



Tools and Methods Series

Reference Document N° 24

Vocational education and training

for inclusive growth in development cooperation

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development cooperation

Directorate-General for International Cooperation and Development
European Commission

Brussels • Luxembourg, March 2017

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Print	ISBN 978-92-79-66728-2	ISSN 1830-8198	doi:10.2841/298044	MN-BB-17-001-EN-C
PDF	ISBN 978-92-79-66729-9	ISSN 1977-6411	doi:10.2841/016068	MN-BB-17-001-EN-N

Luxembourg: Publications Office of the European Union, 2017

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Foreword

This reference document was commissioned by the Directorate-General for International Cooperation and Development (DEVCO) Migration, Employment, Inequalities Unit. This document is addressed to EU staff working at Headquarters and in Delegations, and to national partners and donors engaged in promoting reforms in the vocational education and training (VET) and skills development sector. It is based on the past experiences of the European Union (EU) and its member states in providing support for the VET sector to countries cooperating with the European Commission (EC).

The document is designed to serve as a practical tool and reference guide for identifying, formulating, implementing, and monitoring and evaluating EU initiatives to support VET reforms in developing countries. It follows a 2013 study that looked specifically at EU support to technical and VET and skills development in EU development cooperation. The overall objective of this study was to provide a comprehensive picture of tools and methods used to implement VET projects across the EC's development cooperation portfolio. This was achieved through an accurate mapping and analysis of the state of play of VET actions and reforms in EC development cooperation, with distinct attention given to the youth perspective.

The first part of this reference document gives a

broad overview of international concepts, policies and EU approaches towards an engagement in VET reforms. It discusses internationally accepted VET definitions and explains the importance of VET for economic and social development. The outline of challenges VET reforms are facing sets out a framework for an evidence-based VET sector review, leading to systemic building blocks that are considered to be of strategic importance for EC-supported VET reform programmes. The final chapter of Part I looks at the EU approach to support VET reforms in developing countries.

Part II contains 13 practical guidance notes for making VET system development work in practice, with a view towards identifying entry points for EU support in terms of policy dialogue and operational support. Each guidance note consists of a summary of key messages, an overview of the topic and 'how to' steps, complemented by examples and case studies from VET systems in developing countries. EU staff engaged in supporting VET projects can use the guidance notes to structure their dialogue with partner governments on topics related to VET systems development.

The reference document was prepared by consultant Werner Heitmann. The work was coordinated and completed by the DEVCO Migration, Employment, Inequalities Unit.

Abbreviations and acronyms

AFD	Agence Française de Développement	IVET	Initial Vocational Education and Training
CBT	Competency-Based Training	LMIS	Labour Market Information System
Cedefop	European Centre for the Development of Vocational Training	MSME	Micro, Small and Medium-Sized Enterprise
CVET	Continuing Vocational Education and Training	NEET	Not in Education, Employment or Training
DEVCO	Directorate-General for International Cooperation and Development	NQF	National Qualifications Framework
EC	European Commission	NVQF	National Vocational Qualifications Framework
ECVET	European Credit System in Vocational Education and Training	OECD	Organisation for Economic Co-operation and Development
EQAVET	European Quality Assurance Reference Framework for Vocational Education and Training	SPSP	Sector Policy Support Programme
EQF	European Qualifications Framework	TVET	Technical and Vocational Education and Training
ETF	European Training Foundation	UNESCO	United Nations Educational, Scientific and Cultural Organization
EU	European Union	UNEVOC	International Centre for Technical and Vocational Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit	VET	Vocational Education and Training
ILO	International Labour Office		

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Executive summary

The main purpose of this reference document is to provide conceptual and operational guidance, practical how-to tools and available information on technical resources to staff in European Union (EU) delegations and all internal stakeholders for the implementation of European aid in vocational education and training (VET) and skills development. The document is intended to provide support for the various steps entailed in identification, formulation, implementation, and monitoring and evaluation of VET projects in partner countries. Operational guidelines and concrete examples will help EU staff in formulating coherent interventions, identifying appropriate implementation modalities and involving relevant stakeholders.

The EU considers **VET an instrument to support employability**, in particular of youth. Recognising the pivotal role of the private sector as the engine of employment, the VET sector must be more responsive to labour market needs as a precondition to increase the number of VET graduates able to find decent work.

Part I presents an **introduction and overview** of present EU engagement with developing countries in reform initiatives to transform the VET sector and deliver VET programmes to varied needs of human development — such as to increase employability and entrepreneurship in order to tackle youth unemployment, already significantly high in many developing countries. This is fully in line with Sustainable Development Goals 4 and 8 of the United Nations 2030 Agenda for Sustainable Development, which sees VET as a mechanism to substantially increase the number of youth and adults with skills relevant for the labour market, including technical and vocational skills for employment, decent jobs and entrepreneurship. The process of refining and upgrading VET systems requires major work. Strategies should take into

account systemic building blocks such as governance, funding, information systems for strategic skills planning, labour market-oriented qualifications and curricula, training partnerships with the private sector, quality of provision and quality assurance as well as active labour market training programmes.

Part II contains 13 **practical guidance notes** for making VET system development work in practice, with a view towards identifying entry points for EU support in terms of policy dialogue and operational support. Each guidance note consists of a summary of key messages, an overview of the topic and ‘how to’ steps, complemented by examples and case studies from VET systems in developing countries.

Guidance Note 1: Analysing the general context to support VET reforms aims to help in planning and selecting EU projects to support the particular dynamics of the VET reform at play — both positive (opportunities for reform) and negative (challenges, risks, etc.). The VET system should not be considered in isolation from the various economic and social factors that exert a major impact on the national VET strategy.

Guidance Note 2: Programming of building blocks and EU support describes the value-added chain for the delivery of VET services. The value-added chain approach is based on the idea of seeing all involved stakeholders and VET institutions as a social system, made up of six systemic building blocks.

Guidance Note 3: Private sector involvement in VET governance aims to adopt a tailored approach to promoting private sector involvement in VET governance structures. A precondition for the negotiation process is the willingness of the partner government to share responsibility for VET system development

with stakeholders from the private sector and to capture the interest of the latter.

Guidance Note 4: Promoting funding for VET systems looks to ensure both the stability of funding needed to develop capacity for policy implementation and the level of financing to improve VET outcomes. Diversified financing of VET systems is considered crucial for successful transition from policy formulation to long-term policy implementation.

Guidance Note 5: Promoting labour market information systems addresses the need for an in-depth understanding of the skills to support desired economic development, and those required in the short, medium and long term. The labour market information system facilitates information flow between employment seekers, employers and VET providers offering training and qualification programmes.

Guidance Note 6: Promoting national qualifications frameworks looks at the frameworks which have emerged as a popular policy measure designed to raise skills levels, reduce skills mismatches, improve labour market productivity, promote labour mobility and efficiency, and contribute to economic growth. National vocational qualifications frameworks establish competency standards, assess workers' skills and certify competences acquired from different provider sources.

Guidance Note 7: Implementing an efficient and effective VET delivery cycle examines the demand for evidence-based policies to improve research on internal efficiency and external effectiveness of the delivery of VET programmes. Related questions have called for the collection of VET provider and employment data to assess efficiency and effectiveness, as both dimensions constitute the VET performance matrix.

Guidance Note 8: Implementing work-based learning looks at any form of VET programme that occurs inside an enterprise or workplace. Examples

include formal apprenticeships that are regulated by a training contract, informal or unregulated apprenticeships, moving between work and study, as well as adult participation in continuing training.

Guidance Note 9: Implementing VET staff development highlights that attention must be given to efforts to professionalise VET teachers and trainers, improve pre-service VET teacher and trainer education and enhance their continuing professional development.

Guidance Note 10: Implementing VET in the informal economy takes as its starting point the informal economy as a persistent feature of the economic landscape in all developing countries. Its economic and social importance makes a strong case for attention to improving VET programmes to reflect its characteristics.

Guidance Note 11: Implementing VET in post-conflict and fragile countries centres on the fact that participation in employment-driven VET programmes is greatly desired by young people, because it offers the chance to work, improves employability, and leads to income generation.

Guidance Note 12: Implementing gender mainstreaming examines how to pursue the goal of gender equality. A gender-sensitive VET system needs to be aware of the existing differences in women's and men's access to such programmes and to employment, and be capable of improving the equity outcomes of VET systems.

Guidance Note 13: Promoting VET to support a green economy looks at a policy direction that is still young and underdeveloped. In several developing countries, the reforms of vocational qualifications and the influence of industry on learning outcomes, together with workplace learning, have triggered new programmes and changes in VET curricula that will promote green skills for all jobs.

PART I

International concepts, policies and EU approach

CHAPTER 1

Introduction

1.1 VET in the international agenda

In 2012, more than 500 representatives from 107 countries met in Shanghai for the Third International Congress on Technical and Vocational Education and Training presented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to debate current trends and future drivers of vocational education and training (VET) and skills development (see Box 1.1). This global dialogue culminated in the Shanghai Consensus which, among other things, recognised that VET plays ‘an essential role in tackling youth unemployment and underemployment’ and that ‘better visibility and support for TVET [technical and vocational education and training] as an integral part of the post-2015 international education and sustainable development agendas’ should be ensured (UNESCO, 2012). Furthermore, the triennial meeting of the Association for the Development of Education in Africa (ADEA) made an urgent call for Africa to expand its investment in VET to generate the internal growth capable of **addressing the unemployment and underemployment of youth and adults**, and of creating businesses, jobs and substantial economic revenue (ADEA, 2012). VET is increasingly recognised in global debates and government priorities as a pivotal instrument for education and national development agendas. There is no doubt that the VET system, together with literacy and higher education, is one of the **priority educational sub-sectors** (see Figure 1.1) to foster inclusive and equitable quality education and lifelong learning opportunities for all.

VET ranks high in the strategic and operational priorities of regional economic communities and of

SUMMARY OF KEY ASPECTS

- Both youth unemployment and underemployment negatively affect human capital accumulation, reduce potential output in national economies and dampen future economic growth perspectives. These effects can be expected to raise the vulnerability of youth to many forms of social and economic risk, reducing their future earning capacity.
- The existence of a powerful vocational education and training (VET) system is a strategic key to the social and economic development of a country. Good, demand-driven VET delivery programmes are potentially one of the most important tools for capacitating young people.
- The response time of VET systems to changes in the employment system can be reduced, facilitating swift and decentralised adaptation of VET provision to the needs of the economy. The VET training market thus becomes established as an adjustment mechanism between labour market supply and demand.
- VET systems in OECD countries benefit from close communication and linkages with the private sector; this is generally absent in developing countries.
- Countries that improve their VET offerings can help meet the labour demands of private sector employers, reduce unemployment, and increase national productivity and competitiveness. The process of refining and upgrading VET systems requires major work—but the rewards will justify the effort.

