

EU Results Framework Indicator Methodology Note

1. Indicator name
Number of people who have benefited from institution or workplace based VET/skills development interventions supported by the EU
2. Associated EU Results Framework statement and primary SDG
SDG 8 – Decent work and economic growth EU RF statement – Meet the specific needs of youth, particularly young women and girls, by increasing quality employment and entrepreneurship opportunities
3. Technical Definition
<p>Vocational Education and Training (VET) refers to ‘learning pathways which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market’.</p> <p>Vocational training and learning can be formal or non-formal/informal, and can take place in education and training institutions, at the work place, within informal and traditional apprenticeships.</p> <p>The VET training should be aimed at helping those who are out of work to find a job; or training for those who are in work to find better employment to improve their career prospects (which may include on the job training).</p> <p>Formal VET includes the training provided by the established education and training system and normally leads to a formal qualification.</p> <p>A formal qualification is the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body (trade association, government authority, public and private awarding bodies, etc.) 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.</p> <p>Skills development interventions are those that actively increase access to employment opportunities of the unemployed, inactive or individuals aiming to improve their employment status, e.g. to assist eligible individuals obtain the skills they need for employment and cope with labour market requests.</p> <p>These interventions typically include areas such as (i) job search assistance, (ii) job placement schemes, (iii) mentorship, (iv) support to entrepreneurship, etc. The objectives of such programmes are manifold including economic, by increasing participant's employment chances and earnings, and social, by enhancing inclusion and participation associated with productive employment.</p> <p>Short-term measures, such as employment subsidies, can be combined with long-term strategies, mainly based on education and VET provision, in order to get the unemployed back to work or to support the transitions of young people.</p> <p>In most countries, VET begins at around 15 years old. Hence, the majority of VET/skill trainings take</p>

place at upper secondary level of education. In some cases the breakdowns by programme orientation (general vs. vocational) is not possible to be reported, as some educational systems contain both a general and a vocational component of secondary schooling. Individuals reached with vocational training as part of the compulsory secondary school system should be included as part of EU RF indicator 2.7 on number of students enrolled in secondary education with EU support.

4. Rationale (including policy priorities and links to this indicator)

This indicator is closely aligned with the European Commission's Communication: Agenda for Change (2011), which commits to inclusive growth, characterised by people's ability to participate in, and benefit from, wealth and job creation.

Furthermore, it is aligned with the New European Consensus on Development, claiming for "ensuring access to quality education for all is a prerequisite for youth employability and long-lasting development" through support to inclusive life-long learning and equitable quality and job-oriented education, with a special attention to education and training opportunities for girls and women.

Moreover, it is coherent with the Gender Action Plan II, which emphasises equal access for girls and women to all levels of quality education and VET free from discrimination.

Finally, the proposed action is fully grounded in the Sustainable Development Goals (SDG) established in the UN 2030 Agenda for Sustainable Development, namely SDG 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) and 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

5. Level of disaggregation and other reporting requirements

This indicator is expected to be disaggregated by sex, and age bracket as much as possible, and where relevant trainers trained vs other individuals trained.

Where easily available: socio-economic breakdown, type of institution and programme/field of study, trade/sector, minority group and location are desirable.

6. Data Sources (including issues on different definitions by source and level of availability of the data)

National level statistics may be used for formal training interventions with a national coverage. The most common data sources for national level information are as following, usually available with a lag of 12 months:

- National statistics (usually available yearly)
- National VET Agencies and administrative records in VET institutions or other relevant services, e.g. Ministry of Labour (usually available yearly)
- National Departments of Education (usually available yearly)
- Chambers of commerce, NGO-managed institutions, private training providers.

For interventions with a lower level of coverage, non-formal training, informal apprenticeship or other forms of work-based and community-based learning, these data are only reliable where pupils and apprentices are somehow registered and collected.

In this sense, EU intervention monitoring and reporting systems (annual and final reports from

implementing organisations, surveys, intervention information) should represent a significant source of data.

7. Data calculation (including any assumptions made)

This indicator is calculated as an aggregation of beneficiaries of EU interventions supporting implementation of VET/skills development following the definition in section 3, provided by either public or private bodies.

Care should be taken to avoid double counting. Only the unique number of individuals supported over the reporting period should be included. This means that the same individual benefiting from multiple training courses supported by the EU over the reporting period should only be counted once.

8. Worked examples

Example 1:

In the framework of a thematic programme, the EU is supporting Country A to increase the number of informal workers in rural areas having access to flexible, modular, competence-based and demand-driven training packages. Tourism facilities are built and on-the-job training in the tourism sector, based on training needs analysis, is provided in selected rural areas. The implementers report the following information to the EU:

People trained based on needs analysis adapted curriculum	Year			
	2015	2016	2017	2018
# of additional people*	50	47	65	-

* only people who have never been trained have been reporting, and the numbers are non-cumulative annual figures. -not yet available

Since we know there would be no double counting of individuals between years, it's possible to add up the number of individual across the different years. So the number reported for this indicator would be: $50+47+65 = 162$ people who have benefited from institution or workplace based VET/skills development interventions supported by the EU over 2015-2017

Example 2:

In country C the EU supports the institutional strengthening and capacity building of 12 local employment offices, and in 2016 they provided occupational training to 1 500 participants and have facilitated job placements for 1 200 people. We also have the following information.

Type of service	Number of people reached (1/1/2016-31/21/2016)
Occupation training only	1 200
Facilitated job placements only	900
Training and job placement	300

Using the available information, we can report that 2 400 (1 200+900+300) people who benefited from institution or workplace based VET/skills development interventions supported by the EU during 2016 for this indicator.

Example 3:

In country D the EU has financed a youth entrepreneurship programme that has provided financial and non-financial support (including entrepreneurship training) to young people. In this case, only the individuals receiving the training component should be counted.

9. Is it used by another organisation or in the framework of international initiatives, conventions, etc? If so, which?

African Development Bank: People trained through Bank operations (thousands)

Guidance on indicators important for monitored VET in general include the following:

The TVET Inter-Agency Working group has proposed Indicators for Assessing Technical and Vocational Education and Training, 2014¹).

The European Quality Assurance for Vocational and Training (<http://www.eqavet.eu>) has developed a list of indicators to assess the quality of TVET systems, especially in Europe. Among them there is "participation rate in VET programmes".

10. Other issues

The quality of the indicator depends on the precision of the number of students registered by National statistics, National VET/employment Agencies, National Departments of Education and Employment, Chambers registers and also on the tracking tools set up by the managers of EU funded interventions.

This indicator currently only captures access, and does not capture other important aspect of the intervention, e.g. the quality and sustainability of the training provided, that should be considered and monitored at the intervention level. The quality (e.g. coverage, timeliness, etc), accessibility and the use (e.g. for policy making) of technical and vocational training data is within the scope of this indicator. However, these should be carefully considered and monitored at intervention level.

¹ <http://unesdoc.unesco.org/images/0026/002606/260674E.pdf>