

## Global Europe Results Framework Indicator Methodology Note

1. Indicator name
<p><b>GERF 2.14: Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation</b></p>
2. Technical details
<p><i>Please use the information provided in OPSYS or the SWD.</i></p> <p><u>Results Dashboard code(s)</u>: (a) 65224; (b) 65225.</p> <p><u>Unit of measure</u>: Number of (#).</p> <p><u>Type of indicator</u>: Quantitative (not Qualitative) – Numeric (not Percentage); Actual ex-post (not estimated or ex-ante); Cumulative (not annual); Direct (not indirect).</p> <p><u>Level of measurement</u>: Specific Objective – Outcome; Direct Output; Output.</p> <p><u>Disaggregations</u>: Sex (Female; Male; Intersex); Gender (Woman/girl; Man/boy; Non-binary; Prefer not to say); Age group - Results framework for VET (15-23; 24+).</p> <p><u>DAC sector codes</u>: 11330 – Vocational training; 11430 – Advanced technical and managerial training.</p> <p><u>Main associated SDG</u>: 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p> <p><u>Other associated SDGs</u>: 4.3 technical, vocational and tertiary education; 8.2 diversification and innovation; 8.3 entrepreneurship, MSMEs and decent job creation; 8.5 employment and decent work; 8.6 youth not in employment or education; 9.5 support upgrade technology; 9.c access to internet.</p> <p><u>Associated GERF Level 1 indicator</u>: 1.12 Proportion of youth (aged 15- 24 years) not in education, employment or training (SDG 8.6.1).</p> <p><u>Associated GERF Level 3 indicators</u>:</p> <p>3.3 Amount and share of EU-funded external assistance contributing to strengthening investment climate</p> <p>3.4 Amount and share of EU-funded external assistance contributing to: (a) aid for trade, (b) aid for trade to LDCs, and (c) trade facilitation</p> <p>3.13 Number and share of EU- external interventions promoting gender equality and women's empowerment</p> <p>3.14 Number and share of EU-funded external interventions promoting disability inclusion</p> <p>3.16 Amount and share of EU-funded external assistance qualifying as ODA</p>
3. Policy context and Rationale

This indicator is closely aligned with the **EU's Global Gateway Strategy**, in which *Education and Research* is one of the five policy drivers. Global Gateway is investing in quality education, including digital education, with a life-long learning perspective, in line with the Sustainable Development Goals.

It also aligns 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).

The indicator is also closely aligned with the Global Gateway's priority area of digitalisation. The COVID-19 pandemic has exposed the global digital divide. The Digital Education Action Plan therefore confirms that strengthening international cooperation on digital education must be an integral part of the EU as a global partner on education.

The EU is committed towards making the human-centric digital transformation a fully inclusive and transformative process, ensuring that the gains and opportunities of digitalisation are spread across all segments of the population, reaching out to the least developed areas and the most vulnerable people in the world. To meet this ambition, the EU will offer digital economy packages that ensure that the cardinal points of the EU's Digital Compass are addressed comprehensively, guaranteeing the promotion of a human-centric model of digital development: infrastructure, skills, government and business (COM(2021) 118 final).

In a world increasingly mediated by digital technologies, all citizens need basic digital competences in order to navigate the myriad of online information, access digital public services, protect themselves against cybercrime, engage in online political debates, etc. In addition, because of the increased uptake of digital technologies across all economic sectors, even in more traditional sectors, job-related digital skills (at different levels of specialisation and proficiency) have become essential for (self-) employment in the digital decade. Finally, with the growth of the digital economy there is an increasing demand for specialised technical ICT profiles, and a need for digital entrepreneurs that can exploit the economic opportunities (INTPA Digital Education and Skills Guidance note).

The European Declaration on Digital Rights and Principles therefore recognises that everyone should be able to acquire all basic and advanced digital skills, to take an active part in the economy, society, and in democratic processes, and to give everyone the possibility to adjust to changes brought by the digitalisation of work through up-skilling and re-skilling (European Declaration on Digital Rights and Principles for the Digital Decade).