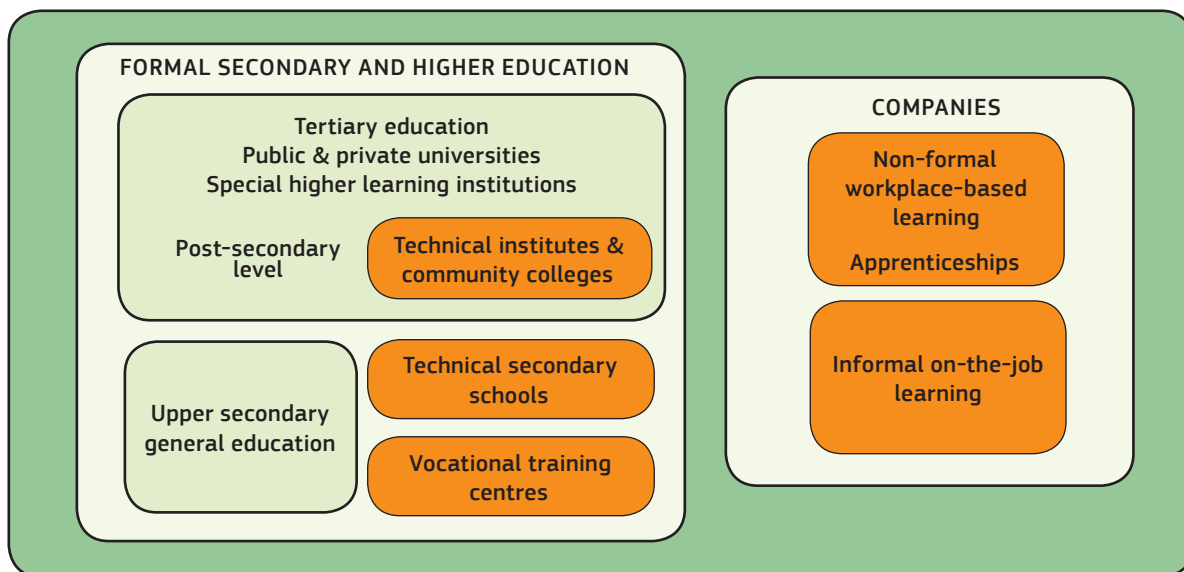
BOX 1.1 A note on terminology

Various terms are used internationally to describe structures seen as comprising a VET system. Along with VET and skills development (SD), these include technical and vocational education and training (TVET) and apprenticeship training schemes (ATS). Notably, UNESCO uses TVET to indicate those aspects of the educational process involving — in addition to general education — the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations

in various sectors of economic and social life (UNESCO, 2001). The definition of the International Centre for Technical and Vocational Training (UNEVOC) complements the UNESCO definition by referring to a range of learning experiences that may occur in a variety of learning contexts including educational institutions and workplaces.

Reflecting the phrasing used in EU policy messages, this reference document uses the term VET rather than TVET, but the two are

understood to be equivalent. Further, as used here, VET is also understood to include SD, acknowledging the diversity of training provision and pathways in acquiring skills (formal, non-formal, informal). This is in line with the European Centre for the Development of Vocational Training's (Cedefop's) definition of VET as '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' (Cedefop, 2008).

FIGURE 1.1 Overall VET and higher education system

Note: ● = VET sub-sectors.

multilateral organisations such as the African Union, the Caribbean Community (CARICOM), the European Union (EU), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD) and UNESCO.

The strong linkage between **VET and the labour market** is also stressed by the European Commission

(EC) in a 2012 communication, 'Rethinking education: Investing in skills for better socio-economic outcomes' (see Box 1.2).

Furthermore, the OECD recently published a skills strategy in which it acknowledges that VET has become the '**global currency of twenty-first century economies**' (OECD, 2012). Young women and

BOX 1.2 Investing in VET systems for economic and employment growth

The EC communication 'Rethinking education: Investing in skills for better socio-economic outcomes' highlights VET as a means to improve economic growth, employment and competitiveness to lay the foundation for productivity and innovation. A key element to foster employment and improve the competitiveness of developing countries is therefore the development of stronger links between the worlds of education and employment. Investment in VET is also seen as an investment in innovation, since much technical change results from incremental innovations by skilled workers and engineers at the workplace.

Source: EC, 2012.

men looking for their first jobs are better prepared for a smooth transition from school to work when they are given adequate VET opportunities, including in-work apprenticeships and on-the-job experience. While VET by itself will not necessarily lead to national development, without knowledge, skills and occupational

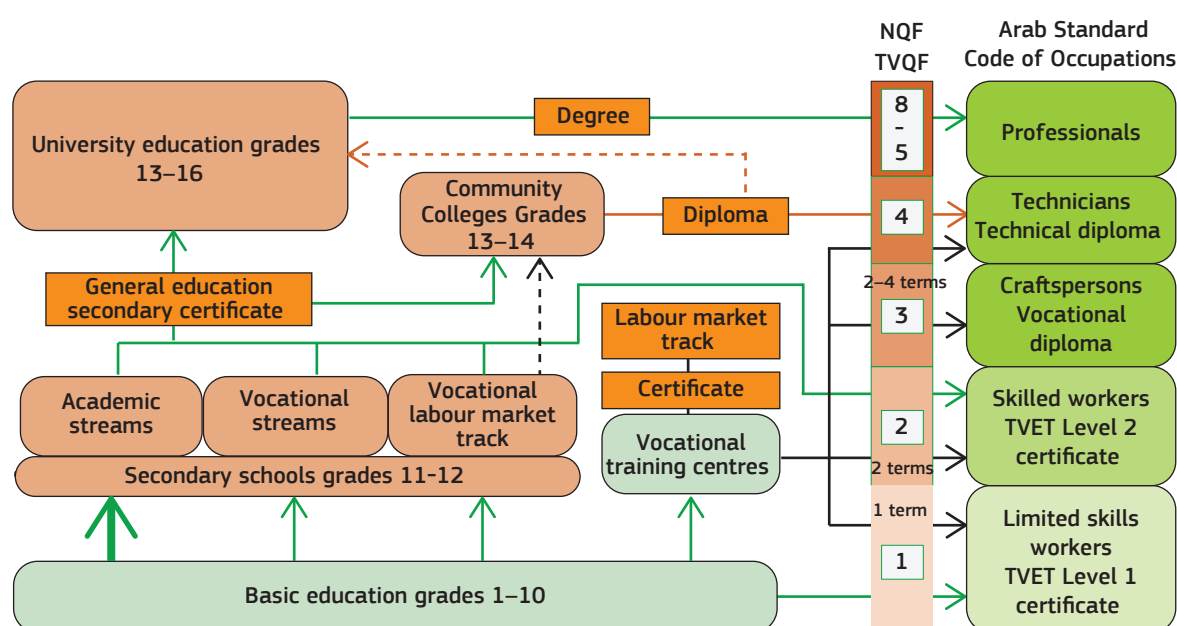
competences the possibility for individual and national development seems much more difficult to achieve.

However, VET programmes are sometimes seen as a last resort. Many individuals and families still find some forms of VET delivery unattractive in relation to secondary general education and academic tertiary education programmes. This is particularly so where VET delivery is **perceived as leading to less prestigious career paths** or to lower prospects for higher earnings once employed. Albeit quite slowly, these perceptions are changing, and in some developing countries, VET offerings at the post-secondary level are considered to provide better preparation for employment than traditional academic university programmes.

Generally speaking, VET can take place at the secondary, post-secondary, further and tertiary non-academic education, and higher education levels. At the post-secondary level, vocational education is often provided by a highly specialised institute of technology/polytechnic, a university or a local community college.

As an example, VET in Jordan (see Figure 1.2) is mainly delivered through the initial VET (IVET) sub-system.

FIGURE 1.2 Integration of VET pathways into Jordan's education and training system



Source: ETF, 2014.

The large majority of Jordanian VET provision is public and consists of:

- **secondary vocational education** of two years' duration in comprehensive upper-secondary schools under the Ministry of Education;
- **vocational training (targeting 16- to 18-year-olds), apprenticeships and short courses** by the Vocational Training Corporation, a semi-autonomous agency under the Ministry of Labour;
- **post-secondary technical education** after secondary comprehensive school, delivered by 26 publicly supported community colleges, which offer two-year programmes leading to a diploma;
- a **continuing VET sub-system** (CVET), which is only slightly established in Jordan (this is true for almost all developing countries).

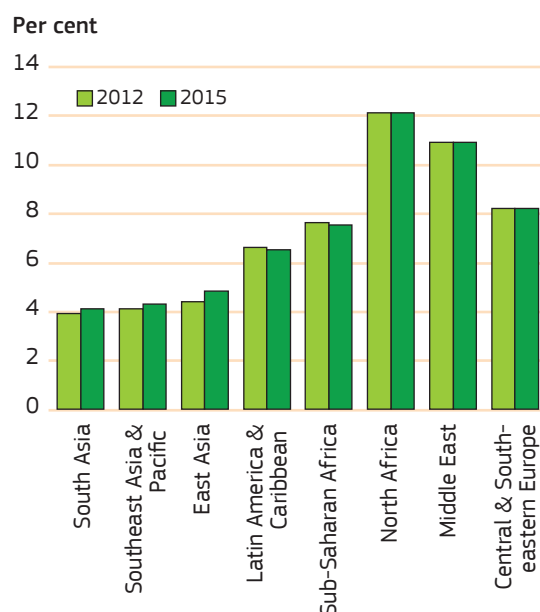
Entry to one type of education or another is based on grades, and the pathways from one type to another are very limited. Almost 90 % of learners who complete the 10th grade of basic education are streamed on the basis of their performance either to general education (high performers) or to vocational education in the comprehensive secondary schools; the remainder (low performers) can continue to one of the vocational training centres. There is **no accreditation to allow mobility across the system pathways**. This, together with the low-status image of VET as an educational last resort, has a negative impact on the demand for VET in Jordan as well as in other countries. Low permeability — together with other issues that will be further analysed — is one of the elements determining the status of VET as a 'second choice' compared with general education.

1.2 The importance of VET for economic and employment growth

According to the ILO's *Global Employment Trends: Risk of a Jobless Recovery?*, it is estimated that some 74.5 million young people aged 15–24 were unemployed in 2013 — almost 1 million more than in the year before (ILO, 2014). The global youth unemployment

rate has reached 13.1%, **almost three times as high as the adult unemployment rate** (see Figure 1.3). The most affected regions are the Middle East and North Africa.

FIGURE 1.3 Regional total unemployment rates in 2012 and 2015



Source: ILO, 2014.

Roughly 1.3 billion 15- to 30-year-old young people now live in the developing world — the largest youth population in the history of the world. Young people make up nearly **half of the world's unemployed**. Moreover, in many developing countries, **youth under-employment** is a more pressing problem. Young people often have to work under precarious conditions with little chance to lift themselves out of poverty. In this sense, women are at particular risk. The share of young people (aged 15–29) that are not in education, employment or training (NEET) has risen in 30 out of the 40 countries for which data are available for 2007 and 2011–2012 (ILO, 2014). Most surveys indicate that **access to employment** is young people's biggest concern.

Although VET systems development is not a panacea for all economic ills, steps to improve national VET systems can yield clear benefits both in economic and employment terms (see Box 1.3). However, **skills mismatch** between the VET offered (labour supply) and

BOX 1.3 Three major trends with implications for VET systems development

- In several regions, the **growing size of the youth cohort** will continue to challenge both VET delivery capacities and job creation rates as more young people enter the world of work.
- **Economic growth** will depend even more heavily than today on the productivity of the workforce, complemented by rising labour force participation rates, especially among women and older workers. The challenge of lifelong learning, particularly among aging but economically active persons, will increase in relevance correspondingly.
- International **flows of migrant workers** will continue to rise, creating challenges concerning fair access to VET programmes and how to fill VET gaps in some countries without creating them in others.

