ministry of Education and Research forecasts sectoral training needs in vocational and higher education based on reports produced by the Ministry of Economic Affairs and Communications annually since 2005. Each report forecasts from six to seven years, which allows for different training programmes to be developed by study fields and levels. For further details see http://www.mkm.ee/toojouprognosisid</p>
Country:	Hungary
Existing practices:	<p>In Hungary, the meaning of this indicator is as follows This is a sector- and regional level indicator, which has to be supported by a</p>

	<p>system defining the training directions and proportions. For the recently started regional level structure-control in the Hungarian VET²⁹ it is an important indicator, which shows what like and how effective methods are (to be) applied for the definition of the structure of the training both within and outside the school system (i.e. in adult training) in order to adapt VET to developments in the labour market.</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Ireland</p> <p>In Ireland there is an Expert Group on Future Skills Needs (EGFSN). This Group advises the Irish Government on current and future skills needs of the economy and on other labour market issues that impact on Ireland's enterprise and employment growth. It has a central role in ensuring that labour market needs for skilled workers are anticipated and met. Established in 1997, the EGFSN reports to the Minister for Enterprise, Trade and Innovation and the Minister for Education and Skills</p> <p>Information available at www.skillsireland.ie</p>
<p>Country:</p> <p>Existing practices:</p>	<p>United Kingdom</p> <p>In the United Kingdom, a network of sector skills councils (SSCs) is an integral part of the planning, qualification development and funding process. SCs use validated labour market information to identify employers' skills needs, and this is reflected in the vocational qualifications that are developed and prioritised. Qualification development is a joint enterprise involving awarding organisations and SSCs, and SSCs ultimately indicate their approval of these qualifications before they are accredited and placed on the qualifications and credit framework (for England, Northern Ireland and Wales).</p> <p>In Northern Ireland the Department for Employment and Learning oversees the identification of long term strategic skills priorities using a range of labour market and forecasting data, and this underpins the areas that are prioritised through funding systems.</p> <p>For further information, see http://www.delni.gov.uk/</p>
<p>INDICATOR NUMBER 10: Schemes used to promote better access to Vocational Education and Training</p>	
<p>Country:</p> <p>Existing practices:</p>	<p>Estonia</p> <p>In Estonia, <i>the Development Plan for the Estonian Vocational Education and Training System 2009-2013</i> uses some indicators to measure better access to VET:</p> <ul style="list-style-type: none"> ◦ Proportion of modernised dormitory places in VET institutions ◦ Proportion of modernised practical training places in VET institutions ◦ Estonians' awareness of VET (surveys at the start and end of the reference period) ◦ Proportion of respondents who claim to be well or rather well informed of the quality of VET in today's Estonia ◦ Number of professions covered by vocational competitions ◦ Number of students per personal computer in their use <p>Schemes used to promote better access to Vocational Education and Training include:</p>

	<ul style="list-style-type: none"> ◦ A support structure is made available by the Ministry of education and Research to promote learning through guidance and counselling, and through the implementation of a system for the recognition of prior learning and work experience. ◦ VET institutions, other types of educational institutions as well as training providers offer different learning opportunities, which are supported by EU programmes and international organisations. ◦ Learning at home through various e-study opportunities as well as e-learning for adult education in formal education institutions are especially popular. ◦ For the period 2008-2013 specific ESF programmes were created aiming to promote participation in IVET and adult education, including e-learning in VET. <p>Publicly accessible media have also become important actors in promoting VET.</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Hungary</p> <p>In Hungary, the meaning of this indicator is as follows: This is a sector level indicator, which is an important element in the establishment of equal opportunities. It contains the work of the supporting mechanisms, the provision of Lifelong Learning opportunities through the openness of vocational and adult training.</p>
<p>Country:</p> <p>Existing practices:</p>	<p>Portugal</p> <p>In Portugal, a number of measures have been taken to promote better access to Vocational Education and Training in the course of the last few years, i.e.</p> <ul style="list-style-type: none"> ◦ Design and/or revision of the training approach aligning it with the eight basic competences defined by the EU in 2006, thus enlarging and diversifying the training supply. ◦ Opening-up schools to the LLL movement through a significant investment in the preparation of teachers, trainers, facilitators and professionals of diverse natures and training areas. ◦ Introduction of new strategies and methodologies, such as modular training; work by projects or inclusive activities; life histories; biographical approach; competence audit; LLL reflexive portfolios (RVCC); evaluation of competences. ◦ Strong national public campaign on the value of learning conveyed by the statement "It pays to learn". Create conditions for the participation of every citizen in the Portuguese learning movement. Establish protocols with enterprises in order to involve workers in the New Opportunities Initiative. ◦ Conversion of RVCC centres in New Opportunities Centres (CNO), the entry door for individuals aged over 18, who did not complete general basic or upper secondary education or a vocational qualification. The first phase in a CNO is the enrolment, diagnosis and guidance of candidates. ◦ Involving all public and private agents and the public schools network in the development of education-training actions; development strategy of the CNO network, which allow centres to function itinerantly.

ANNEX III

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