Finally, digital skills dimension is also fully grounded in the Sustainable Development Goals, namely SDG4, target 4.4 and indicator 4.4.1:

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Indicator 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

#### 4. Logframe inclusion

**If an intervention generates the result measured by this indicator, then it must be reported in OPSYS.** Corporate targets have been set for the indicators used to monitor the Strategic Plan and the Multiannual Financial Framework (see Section 9). Progress towards these targets is reported annually in the Annual Activity Plan (for the Strategic Plan) and the Programme Performance Statements (for the Multiannual Financial Framework). These values are calculated by aggregating the results reported in OPSYS. These reports ultimately contribute to the Annual Management Performance Report submitted by the European Commission to the Council and Parliament during the annual budgetary discharge procedure. If targets are not met, explanations must be provided. Therefore, it is crucial that all results are recorded in OPSYS.

#### **There are two ways of doing this:**

1. Include the indicator directly in the logframe (recommended approach);
2. Match the indicator to the closest logframe indicator (only if the indicator was not originally included in the logframe and modification is not possible).

Why? The matching functionality in OPSYS only accommodates reporting current values and does not yet support encoding baselines and targets. This is a significant drawback because targets are a valuable piece of information, especially at the beginning of a Multiannual Financial Framework. Indeed, results take time to materialise as they are the last step in the chain, appearing only after programming, commitments, contracting, and spending have occurred. Targets allow to see what results are expected long before they materialise, which is reassuring to the different stakeholders concerned with accountability. **Therefore, include all corporate indicators directly in the logframe whenever possible, and reserve the matching functionality only for cases when this is not feasible.**

#### 5. Values to report

The following values must be determined in line with the definitions provided in Section 6.

**Baseline value:** the value measured for the indicator in the baseline year. The baseline value is the value against which progress will be assessed.

#### **Current value:**

- **For logframe indicators:** the most recent value for the indicator at the time of reporting. The current value includes the baseline value which is reported separately for logframe indicators in OPSYS.

- **For matched indicators:** the most recent value for the results achieved at the time of reporting since the start of implementation of the intervention. This value is obtained by taking the most recent value for the indicator at the time of reporting and subtracting off the baseline value which is not reported separately for matched indicators in OPSYS.

Current values will be collected at least once a year and reported cumulatively throughout the implementation period.

**Final target value:** the expected value for the indicator in the target year.

**Intermediate target values** (milestones). A tool has been developed in OPSYS to generate intermediate targets automatically<sup>1</sup>.

- **For outputs:** the intermediate targets are generated using a linear interpolation between the baseline and target values because it is assumed that outputs materialise sooner and more progressively over implementation (than outcomes).
- **For outcomes:** the expected progression over the course of implementation will vary across interventions. During the creation of a logframe, the expected outcome profile must be selected (OPSYS offers four options<sup>2</sup>) and this selection triggers the generation of intermediate targets for all 30 June and 31 December dates between the baseline and target dates for all output and outcome quantitative indicators. All automatically generated intermediate targets values and dates can be subsequently modified by the Operational Manager or the Implementing Partner with the approval of the Operational Manager.

## 6. Calculation of values

*Specify all assumptions made, list definitions for all technical terms, provide any relevant guidance on (double) counting, and include checklist for quality control.*

The value for this indicator is calculated by counting the number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for

<sup>1</sup> This has been done in the context of the Primary Intervention Questionnaire (PIQ) for the EAMR. Three new KPIs provide an overall assessment of ongoing interventions (current performance and future performance) and completed interventions (final performance). Scores will be calculated for all INTPA and NEAR interventions participating in the annual results data collection exercise.

- *KPI 10* reflects the relevance, efficiency and effectiveness of ongoing interventions. The information on relevance is provided by the Operational Manager's response to a question in a survey. The information on efficiency and effectiveness is provided either by the logframe data, if sufficient data is available, or the response to a question in a survey, if not.
- *KPI 11* reflects expectations regarding the most probable levels of relevance, efficiency, effectiveness and sustainability that can be achieved by ongoing interventions in the future. In this case, all the information is provided by the Operational Manager's responses to questions in a survey.
- *KPI 12* reflects the relevance, efficiency and effectiveness of completed interventions. The information on relevance is provided by the Operational Manager's response to a question in a survey. The information on efficiency and effectiveness is provided by the logframe data if sufficient data is available, or the response to a question in a survey, if not.

<sup>2</sup> a. *steady progress*: The outcomes are achieved continuously throughout implementation; b. *accelerating progress*: The outcomes are achieved towards the end of implementation; c. *no progress until end*: The outcomes are mostly achieved at the end of implementation; d. *none of the above*.

digitalisation, using the technical definitions and counting guidance provided below. Please double check your calculations using the quality control checklist below.