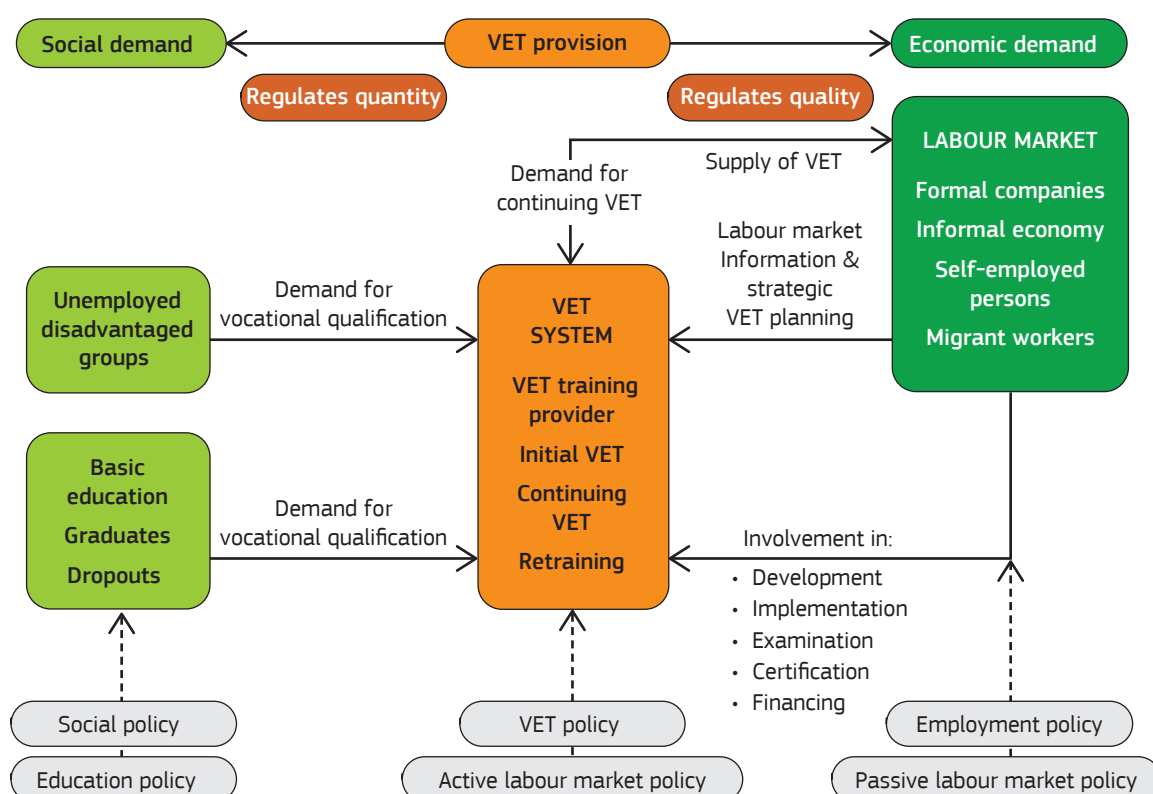
the VET required (labour demand), is, in an ever-changing labour market, a common problem in developing countries⁽¹⁾.

Close and comprehensive coordination mechanisms between companies requiring workers (demand side) and public and private VET providers (supply side) can facilitate swift adaptation to the needs of the labour market. The VET system thus becomes established as an **adjustment mechanism between labour market supply and demand** (see Figure 1.4).

In 2011, the EU ‘Agenda for change’ (EC, 2011) led to a greater focus on investing in drivers for inclusive and sustainable economic growth, providing the backbone for efforts to reduce poverty based on a more comprehensive approach to human development. This involves giving young people the knowledge and skills

⁽¹⁾ The Beveridge curve — the empirical relationship between unemployment and vacancies — is thought to be an indicator of the efficiency of the functioning of the labour market.

FIGURE 1.4 Matching VET demand and supply



Source: BMZ, 2005.

to be active members of an evolving society. Through capacity building and exchanges of knowledge, the **EU seeks to support VET for employability** and is prepared to use its range of aid instruments with intensified policy dialogue.

Nevertheless, the challenge is massive:

According to demo projections, 330 million young people will enter the labour market in the next 15 years in Sub-Saharan Africa. The challenge of their socio-economic integration is immense. The loss of young people to frustrated aspirations and hopelessness is not only a drain on development potential, but may also foster radicalisation and the spread of instability and violence or even violent extremism (EC, 2016).

In addition, recent United Nations studies estimate that the global human population is expected to reach **8 billion in the spring of 2024**. Almost all population growth will take place in less developed regions. This number underlines the challenge facing developing countries in the coming years in terms of their ability to stimulate job creation to absorb the large youth cohort into their formal and informal labour markets. Particularly the informal economy does, however, give income-earning opportunities to those who would otherwise be without any means of livelihood, offering potential for entrepreneurship, innovation and creativity. There is no doubt developing countries have a very short time to get this right before the **youth dividend** turns into a generation of unemployed adults.

Building on the experience and international reputation of European VET systems, and within a context of a more **demand-driven VET system**, the EU seeks to deepen its support through development cooperation to the following areas.

- **VET for the formal economy** comprises IVET programmes, post-secondary programmes relevant to the workplace as well as CVET programmes. VET often does not adequately prepare young people for work or for the fast-changing nature of modern economies. This is especially noticeable in developing countries, where the formal VET system is still strongly supply driven. Private sector contributions

are growing slowly, due to a lack of trust between public and private stakeholders.

- **VET for the informal economy** comprises VET programmes for people who have to earn a living in the informal economy and require VET services which are precisely tailored to their circumstances and sphere of life. The informal economy is growing in all economic sectors in many developing countries. It plays an important role in creating jobs for young people. However, developing the right skills and adapting VET programmes to the particular circumstances of the informal economy are often neglected.

- **VET for specific labour market segments** comprises VET programmes for specific situations and requires tailor-made strategies. For instance, South-South migration, particularly in Africa, has a considerable effect on VET delivery. In fact, 'evidence shows that the magnitude of South-South movements (82.3 million migrants worldwide) is roughly equal to South-North flows (81.9 million)' (UN DESA, 2014). Recognition of skills and qualifications should be improved and better information should be provided in order to improve matching between job seekers and vacancies.

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CHAPTER 2

Challenges and systemic building blocks

To identify the systemic building blocks intended as guiding principles and recommended elements to include in any VET system, it is important of having a clear idea of the challenges faced by VET systems development.

2.1 Challenges facing VET systems development

The Shanghai Consensus (UNESCO, 2012) identified **seven major fields of action** to address the strategic direction for cooperation among countries and with the international community to support VET for all (see Figure 2.1).

FIGURE 2.1 The Shanghai Consensus



Source: UNESCO, 2012.

SUMMARY OF KEY ASPECTS

- VET systems need sustained transformation and revitalisation to meet the demands of a changing world.
- Transformation of VET systems for life-long learning and mobility will require the strong involvement and commitment of all stakeholders.
- Diversified financing of VET systems is crucial for a successful transition from policy formation to long-term VET policy implementation.
- A labour market information system is a policy instrument which collects, evaluates and provides labour market information to both the labour supply and demand sides.
- National qualifications frameworks are a popular policy measure designed to raise skills levels, reduce skills mismatches, improve labour market productivity, promote labour mobility and efficiency, and contribute to economic growth.
- The combination of work-based and classroom learning has been an attractive idea for policymakers concerned with employment, education, VET and youth transition to the world of work.
- Efforts to build capacity through systemic building blocks, as delineated in the guidance notes, will support and shape the future transformation of VET systems in developing countries.

The real importance of the Shanghai Consensus was agreement on the key challenges facing VET and the main directions and priorities for VET policy transformation, which emphasise the necessity of **rethinking VET learning for broader human development needs** and not just to respond to the demand for immediate skills. The strategy of transformation presented in the Shanghai Consensus proposes ‘shifts in VET focus on four key dimensions, — strategic, people, learning and policy process’ (Chakroun, 2013).

2.2 Systemic building blocks

This section provides a conceptual framework for the development of a comprehensive VET system that can be relevant to the diverse realities and needs of individual countries.

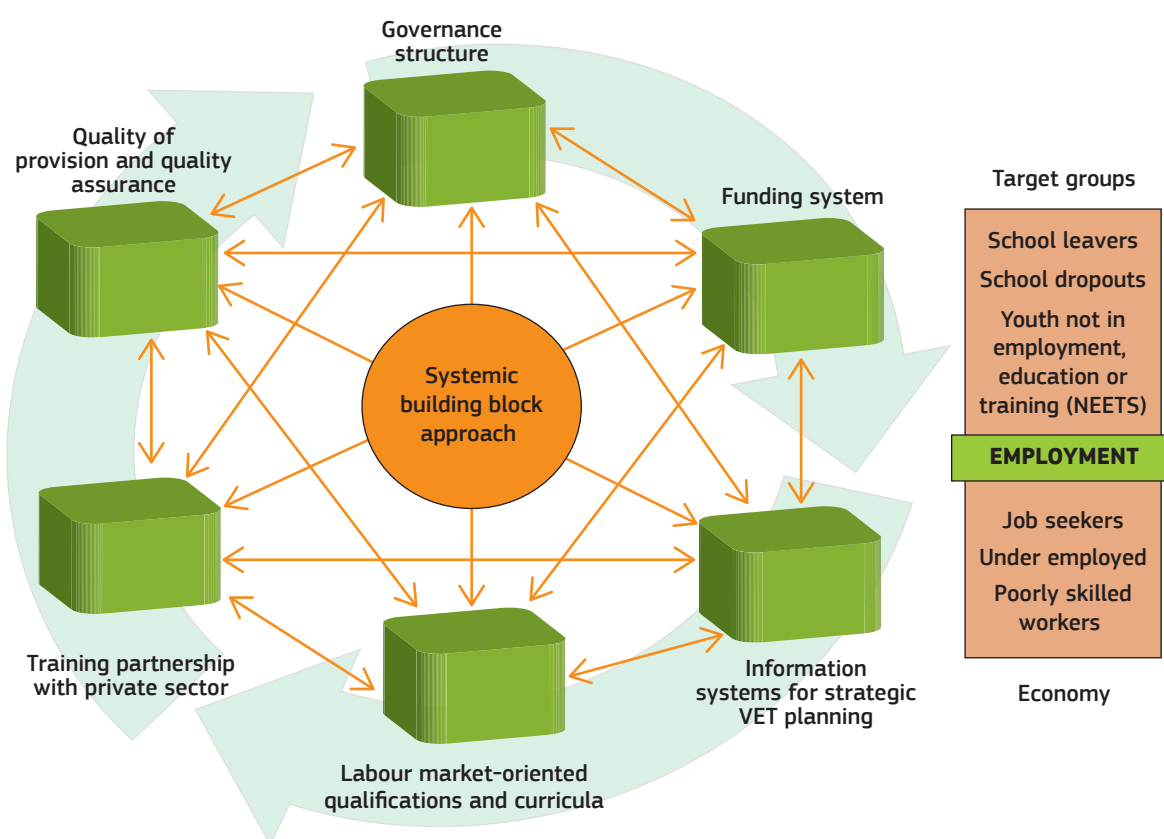
In light of the challenges outlined by the Shanghai Consensus, future EU development cooperation

strategies have to take into account a number of systemic building blocks, which are the **elements of the VET value chain**. Supporting the creation of demand-driven, reliable, flexible and cost-effective VET systems is a key challenge for EC development cooperation. Some core principles may be useful for policymakers to help ensure the relevance, internal quality and efficiency of VET and thereby improve social/economic efficiency. In addition, the following systemic building blocks are considered to be of strategic importance for VET reform programmes in partner countries and should be analysed and considered for inclusion when identifying a VET programme (see Figure 2.2).

2.2.1 BUILDING BLOCK 1: GOVERNANCE STRUCTURE

Governing structures should engage and include all relevant stakeholders to ensure the relevance and effective implementation of VET reforms

FIGURE 2.2 Systemic building blocks in VET reform programmes



VET systems in developing countries are often governed exclusively by the public sector, which consists of separate government ministries and agencies including education, labour and industry, among others. Institutional fragmentation is a real obstacle to coordination, involvement of social partners and the implementation of VET reforms. Future policy measures for governance of VET systems development should therefore engage social partners as active stakeholders; strengthen the information and evidence base for policy development; link policy frameworks and implementation strategies to better realise VET reforms; and, in large countries, consider decentralising VET administration in order to enhance local economic coherence.

The preparation and promulgation of new VET legislation is clearly an important part of the policy actions to advance implementation of VET reforms. Issues that remain important for moving from design to implementation of VET reforms include the need for **developing leadership capacity in the institutions that have to implement these processes**. However, articulation with the rest of the education sector and with the labour market can be challenging, as ministries of education often share responsibility for VET policy with other ministries. Furthermore, by its nature, a ministry of education tends to be output-oriented with limited regard to the needs of the labour market. Constructive dialogue among line ministries is often hampered by internal conflicts, mistrust and diverging interests.

The VET transformation process begins with developing a clear picture of the private sector in a given country, focused on economic sectors with a high employment potential and aligning VET policy with economic opportunities as part of national economic development plans. The transformation of VET systems for lifelong learning and mobility will require the strong **involvement and commitment of all stakeholders**. Public authorities at all levels play different but crucial roles. Social partners should be supported in playing their role part in the organisation, provision and financing of VET programmes. Stakeholder-driven intermediaries such as sector skills councils give social partners a strong voice in developing demand-driven and growth-oriented VET programmes. The private sector can provide input on the skills demanded by

the labour market, contributing to the identification process and increasing the relevance of the VET system. As potential employers, private sector actors should also be involved in the partnerships to establish on-the-job training schemes both for apprentices and for workers wishing to improve in skills.

2.2.2 BUILDING BLOCK 2: FUNDING SYSTEM

VET funding requires a strategic dimension for the sustainability of the interventions promoted in developing countries and for scaling up innovative approaches and pilot interventions.

In developing countries, existing financial resources for VET systems are generally provided by the public sector, but they are often insufficient and not allocated effectively. Public VET provision typically uses an input-driven approach to financing: VET providers often receive budgetary allocations based on some input-related funding formula (e.g. number of teachers, number of learners, previous year's budget, etc.) that remains the same whether the VET provider is performing well or not. Therefore, diversifying the sources of financing and using funding to **motivate effective and efficient institutional management of VET systems** is a major area of concern.

Diversified financing of VET systems is considered crucial for a successful transition from policy formation to long-term VET policy implementation. Financing policies are expected to ensure both the stability of funding needed to develop the capacity for policy implementation and the level of financing to improve VET delivery. Key examples of policy measures which are being used in developing countries include the establishment of national or sectoral VET funds and improvement of the effectiveness, efficiency, equity and accountability of funding. Hence, funding mechanisms and methodologies are being used as an integral aspect of VET systems steering.

Funding systems can be used to improve the expected results of VET systems, especially when users (e.g. learners, job seekers, employers) are empowered to exercise choice in how funding is spent. Policy decisions on financing VET systems are moving away from VET providers and centralised

bureaucracies, and placing control into the hands of end beneficiaries, which can lead to more efficient allocation of these resources. When VET providers are held accountable by customers for the quality and relevance of the VET programmes they offer, accountability for results is greatly improved. VET funds that purchase training services through competitive bids can hold providers accountable for achieving results.

The experience of implementing **funding instruments** confirms that they are becoming more diversified, as illustrated by the use of public-private partnerships (PPPs), payroll levies, VET funds, employer sponsorship and individual sponsorship. Performance-based financing formulas used by government agencies are being implemented to improve VET providers' accountability for results. The use of vouchers is intended to provide training beneficiaries with choice.

2.2.3 BUILDING BLOCK: INFORMATION SYSTEMS FOR STRATEGIC VET PLANNING

Reliable information systems should be available for anticipation of skill needs and identification of labour market shortages and bottlenecks in order to improve matching between VET and labour market needs.

Identifying and forecasting future VET requirements — at the individual, enterprise and societal levels — and implementing these requirements in the framework of a transformed VET system has long been the subject of intensive research efforts and political discussions. Making a good match between the VET programmes supplied by public and private VET providers and those needed by the productive economic sectors require the anticipation of VET needs. **Identifying future VET requirements and integrating this information into planning** for VET provision is a process involving many different bodies and stakeholders, including employers.

Planning of VET programmes should use innovative methods of prospective analysis and must take into account that every national system of early identification of VET needs has its internal logic that corresponds to the country's current and future employment prospective and VET system, legal and institutional

environment and economic situation — including the needs of innovation to respond to the challenges of technology and sustainable development. Such initiatives have to consider the future VET requirements of target groups, enterprises, sectors and regions and — increasingly — incorporate options and alternatives for policy and strategic actions. In this context, the objectives of the early identification of VET requirements may in fact differ substantially between urban and rural areas as well as between regions and countries.

A **labour market information system (LMIS)** is an active labour market policy instrument which collects, evaluates and provides labour market information to both the labour supply side and the labour demand side. Skills mismatch can be reduced through better management and more transparent information. Providing reliable, impartial career guidance and reducing skills mismatch require reliable, accessible data and regularly updated sources of information to identify emerging occupations and areas of skills shortages, and current or potential areas of skills oversupply and redundancy. National private and public agencies, including national employment services, should be strengthened to better link labour supply and demand. The labour market relevance of VET can be strengthened by the development of forward planning tools to match skills and jobs. Based on such matching, VET providers in cooperation with local labour market representatives should be able to adapt curricula to reflect skills shortages, surpluses, gaps or obsolescence.

2.2.4 BUILDING BLOCK: LABOUR MARKET-ORIENTED QUALIFICATIONS AND CURRICULA

Unemployment is often worsened by a mismatch between the needs of the labour market and the skills supplied by the education and vocational training systems. One of the key challenges for VET is therefore to switch from being a supply-driven system to a demand-driven one.

During the last two decades, **national qualifications frameworks (NQFs)** have emerged as a popular policy measure designed to raise skills levels, reduce skills mismatches, improve labour market productivity,

promote labour mobility and efficiency, and contribute to economic growth. Competency-based models of curriculum development and instruction dominated VET curricular reforms alongside the implementation of NQFs. **Competency-based training (CBT)** was introduced with the goal of identifying the practical skills that comprise different occupational profiles and the standards of performance required for successful employment. A focus on demand-driven learning outcomes rather than inputs has become part of these reforms (see Figure 2.3).

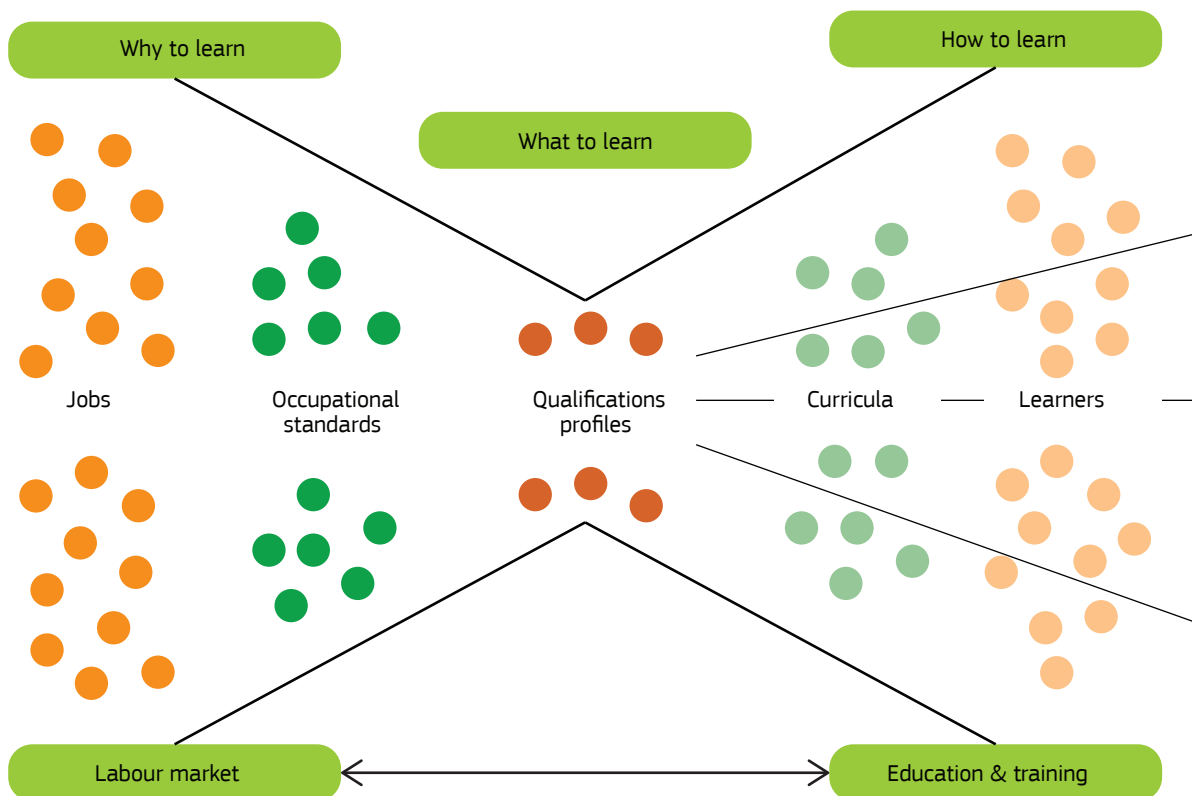
This shift moves away from traditional VET qualifications, based solely on inputs such as subjects and hours of study requirements. Qualifications are now not only seen as the result of successfully completing a VET programme, but can rather be considered a ‘currency’ declaring what the learner achieved at the end of the learning pathway in either a formal or non-formal context. **Qualification is the formal outcome of an assessment and validation process**, obtained when a competent body determines

that an individual has achieved learning outcomes to given standards (Cedefop, 2014).

VET relates not only to technical or job-specific skills, but also to a whole range of **action-oriented competences** and soft or transversal skills such as critical thinking, taking the initiative, problem solving and teamwork. Action-oriented learning is not just a method, but a principle. According to it, occupational action can be learned at different learning sites. The point of action-oriented learning is to confront learners in VET programmes with practice-related tasks which have to be solved.

Policymakers should not view a single policy tool such as an NQF as the magic solution to VET challenges, capable of accomplishing great things on its own. Rather, a **judicious combination of systemic policies and actions are needed** that can be sustained and updated over time and as situations change. In this respect, an NQF may be a useful policy tool, as it can improve transparency and permeability and can

FIGURE 2.3 Demand-driven qualifications



Source: Cedefop, 2008.

support the people's mobility (geographical and professional), when used alongside other tools.