### **Technical definitions**

***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”.

Vocational training and learning can be formal or non-formal/informal, and can take place in education and training institutions, at the workplace, within informal and traditional apprenticeships.

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).

Formal VET includes the training provided by the established education and training system and normally leads to a formal qualification.

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.

***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.

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.

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.

In most countries, VET begins at around 15 years old. Hence, most VET/skill trainings take 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.

***Skill development for digitalisation*** in the context of VET includes digital competences, job specific digital skills, and digital skills for ICT professionals<sup>3</sup> that are developed in the context of employment promotion. These are defined as:

- Digital competences: Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.” (Council Recommendation on Key Competences for Life-long Learning, 22 May 2018, ST 9009 2018 INIT)
- Job-specific digital skills: a set of specific technical digital skills needed for using digital equipment and/or software that are required for specific jobs or professional activities.
- Digital skills for ICT professionals: specialised technical digital skills required for developing, operating and maintaining digital solutions, identifying and exploiting digital business opportunities, and – at the most advanced level – the ability to innovate digital technologies.

### **Counting guidance**

1. Part (a) counts people benefiting from all VET/skills development, including VET/skills development for digitalisation and part (b) counts people benefiting from only VET/skills development for digitalisation. So, any value reported for (b) must also be reported for (a).
2. The Gender Action Plan III (GAP III) requires the reporting of gender-disaggregated values if possible and sex-disaggregated values if not. Use intervention data to provide the disaggregation.
3. Double counting is not allowed: a person can be counted only once in the same reporting period. This means that if the same person benefits from one or more forms of support over one or more years in the same reporting period, from the same intervention or different interventions, this person should be counted only once. To avoid the double counting of people over time, two approaches are possible. If it is possible to reliably estimate the number of people supported in the first year, and the number of new people supported in the following years (i.e. not yet supported during the reporting period in question), these numbers can be added up without the risk of double counting. However, if this information is not available, the maximum result of the reporting period should be used instead. Record the calculations in the calculation method field to facilitate quality control of the values reported. Report the geographic location of the people in the comment field to facilitate quality control of double counting.
4. However, there are exceptions to the double-counting rule: people counted under GERF 2.14 can also be counted under the following GERF indicators if the relevant conditions are met:
  - GERF 2.20 *Number of migrants, refugees, and internally displaced people or individuals from host communities protected or assisted with EU support;*

<sup>3</sup> Source: [Guidance note – Digital education and skills](#)

- GERF 2.39 *Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequality*

### **Quality control checklist**

1. Has the indicator been included directly in the logframe? Reserve the OPSYS matching functionality only for cases when this is not feasible.
2. If the indicator has been included directly in the logframe, does the current value *include* the baseline value? If the indicator has been matched to a logframe indicator, does the current value *exclude* the baseline value?
3. Did you report the people benefiting from VET/skills development for digitalisation under both parts (a) and (b)? Part (a) considers all VET/skills development, including VET/skills development for digitalisation.
4. Does the GERF value exclude secondary school-level VET students studying in mainstream lower or middle VET schools? These should be counted under GERF 2.36b *Number of students enrolled in education with EU support: (b) secondary education* and not under GERF 2.14.
5. Does the GERF value exclude people who have benefited from only study tours and conferences?
6. Does the GERF value include people who have benefited from informal VET, apprenticeships, job placement and entrepreneurship support – possibly also through the support of third parties, such as job/employment or business support offices supported by the EU?
7. Is the GERF value a whole number? The number of people cannot be a decimal number.
8. Have gender (or sex) disaggregated values been reported? Gender (or sex) disaggregation is mandatory.
9. Does the intervention focus on migration? If so, this result should also be reported under GERF 2.20 *Number of migrants, refugees, and internally displaced people or individuals from host communities protected or assisted with EU support*, if all conditions are verified. Double counting with GERF 2.20 is allowed.
10. Does the intervention focus on inequalities? If so, this result should also be reported under GERF 2.39 *Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequality*, if all conditions are verified. Double counting with GERF 2.39 is allowed.
11. Has any other double counting been avoided? People should be counted only once, except for the cases mentioned above.
12. Have all calculations been recorded in the calculation method field? Has all relevant information, including the geographic location of results, been reported in the comment field?