2.2.5 BUILDING BLOCK: TRAINING PARTNERSHIP WITH THE PRIVATE SECTOR

In a market economy, public-private partnerships are the glue which links education and employers. The policy framework that governs these partnerships is varied, although there are archetypical systems.

The **involvement of social partners acts as a guarantee of the maintenance and quality of investment in vocational training**. It plays different roles at the national, regional, local and sectoral levels. In particular, the private sector acts as a training partner, a training organiser, a training consumer and a training provider.

Furthermore, the **quality of education can be improved by employer involvement in curriculum and testing**, particularly in the development of educational standards. For the last 10 years or more, the combination of work-based learning and learning in the classroom has been an attractive — if not tempting — idea for policymakers concerned with the school-to-work transition. In this respect, policymakers and others have found work-based apprenticeships a useful means to combine work and learning. Among apprenticeship models, the German dual system has held — and indeed still holds — a particular interest for VET policymakers, as evidenced by the 2013 launch of the European Alliance for Apprenticeships⁽¹⁾.

Four main lines of argument have been advanced for promoting policies that support the combination of work and learning for youth — i.e. that these can:

- enhance pathways to adulthood;
- deliver economic and labour market benefits;
- improve pedagogy;
- reduce costs and increase capacity within the VET system.

⁽¹⁾ See the [joint partners' declaration](#) of the Alliance launch and the subsequent [EU Council declaration](#).

2.2.6 BUILDING BLOCK: QUALITY OF PROVISION AND QUALITY ASSURANCE

Assuring VET quality and relevance has become a more important and challenging task. Quality in VET is related to a modern and flexible curriculum, new teaching methods, continuing professional development for teaching staff, and improved and well-equipped facilities in VET schools.

Staff competence is pivotal in the innovative VET system development. There is convergence in the roles of VET staff: a trainer in a work-based setting will need more practical and pedagogical competences; while a teacher of occupational theory in a vocational school will need a good understanding of work practices. This convergence should be reflected in policies for recruitment and continuing development of skills and competences (e.g. through workplace exposure), which should be validated and reflected in their career status. Appropriate promotional campaigns should be taken by all kinds of media and communication channels to promote VET programmes to young people and parents in order to combat the stigma around it.

The VET value-added chain approach with its underlying framework of building blocks suggests that VET systems development should increasingly be seen in a **systemic perspective** while connecting to contextual demands and linking to broad long-term development objectives. This approach can also help reorient the processes through which VET systems are developed away from a poor reactive mode and immediate time frame, with its sometimes haphazard stops and starts and tactical moves, towards a more rational, resilient, purposeful and long-term sustainable trajectory.

Table 2.1 lists the relationships between policies, systemic building blocks and the guidance notes contained in this reference document.

2.3 References and further reading

Cedefop (European Centre for the Development of Vocational Training), 2008. *The shift to learning outcomes: Conceptual, political and practical developments in Europe*. Office for Official Publications of the European Communities, Luxembourg.

TABLE 2.1 Relationship of VET system development challenges, systemic building blocks and guidance notes

CHALLENGE	SYSTEMIC BUILDING BLOCK	GUIDANCE NOTE
Strengthening governance and expanding partnerships	Governance structure	1. Analysing the general context to support VET reforms 2. Programming of building blocks and EU support 3. Promoting private sector involvement in VET governance
Increasing investment in VET and diversifying financing	Funding system	4. Promoting funding for VET systems
Improving the evidence base Advocating for VET	Information systems for strategic VET planning	5. Promoting labour market information systems
Adapting qualifications and developing occupational pathways	Labour market-oriented qualifications and curricula	6. Promoting national qualifications frameworks
Enhancing relevance of VET	Training partnership with the private sector	7. Implementing an efficient and effective VET delivery cycle 8. Implementing work-based learning
Expanding access and improving quality and equity	Quality of provision and quality assurance	9. Implementing VET staff development
Complementary measures: Quality and inclusive VET programmes, especially to disadvantaged groups including learners with disabilities, marginalised and rural populations, migrants and those in situations affected by conflicts and climate change		10. Implementing VET in the informal economy 11. Implementing VET in post-conflict and fragile countries 12. Implementing gender mainstreaming 13. Promoting VET to support a green economy

Cedefop (European Centre for the Development of Vocational Training), 2014. [Terminology of European education and training policy: Second edition](#). Publications Office of the European Union, Luxembourg.

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ILO (International Labour Office), 2010. 'A Skilled Workforce for Strong, Sustainable and Balanced Growth: A G20 Training Strategy'. ILO, Geneva.

UNESCO (United Nations Educational, Scientific and Cultural Organization), 2012. 'Shanghai Consensus. Recommendations of the Third International Congress on Technical and Vocational Education and Training. Transforming TVET: Building Skills for Work and Life'. UNESCO, Paris.

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CHAPTER 3

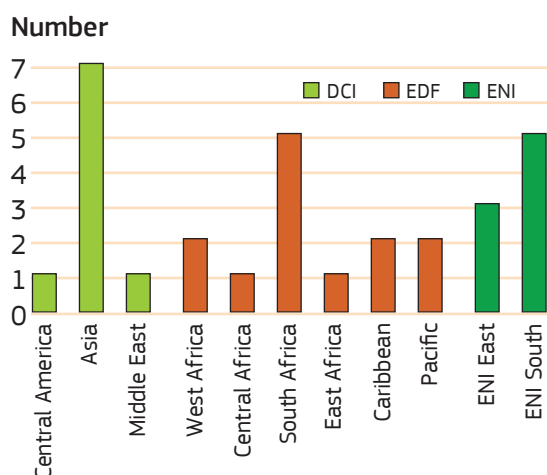
The EU approach to supporting VET reforms

3.1 Overview of past and present EU engagement in VET

For the period 2014–2020, the European Union has earmarked a total of EUR 65 billion for development cooperation projects worldwide, of which approximately **EUR 500 million is for VET**. The EU's engagement in VET reforms spans a wide range of regions (see Figure 3.1).

As discussed in Chapter 1, the EU considers **VET a major instrument in support of employment**. Recognising the pivotal role of the private sector as the motor of employment, the VET sector should be more

FIGURE 3.1 New VET projects in regions, by instrument



Source: EC, 2015.

Note: DCI = Development Cooperation Instrument; EDF = European Development Fund; ENI = European Neighbourhood Instrument.

SUMMARY OF KEY ASPECTS

- The VET sector must be more responsive to the needs of the workplace as a precondition to increase the number of VET graduates able to find decent work.
- The EU has a track record of contributing to VET reforms in developing countries.
- Many EU-funded VET projects have integrated components related to social cohesion, labour demand, the inclusion of vulnerable groups into the labour market, private sector development (micro and small enterprises) as well as rural and environmental development.
- More strategic utilisation of the EU VET model might be helpful in raising the impact of EU-funded VET projects.
- General conditions for disbursements of budget support are related to progress achieved on a set of performance indicators.
- Evidence-based analysis of VET policies, such as the ETF's Torino Process, leads to building consensus on possible ways forward in VET system development.
- A variety of EU tools such as stakeholder analysis, risk management and assessment, gender impact assessment, environmental and climate assessments and conflict analysis are available for development cooperation and are useful in assessing and responding to challenges in VET reforms.
- The OECD's Development Assistance Committee recommends harmonising donor contributions through the division of labour approach.

responsive to its needs as a precondition to increasing the number of graduates able to find decent work. This is fully in line with Sustainable Development Goal (SDGs) 4 (quality education) and 8 (decent work and economic growth) of the 2030 Agenda for Sustainable Development; VET delivery is specifically mentioned in Target 4.2, which seeks to ‘substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship’. In line with this ambition, this reference document aims to help the reader design actions and engage in dialogue with authorities in developing countries to reform VET systems.

The EU has been funding large **geographic and thematic initiatives on VET** for more than a decade, mostly in European Neighbourhood Policy (ENP) countries, Asia and Sub-Saharan Africa. It has also been present to a lesser extent in Latin America and the Caribbean, as well as in middle- and low-income countries and fragile contexts. The EU’s engagement in VET reforms spans a wide range of interventions (see Box 3.1).

BOX 3.1 Variety of Interventions implemented by EU-funded VET projects

- Addressing **national VET system reforms** with the participation of social partners and key stakeholders
- Enhancing the quality of supply, **increasing access to competences and skills** relevant to occupations in growing economic sectors for all segments of the population, with particular attention to youth and women
- Including **vulnerable, marginalised target groups** in active citizenship
- Promoting **decent work in informal economies** as a concrete contribution to the national poverty alleviation efforts
- Supporting **environmentally sustainable development**
- Establishing links with formal education and **lifelong learning**

Source: EC, 2014.

The EU supports VET reform to sustain **economic growth, employment and employability development**, and the mainstreaming and incorporation of VET initiatives into other socio-economic policies and sectors. EU support typically varies according to the characteristics of regions and countries and the specific agreed-upon. In countries that fall under the European Neighbourhood Instrument (ENI), the Instrument for Pre-accession Assistance (IPA) and the Development Cooperation Instrument (DCI), the European Training Foundation (ETF) supports EU VET projects using the so-called Torino Process (ETF, 2016), inspired by the Copenhagen Process and the 2010 Bruges Communiqué (EC, 2010). Through this evidence-based analysis of VET policies and projects, the ETF, through policy dialogue, embeds VET in the socio-economic contexts of each country and provides the EC with recommendations for external assistance. ETF does not provide support in countries under the European Development Fund (EDF).

In times of constrained employment, **boosting the employability of youth and workers** through VET has become a priority for governments, development partners and actors in the global development discourse. VET reforms are incremental processes that demand time and resources that developing countries are often not capable of mobilising and concentrating upon at the right time. International aid and support remains the answer.

3.2 Lessons learned

An assessment study of EU-funded VET projects points to recurrent strengths arising from the **EU’s comparative advantages in the VET sector** (EC, 2013c). Many projects supported and leveraged VET policy changes. Policy changes are evident with respect to partnerships between key stakeholders (e.g. skills councils, social dialogue platforms) and sustainability and affordability of VET (financing mechanism and accountability). Under the European Neighbourhood Instrument (ENI), VET projects have benefited from ETF expertise, which structured the assistance to the evidence-based approach to human capital development policy as part of the Torino Process (see Box 3.2 and further details in [Annex 2](#)). These strengths include the high relevance of EU support, respect for national ownership and a multi-sectoral approach.

The EU has a track record of contributing to VET reforms in developing countries. It was possible to observe how **embedding VET within the socio-economic context of policy dialogue** helped establish active partnerships between governments; employer and worker organisations; and VET providers in policy-making, regulation, governance and implementation, and monitoring and evaluation of VET systems and programmes. This led to a higher degree of national consensus on the possible directions of VET policies and implementation of VET system development. Nonetheless, capacity development and policy learning within and among partner countries and the EU could be better targeted and the strong ownership of key national stakeholders translated into a solid basis for coordinating donor contributions.

Another important result observed is the **holistic approach** of the EU's sponsored projects that support VET reforms. Many VET projects have integrated components related to social cohesion, labour demand, the inclusion of vulnerable groups into the labour market, private sector development (micro and small enterprises), and rural and environmental development. More strategic integration between different kinds of EU-funded projects leveraging VET reforms — even in the same country — is recommended on the basis of the results of the VET assessment study. In some developing countries, VET systems sometimes appear non-coherent as a result of an accumulation of independent interventions established by different development partners at different system levels: from governance to curricula and programmes as well as assessment and certification. The effects materialise in the implementation of often contradictory options, placing further pressure on already weak systems and undermining governance and transparency.

Furthermore, **VET reforms need to be viewed as incremental processes** demanding time and resources which developing countries are often not capable of mobilising and concentrating on at the right time.

3.3 Approaches and tools available for VET projects

The EU requires the use of the Project Cycle Management (PCM) principles for the identification, appraisal, implementation and evaluation of EU-funded projects. To ensure the overall integrity of projects supported within the EU development aid programmes, the model emphasises the use of a logical framework approach to analyse problems and work out suitable solutions through project design and successful implementation. Recent years have seen an increased interest in evidence-based policymaking in VET projects and the use of **valid and robust objectively verifiable indicators**. Table 3.1 gives an example of a VET project with a special focus on objectively verifiable indicators for performance assessment.

The **VET sector is diverse**. It comprises formal and non-formal pathways and takes place across a wide range of settings including public and private vocational centres and institutes, higher education institutions and workplaces in both the formal and informal economies⁽¹⁾. VET also has a multitude of very different institutional arrangements, organisational approaches and regulations.

⁽¹⁾ The EC defines three basic categories of purposeful learning activity (Commission of the European Communities, 2000). *Formal learning* takes place in education and training institutions, leading to recognised diplomas and qualifications. *Non-formal learning* takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups. It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations). *Informal learning* is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills. This terminology is acknowledged by UNESCO and other international agencies. In development cooperation the term 'non-formal vocational education and training' is often used. It 'is provided by a wide range of organisations, including non-governmental organisations, church institutions, profit-making education and training providers, companies, and employer and employee organisations. Governments also finance and run vocational education and training programmes that operate outside the formal education and training system, for example as part of an active labour market policy or efforts to promote the private sector and reduce poverty' (GIZ website, 'Non-formal vocational education and training').

TABLE 3.1 Examples of objectively verifiable indicators for performance assessment

LOGICAL FRAMEWORK APPROACH LEVEL	INDICATOR FUNCTION	INDICATOR EXAMPLE
Overall objective (impact) The shared vision the VET project contributes to (e.g. increase the employability of the labour force)	To know how the EU contribution has contributed to the shared vision of the VET project (impact-level indicators)	X % increase of (self-) employed VET learners with whom employer expresses satisfaction (disaggregated by gender)
Specific objective(s) (outcome(s)) What is intended to change during the VET project period? (e.g. promote demand-driven VET for young people)	To know how the intended change has occurred and is sustainable (outcome-level indicators)	X % increase in enrolment by formal and non-formal VET programmes in selected priority economic sectors (disaggregated by gender)
		X % increase of number of VET participants financed by pilot VET fund (disaggregated by course type and gender)
		X % increase of number of learners in non-formal VET entrepreneurship courses (disaggregated by gender)
		X % increase of VET policy and strategy papers
Expected results (outputs) Tangible results of each work package intended to bring about change (e.g. increased number of young people with relevant skills)	To know how the expected results of the VET project have been achieved (output-level indicators)	Y % increase of percentage of public VET provider funding allocated on the basis of performance
		Legal framework governing the VET system revised and strengthened
		Y % increase of number of VET qualifications registered at the NQF
		Y % increase of budget spending on equipment and learning materials
		Y % increase of number of VET teachers, trainers and managers who attended industrial attachment programme
		Y % increase of number of people from disadvantaged segments of society benefiting from VET programmes
		Y % increase of number of people benefiting from recognition of prior learning
		Y % increase of number of people from disadvantaged segments of society and disadvantaged regions benefiting from active labour market measures

Source: EC, 2013b.

Note: As per the OECD, results are 'Changes in a state or condition which derive from a cause-and-effect relationship. There are three types of such changes (intended or unintended, positive and/or negative) which can be set in motion by a development intervention — its output, outcome and impact'; impact refers to 'Positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types'; outcomes are 'The intended or achieved short-term and medium-term effects of an intervention's outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact' (OECD, 2010).

The **careful selection of indicators** is crucial in order to reduce the risks associated with the use of indicators for performance measurement. As VET strives to increase employability, indicators should not be limited to educational aspects, depending on the nature of the project. The EU supports the use of **outcome indicators**, because it encourages evidence-based policymaking and promotes domestic accountability. Outcome indicators can focus on quantity — e.g. school enrolment or employment results of graduates — but attention should also be given to indicators measuring quality. For that purpose, proxy indicators can be used that give an indication of quality. Examples are the pupil/teacher ratio, school completion rates, youth not in employment education or training (NEETS), unsatisfied VET demand, and attendance or utilisation rates for public services (EC, 2012a). Delegations should agree with the authorities on a number of indicators derived from public policy, in consultation with other stakeholders.

Indicators and targets should be agreed during the formulation phase. To this end, the ‘Sector indicator guidance for programming’ (EC, 2013a) provides key indicators for delegations to draw from as they develop their Multiannual Indicative Programmes (MIPs). In particular, it includes indicators at different levels of the results chain with a focus on the output and outcome levels. Concerning VET, examples of outcome and output indicators are provided in relation to the improvement of equity, quality and access under the education sector. However, **employment objectives should be integrated into actions**.

The **EU Results Framework** established in 2015 plays an important function, as it is the basis of yearly corporate reporting from the EC Directorate-General for International Cooperation and Development (DG DEVCO) and the Directorate-General for Neighbourhood and Enlargement Negotiations (DG NEAR) on operational results. It defines the quantitative indicators used for the collection, aggregation and presentation of the following three types of results data:

- wider development progress made by partner countries, setting the context within which EU external assistance operates;
- partner country results to which the EU contributed through EU-funded projects and programmes, demonstrating how the EU is contributing to development progress in sectors which reflect the EU’s development policy priorities;
- the EC’s own organisational performance with respect to international cooperation and development.

The data are drawn from international sources for the results indicating wider development progress of the partner countries, from the reports of the various partners implementing EU-funded projects and programmes for the results to which the EU has contributed and from the EC’s internal data for its own organisational performance. The first report on selected results was published in July 2016; for VET, it shows the number of people benefiting from VET/skills development and other active labour market programmes intended to improve employability, productivity and competitiveness (EU, 2016).

This report presents the results of development cooperation activities in aggregate, using quantitative indicators. The figures were calculated using a contribution approach — i.e. where a project was financed by the EU jointly with other funders (other donors and/or the partner country governments themselves), the overall results of the collective effort were reported. Information on results has been drawn from reporting by partners implementing EU-funded projects and programmes (i.e. partner countries, international organisations, EU member state development agencies, international financial institutions and non-governmental organisations).

The indicators of the EU Results Framework should be taken into consideration when performance indicators are defined.

Monitoring and evaluating VET performance and identifying possibilities for improving its quality and coverage require an understanding of the nature of VET and its functions, goals and key characteristics. This was highlighted in an Inter-agency report, ‘**Proposed Indicators for Assessing Technical and Vocational Education and Training**’ (ETF,

ILO and UNESCO, 2012), which is a useful reference document for defining indicators in relation to policy objectives. The report is the product of a joint effort by of UNESCO, the UNESCO Institute for Statistics (UIS), the International Labour Office and ETF with technical support from the EC, the OECD, the Asian Development Bank, the World Bank and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

IMPLEMENTATION MODALITIES AND CHOICE OF INDICATORS

The choice of indicators is affected by the implementation modality of the contract. In all cases, **poorly designed indicators can create perverse incentives**; it is also important to recognise that, in reality, the development of indicators is as much a political process as a technical process.

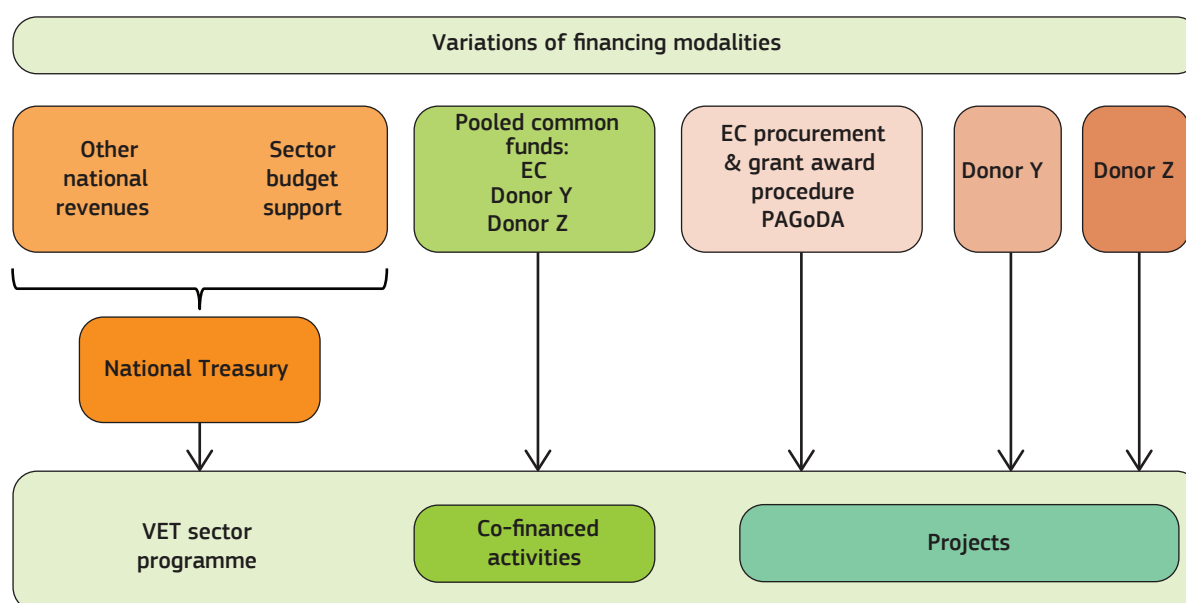
A **Sector Policy Support Programme (SPSP)** is an EC instrument for financial support to a sector programme. The SPSP supports the objectives and action plan of the sector programme and utilises its planning, monitoring and overall management and coordination structures. As such, it depends for its design on the specific features of the sector programme it aims to

support. An SPSP may follow three types of operating modality (see Figure 3.2).

An SPSP has to add value to the VET sector programme by supporting its reform agenda. SPSPs can be financed through sector budget support (SBS), pooled common funds or single projects. When the EC eligibility criteria are meant, **sector budget support may be a preferred modality**. In other circumstances, the EC can choose between pooled common funds and/or EC project procurement and grant award (pagoda) procedures. The choice is based on the intervention objectives of the SPSP and the country circumstances.

- Use of **pooled common funds** has to consider potential costs and benefits (preparation costs, transaction costs and fiduciary risks versus ownership, flexibility, economies of scale, visibility, etc.).
- Use of the **project modality** can include a programmatic approach (objectives and the mode of operation of the activities identified should clearly support the principles of ownership, coherence and harmonisation, and fit within the framework of the SPSP).

FIGURE 3.2 VET sector programme and financing modalities



Source: DEVCO, 2015.