## 7. Examples of calculations

### **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 with access to flexible, modular, competence-based and demand-driven training packages. Tourism facilities have been built and on-the-job training in the tourism sector, based on training needs analysis, is being provided in selected rural areas. The implementers report the following information to the EU:

People trained based on needs analysis adapted curriculum	Year			
	2021	2022	2023	2024
# of additional people*	50	47	65	-

\* Only people never trained have been reported, and the numbers are annual and non-cumulative.

- Not yet available.

Since we know there is no double counting of individuals across years, the number reported for this indicator is obtained by adding up the number of individuals reported for the different years:  $50+47+65=162$  people who have benefited from institution- or workplace-based VET/skills development interventions supported by the EU over 2021-2023

### **Example 2**

In country B the EU supports the institutional strengthening and capacity building of 12 local employment offices, and in 2023 they provided occupational training to 1500 participants and facilitated job placements for 1200 people. The following information is also available.

Type of service	Number of people reached (1/1/2023-31/12/2023)
Occupation training only	1 200
Facilitated job placements only	900
Training and job placement	300

Using the available information, we can report that  $1200+900+300=2400$  people benefited from institution- or workplace-based VET/skills development interventions supported by the EU during 2023.

### **Example 3**

In country C, the EU is supporting 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.

### **Example 4**

In country D, two actions are being implemented on digital skills:

1. The first is supporting digital skills mainstreaming in the TVET sector, to ensure that youth that have been trained can make use of their digital skills to find a job and leverage these digital skills in their work. 300 youth were trained in 2021, 225 in 2022 and 350 in 2023.
2. The other action aims to strengthen teachers' digital skills to allow them to engage with digital technologies for teaching and support their learners with digital competences acquisition. 40 teachers receive these continuous professional development trainings each year. A small group of children in the target schools (600) are also provided with digital competence training in the first year, to provide



hands on coaching for the teachers on how to support digital skills acquisition. Given that only the learners for the TVET action and teachers in the second action receive digital skills training in the context of employment promotion (ie. Finding work more easily or being more productive in work), only these numbers are counted.

Number of people trained on digital skills	Year			
	2021	2022	2023	2024
Number of learners ( <i>VET students and teachers trained</i> )	340	265	390	-

#### 8. Data sources and issues

*Please use the data source categories specified in OPSYS.*

EU intervention monitoring and reporting systems: *Progress and final reports for the EU-funded intervention; Baseline and endline surveys conducted and budgeted by the EU-funded intervention.*

Public sector reports: *National statistical report.*

*Include any issues relating to the availability and quality of the data.*

#### 9. Reporting process & Corporate reporting

The data collected on this indicator will be reported in OPSYS by the Implementing Partner. The values encoded in OPSYS will be verified, possibly modified and ultimately validated by the Operational Manager. Once a year the results reported will be frozen for corporate reporting. The methodological services in HQ that are responsible for GERF corporate reporting will perform quality control on the frozen data and aggregate as needed to meet the different corporate reporting requirements.

This indicator is used for corporate reporting in the following contexts:

- *NDICI via the Annual Report*
- *NDICI via the Programme Statements*
- *INTPA Strategic Plan via the Annual Activity Report*
- *NEAR Strategic Plan via the Annual Activity Report*
- *FPI Strategic Plan*

This indicator has been included in the following other Results Measurement Frameworks:

- *EFSD+*
- *GAP III*
- *IPA III*
- *TEI-MORE*

#### 10. Other uses

GERF 2.14 can be found in the following thematic results chains:

- [Digitalisation](#)
- [Digitalisation for GAP III](#)
- [Human Rights](#)
- [Resilience, Conflict Sensitivity and Peace](#)
- [Water](#)

GERF 2.14 can be found in the following groups of EU predefined indicators available in OPSYS, along with other related indicators:

- Employment and VET (Empl & VET)
- Human Rights (HR)
- Resilience, Conflict Sensitivity and Peace (Resilience)

For more information, see: [Core indicators for design and monitoring of EU-funded interventions | Capacity4dev \(europa.eu\)](#)

External bodies using the same or similar indicator:

- African Development Bank: People trained through Bank operations (thousands)
- Guidance on indicators important for monitoring VET in general include the following:
  - o The TVET Inter-Agency Working group has proposed Indicators for Assessing Technical and Vocational Education and Training, 2014<sup>4</sup>.
  - o [The European Quality Assurance for Vocational and Training \(http://www.egavet.eu\)](http://www.egavet.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".

## 11. 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, as well as 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 aspects 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 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.

<sup>4</sup> <http://unesdoc.unesco.org/images/0026/002606/260674E.pdf>