■ **Blending** is another implementation modality which may be relevant when it comes to the provision and rehabilitation of infrastructure and equipment. It allows leveraging of additional resources and increases the impact of EU aid to support inclusive, sustainable growth and job creation. Nevertheless, its use in VET projects and programmes is still limited.

BUDGET SUPPORT

The EC's 'Budget support guidelines' prescribe that the transfer of financial resources be made in respect of agreed conditions for payment (EC, 2012a). An important operational **objective of budget support is to achieve predictability** between actual disbursements and the forecast disbursement levels incorporated in the budget and treasury plans of the recipient government. A lack of predictability was identified as a significant problem in the early years of budget support. The general conditions for disbursements of financial tranches are related to meeting eligibility criteria and the progress achieved on a set of agreed performance indicators — which are in principle aligned with those defined in the recipient government's national VET/employment strategy and action plan.

Inspiration for specific performance indicators can be found in the above-referenced interagency report, 'Proposed Indicators for Assessing Technical and Vocational Education and Training', which can help in identifying a **set of performance indicators that can support countries in assessing the efficiency**

and effectiveness of their VET systems. Table 3.2 shows the performance indicators selected for a budget support project that could be translated into direct and indirect outputs in the logframe.

EVIDENCE-BASED ANALYSIS: SOME SUGGESTIONS FROM THE TORINO PROCESS

A robust and evidence-based analysis of VET systems puts in place the necessary means to select the most relevant and realistic indicators. An **example of evidence-based analysis of VET policies** conducted by the ETF is the Torino Process that leads to building consensus on possible ways forward in VET system development in a given country. The ETF currently works with 30 partner countries, which can be geographically grouped in the enlargement, neighbourhood and Central Asia regions. The Torino Process is conducted biennially (see Box 3.2). At the conclusion of each round, the ETF brings together key stakeholders to review trends in VET development and governance. A Torino Process conference affords an opportunity every two years for partner countries to share progress and consider areas where more can be done, particularly in light of lessons learned from a range of European policies and experiences.

Large numbers of partner countries, sectors and aid interventions in donor portfolios are said to limit the quality, effectiveness and efficiency of donor activities and have led to recommendations by the OECD's Development Assistance Committee to **harmonise**

TABLE 3.2 Examples of performance indicators used for disbursement

INDICATOR 1	Percentage of public VET provider funding allocation on the basis performance
INDICATOR 2	Legal framework governing the VET system revised and strengthened
INDICATOR 3	Number of VET qualifications registered at the NQF
INDICATOR 4	Budget spending on equipment and learning materials
INDICATOR 5	Number of VET teachers, trainers and managers who attended industrial attachment programme
INDICATOR 6	Number of people from disadvantaged segments of society benefiting from VET programmes
INDICATOR 7	Number of people benefiting from recognition of prior learning
INDICATOR 8	Number of people from disadvantaged segments of society benefiting from active labour market programmes

Source: EC, 2013b.

BOX 3.2 The ETF Torino Process

Since the first round of the Torino Process in 2010, the ETF has progressively refined the methodology, gaining insights from implementation and providing partner countries with a specific method of data collection and analysis, as well as an approach to policy analysis based on participation and consultation. Through the three rounds already implemented (2010, 2012, 2014), the focus of the Torino Process has moved from description to measuring the progress of partner countries in the area of VET — thereby transforming itself into a tool for dialogue on the status of VET reforms across partner countries.

The Torino Process is an evidence-based approach to the analysis of VET systems, based on country ownership and the broad and open participation of stakeholders from the public and private sectors. The process is a vehicle for policy development, policy implementation and policy learning. It identifies five key dimensions:

- overview of VET and vision for VET;
- effectiveness and efficiency in addressing economic and labour market demand;
- effectiveness and efficiency in addressing demographic, social and inclusion demand;
- internal efficiency of the VET system;
- governance and policy practices in the VET system.

In addition, the Torino Process informs ETF recommendations to the EU's external assistance instruments and serves as a basis for the design of the ETF's support strategy to partner countries. The Torino Process was inspired by policy assessment processes at the EU level, notably the Copenhagen Process in VET and the 2010 Bruges Communiqué.

Source: ETF, 2016.

donor contributions through the so-called division of labour and joint programming approach. Donor aid management capacities vary, depending not only on their size but also e.g. on the staff capacities of each donor. Using a country's own institutions and systems, where these provide assurance that aid will be used

for agreed purposes, increases aid effectiveness by **strengthening the partner country's sustainable capacity** to develop, implement and account for its policies to its citizens and parliament. VET systems and procedures in developing countries typically include, but are not restricted to, national arrangements and procedures for public financial management, accounting, auditing, procurement, results frameworks and monitoring. Therefore, the focus of the division of labour and joint programming approach is on improving the situation at the partner country level as can be seen by the Moroccan example described in Box 3.3.

Diagnostic reviews are an important — and growing — source of information to governments and donors on the state of VET systems in partner countries. Partner countries and donors have a shared interest in being able to jointly **monitor progress over time in improving VET systems**. They are assisted by performance assessment frameworks and an associated set of VET reform measures, that build on the information set out in diagnostic reviews and related analytical work. In addition, independent cross-country monitoring and evaluation processes are suggested — which should be applied without imposing additional burdens on partner governments — to provide a more comprehensive understanding of how increased aid effectiveness contributes to meet the objectives of VET reforms.

BOX 3.3 Division of labour between the EU and other donors in Morocco

The EU-funded project Support to the Development of Vocational Training in Tourism and ICT Sectors – II is credited by national institutions and development partners as having established the basis for the main VET developments in recent years. Coordination with other donors was high. The various donors consider support to a VET reform as a high priority in their agendas (e.g. the World Bank, the African Development Bank, etc.). The EC, the European Investment Bank and the Agence Française de Développement have aligned their respective programming exercises in support of VET reform to the expected national VET strategy, that has been drafted with ETF support.

Source: EC, 2013c.

The capacity to plan, manage, implement and account for results of VET policies and projects is critical in achieving development objectives — from analysis and dialogue through implementation, monitoring and evaluation. **Capacity development is the responsibility of partner countries with donors active in the countries' VET system playing a support role.** It needs not only to be based on sound technical analysis, but also to be responsive to the broader social, political and economic environment, including the need to strengthen human resources.

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ANNEXES

ANNEX 1

Glossary

Adapted from *Terminology of European education and training policy: Second edition*, by the European Centre for the Development of Vocational Training (Cedefop, 2014). Further terminology can be found in the UNESCO TVETipedia Glossary.

Access to education and training. Conditions, circumstances or requirements (such as qualifications, education level, competences or work experience) governing admittance to and participation in educational institutions or programmes.

Accreditation of an education or training programme or provider. A process of quality assurance through which a programme or provider of education or training is officially recognised and approved by the relevant legislative or professional authorities following assessment against predetermined standards.

Adult education. General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:

- provide general education for adults in topics of particular interest to them (e.g. in open universities);
- provide compensatory learning in basic skills which individuals may not have acquired earlier (such as literacy, numeracy)
- give access to qualifications not gained, for various reasons, in the initial education and training system;
- acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.

Alternance training. Education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration. The German 'dual system' is an example of alternance training.

Apprenticeship. Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation. In French, the term *apprentissage* relates to both apprenticeship and the process of learning; the German 'dual system' is an example of apprenticeship.

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

Basic skills. The skills needed to live in contemporary society, such as listening, speaking, reading, writing and mathematics.

Compensatory learning. Learning intended to fill the gaps accumulated by individuals during education or training, mainly to enable them to take part in training.

Competence:

- ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)

- ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.

Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

Continuing education and training. Education or training after initial education and training — or after entry into working life — aimed at helping individuals:

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

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 employability of individuals.

Curriculum. Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. The term 'curriculum' refers to the design, organisation and planning of learning activities; while the term 'programme' refers to the implementation of these activities.

Distance education and training. Education and training imparted at a distance through communication media: books, radio, TV, telephone, correspondence, computer or video.

Dropout. Withdrawal from an education or training programme before its completion. This term designates both the process (early school leaving) and the persons who fail to complete a course (early school leavers). Besides early school leavers, dropouts may also include learners who have completed education or training but failed the final examinations.

Education or training pathway. Set of related education or training programmes provided by schools, training centres, higher education institutions or vocational education and training providers, which eases the progression of individuals within or between activity sectors.

Employability. Combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers. Employability of individuals depends on:

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

Formal learning. Learning that occurs in an organised and structured environment (such as 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 certification.

Guidance and counselling/information, advice and guidance (IAG). Range of activities designed to help individuals to take educational, vocational or personal decisions and to carry them out before and after they enter the labour market. Guidance and counselling may include:

- counselling (personal or career development, educational guidance);
- assessment (psychological or competence/performance-related);
- information on learning and labour market opportunities and career management;
- consultation with peers, relatives or educators;

- vocational preparation (pinpointing skills/competences and experience for job-seeking),
- referrals (to learning and career specialists).

Guidance and counselling can be provided at schools, training centres, job centres, the workplace, the community or in other settings.

Human capital. Knowledge, skills, competences and attributes embodied in individuals that promote personal, social and economic well-being.

Informal learning. 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. Informal learning outcomes may be validated and certified. Informal learning is also referred to as experiential or incidental/random learning.

Key skills/competences. Sum of skills (basic and new basic skills) needed to live in contemporary knowledge society. In its recommendation on key competences for lifelong learning, the European Commission sets out eight key competences:

- communication in the mother tongue;
- communication in foreign languages;
- competences in mathematics, science and technology;
- digital competence;
- learning to learn;
- interpersonal, intercultural and social competences, and civic competence;
- entrepreneurship;
- cultural expression.

Learning outcomes/learning attainments:

- set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal;
- statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Lifelong learning. All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

Mentoring. Guidance and support provided in various ways to a young person or novice (someone joining a new learning community or organisation) by an experienced person who acts as a role model, guide, tutor, coach or confidante.

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

Qualification. Qualification covers different aspects.

- **Formal qualification.** The formal outcome (certificate, diploma or title) of an assessment 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 practise a trade.
- **Job requirements.** Knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position.

Qualifications framework:

- instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (using descriptors) applicable to specified levels of learning outcomes;
- instrument for classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate qualifications sub-systems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

A qualification framework can be used to establish national standards of knowledge, skills and competences; promote quality of education; provide a system of coordination and/or integration of qualifications and enable comparison of qualifications by relating qualifications to one another; and/or promote access to learning, transfer of learning outcomes and progression in learning.

Recognition of learning outcomes:

- **Formal recognition.** Process of granting official status to knowledge, skills and competences either through:
 - validation of non-formal and informal learning;
 - grant of equivalence, credit units or waivers;
 - award of qualifications (certificates, diploma or titles).
- **Social recognition.** Acknowledgement of value of knowledge, skills and/or competences by economic and social stakeholders.

ANNEX 2

The European VET cooperation model

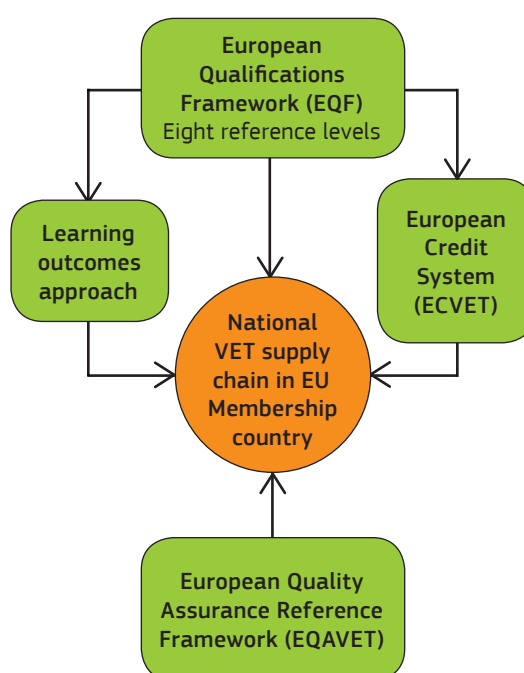
The European social model includes a **vocational education and training (VET) cooperation model** which has evolved over the years to become a structured process, initially through the Copenhagen Process and further defined based on several VET policy papers since 2009. The skills response to the challenges posed by global competition, youth employment, aging populations and large segments of low-skilled workers is articulated in Education and Training 2020 (ET 2020) — a vast body of knowledge, policies, strategies, plans and programmes forming a strategic framework for European cooperation in this sector. This framework sets the priorities for enhancing European cooperation on VET up to the year 2020 in key areas such as:

- increasing the attractiveness and fostering the excellence, quality and relevance of **initial VET**;
- enabling **flexible access** to training and qualifications;
- developing a strategic approach to **VET internationalisation** and promoting international mobility;
- fostering **innovation, creativity and entrepreneurship**;
- increasing the use of **information and communication technology**;
- ensuring **inclusiveness**;
- further improving the **governance and coordination** of European VET policy.

There are several related VET tools and instruments to help make qualifications, experiences and skills better appreciated and easier to recognise throughout the European Union (EU). The European VET model incorporates several tools and instruments as described below and shown in Figure A2.1.

In accordance with EU treaties, **VET systems are entirely subject to national member state authorities** in line with the principle of subsidiarity. Hence, as a follow-up to the Lisbon Strategy, the European Commission's option to achieve a European VET model has been to bind member states' VET systems more tightly by **facilitating convergence**,

FIGURE A2.1 European VET cooperation model



dialogue and mutual recognition. The aim is to give greater **access to learning or employment opportunities in different countries** and encourage greater mobility — for individuals, businesses and other organisations. Other initiatives relate to research, cooperation and providing expertise in the field of VET.

The purpose of the **European Qualifications Framework (EQF)** is the creation of a European translation system for the level of qualifications and general and higher education and VET programmes required for obtaining these qualifications. The EQF supports lifelong learning and mobility through a common reference framework for qualifications. It equates national qualifications obtained through general and higher education and VET. Qualifications are based on learning outcomes — i.e. what the holder of a certificate or diploma is expected to know, understand and be able to do — and not learning inputs, as well as on how long the studies took. International comparability of qualifications **promotes labour mobility within the EU.**

Learners and employers can compare levels of qualifications awarded at home and by other countries. The core element of the EQF is the description of **eight reference levels** which show what learners of a certain level should know, understand and be able to do. Such a qualifications framework contributes to increase mobility in the European labour market, between and within education and VET systems. It improves transparency and makes it easier for employers and education and VET providers to assess the competences acquired by citizens.

The development and implementation of the **European Credit System in VET (ECVET)** supports lifelong learning, the mobility of European learners and flexibility of learning pathways to achieve qualifications by making it easier for learners to build on achievements made during their VET pathways. ECVET is being developed to help the **transfer and recognition of learning experiences** in Europe, including those outside formal VET sub-sectors. Furthermore, ECVET promotes geographical and professional mobility by validating, recognising and accumulating work-related skills and knowledge acquired during a stay in different countries or situations, so that these

experiences contribute to VET qualifications. ECVET helps people make their qualifications and skills better understood and recognised throughout Europe, increasing their employment prospects. ECVET documents support mobility by helping people **communicate their knowledge, skills and competences** acquired through education, training or work experience as well as in informal settings.

The **European Quality Assurance Reference Framework for VET (EQAVET)** is a new reference instrument to help authorities of EU member countries promote and monitor improvement of their VET systems. EQAVET aims to increase the transparency, market relevance, consistency and transferability of VET qualifications across Europe. It includes a quality assurance and improvement cycle based on quality criteria and indicative descriptors applicable to both VET systems and VET providers. The principles and guidelines for identifying and validating non-formal and informal learning help adults increase the visibility of their skills, knowledge and competences.

The **principles on lifelong guidance and counselling** promote equality of access to, participation in and outcomes of lifelong learning, as well as labour market participation. The EU should enhance support for quality education and VET to give young people the knowledge and skills to be active members of an evolving society. **VET programmes for employability** should be better linked to the promotion of job creation and decent work, rights at work, social protection and social dialogue. Quality assurance can be used as a systematic approach to modernising education and training systems, especially by improving the effectiveness of VET systems. Therefore, it should underpin every policy initiative in VET.

EU member countries are invited to develop and use the EQAVET instrument on a voluntary basis. The **main users of EQAVET will be national and regional authorities as well as public and private bodies** responsible for ensuring and improving the quality of VET. As a reference instrument, the framework makes methodological suggestions that will help EU member countries assess clearly and consistently whether the measures necessary for improving the quality of their VET systems have been implemented and whether they need to be reviewed.

EQAVET promotes a **culture of quality improvement** and responsibility at all levels, i.e. at the VET system, VET provider and qualification-awarding levels. EQAVET attaches importance to systematic self-assessment. It includes **internal and external assessment mechanisms** that are to be defined by EU countries. This will allow feedback on the progress achieved. Drawing on the EQAVET framework, EU countries were asked to develop approaches for **improving their national quality assurance systems** until 2011 at the latest. All relevant stakeholders were to have been involved in this development work.

EQAVET encourages EU countries to participate actively in a **European network for quality assurance in VET**, using it as a basis for further development of common principles and **tools for quality improvement in VET systems** at national, regional and local levels. The recommendation also encourages EU countries to designate quality assurance national reference points for VET, to bring together **competent bodies and involve all relevant players at the national and regional levels**. These reference points promote the active and practical development of the framework at the national level, support EU countries' self-evaluation as well as the network's work, and disseminate related information to all relevant stakeholders.

ANNEX 3

Online resources

The **Association for the Development of Education in Africa (ADEA)** is a forum for policy dialogue. It acts as a catalyst for reforms and promising policies and practices through the pooling of ideas, experience, lessons learned and knowledge. One of its major objectives is to encourage exchanges between ministries of education and between them and development agencies. www.adeanet.org/portalv2/en/publications-and-resources

The **Agence Française de Développement (AFD)** is a financial institution and the main implementing agency for France's official development assistance to developing countries and overseas territories. The objective of AFD is to ensure improved coordination between basic education, secondary education and vocational training in sectoral programmes and projects financed by AFD, with a specific focus on cost and flow management based on economic and social demand. AFD recommends actions stemming from requests from economic environments. www.afd.fr/home/projets_afd/education/la-formation

The **Federal German Institute for Vocational Education and Training (BIBB)** is recognised as a centre of excellence for vocational research and the progressive development of vocational education and training (VET) in Germany. One of the tasks of VET research is to evaluate and observe international developments in VET. The BIBB also participates in international VET cooperation. These tasks are supported by monitoring VET systems and conducting comparative research projects. www.bibb.de/en/2347.php

The **British Council** is an executive non-departmental public body, a public corporation and a registered charity. Although the British Council receives a government

grant in aid, it is operationally independent from the UK Government. The British Council brings together experienced organisations in the UK's skills sector and one or more counterparts in other countries to develop and deliver an agreed project plan which supports national-level policy priorities. <https://www.britishcouncil.org/education/skills-employability>

The **European Commission's Directorate-General for International Cooperation and Development (DG DEVCO)** wants to raise awareness of and knowledge on the important role of employment, vocational education and training and social protection as key elements in the European Union's development policy. The creation of jobs and decent work, together with extending coverage of social protection, vocational training provision and skills development in both formal sectors and the informal economy, are essential for inclusive growth. <http://capacity4dev.ec.europa.eu/topic/employment-vet-social-protection>

The **European Centre for the Development of Vocational Training (Cedefop)** supports the development of European vocational education and training (VET) policies and contributes to their implementation. The agency is helping the European Commission, European Union member states and social partners develop the right European VET policies and contribute to their implementation. To identify and anticipate future skill needs and potential skill mismatches, Cedefop undertakes various research activities on the European level. www.cedefop.europa.eu/en/themes

The **European Training Foundation (ETF)** is a European Union (EU) agency that helps transition and developing countries harness the potential of their human capital through the reform of education, training and labour market systems in the context of

the EU's external relations policy. The development of vocational education and training policies in a lifelong learning perspective covers the design and implementation of policies in partnership with all relevant stakeholders, in particular social partners. www.etf.europa.eu/web.nsf/pages/What_we_do

The **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** is an agency which provides support for developing, emerging and transition countries in planning labour market-oriented vocational education and training (VET) projects on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) as well as for international clients through its international services. GIZ supports its partners in securing and increasing productive employment through labour market-oriented VET systems development, VET for secure livelihoods and promoting employment and employment policies. www.giz.de/expertise/html/1985.html

The **International Labour Office (ILO)** helps advance the creation of decent work and the economic and working conditions which give working people and business people a stake in lasting peace, prosperity and progress. Its tripartite structure provides a unique platform for promoting decent work for all women and men. It serves its tripartite constituents — and society as a whole — in a variety of ways, including training, education and research activities. www.ilo.org/global/topics/skills-knowledge-and-employability/lang--en/index.htm

The **NORRAG Network for International Policies and Cooperation in Education and Training** is an internationally recognised, multi-stakeholder network which has been seeking to inform, challenge and influence international education and training policies and cooperation for almost 30 years. www.norrag.org/en/themes/tvettvds/working-group-for-international-cooperation-in-skills-development.html

The **Organisation for Economic Co-operation and Development (OECD)** pursues the goals of promoting economic growth in member states and developing countries, and contributing to spreading global trade on a multilateral basis. The OECD represents the concept of green growth. It designed a

strategy for this concept in 2011 and is among its most important promoters. www.oecd.org/education/skills-beyond-school/

The **Systems Approach for Better Education Results (SABER)** is a World Bank initiative to produce comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data collected for the initiative. <http://saber.worldbank.org/index.cfm>

The **United Nations Environment Programme (UNEP)** is the leading global environmental authority which sets the global environmental agenda, promotes coherent implementation of the environmental dimension of sustainable development within the United Nations system and serves as an authoritative advocate for the global environment. UNEP brought the Green Economy Initiative into being in 2008. www.unep.org/training/

The **United Nations Educational Scientific and Cultural Organization International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)** is one of UNESCO's seven education institutes and supports implementation of the UN Decade of Education for Sustainable Development. The World Technical and Vocational Education and Training (TVET) Database is an online repository developed by UNESCO-UNEVOC. It aims to provide concise, reliable and up-to-date information on TVET systems worldwide in a single place. It helps TVET officials, experts and stakeholders as well as researchers and students of TVET to learn about trends and challenges. www.unevoc.unesco.org/go.php?q=World+TVET+Database

The **Institute for Lifelong Learning (UIL)** is one of United Nations Educational Scientific and Cultural Organization's (UNESCO's) seven education Institutes. The UIL supports member states in the field of lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. It pays special attention to UNESCO's Global Priority Africa and Global Priority Gender Equality. <http://www.uil.unesco.org/>

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