ETF FORUM FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

QUALITY INDICATORS FOR VOCATIONAL EDUCATION AND TRAINING

An instrument for mapping the understanding, relevance, coverage, usage and characteristics of data collection

Quality Assurance Forum

Contents

INTRODUCTION

This European Training Foundation's (ETF) instrument is for mapping the understanding, relevance, coverage, usage and characteristics of data collection related to the 10 quality indicators that form part of the European Quality Assurance Reference Framework for Vocational Education and Training (VET)[1]. The mapping instrument was developed for and implemented by the ETF Forum for Quality Assurance in VET. It is used by the members of the Forum to support comparative analysis activities, with the purpose of increasing the transparency of quality assurance approaches across the participating countries and enhancing mutual trust. A brief description of the Forum and the purpose, contents, design and application of the mapping instrument follows.

ETF Forum for Quality Assurance in VET

The ETF established a Forum for Quality Assurance in VET in November 2017. This Forum is a transnational collaboration initiative between national institutions with VET quality assurance mandates nominated by national policy-makers in 16 ETF partner countries (see box below). National contact persons represent the member institutions.

ETF FORUM FOR QUALITY ASSURANCE IN VET – MEMBER INSTITUTIONS

- Albania – National Agency for VET and Qualifications
- Algeria – Ministry of Vocational Training and Education
- Bosnia and Herzegovina – Agency for Pre-Primary, Primary and Secondary Education
- Egypt – National Authority for Quality Assurance and Accreditation of Education
- Israel – Ministry of Education
- Jordan – National Centre of Accreditation and Quality Assurance
- Kosovo[2] – National Qualifications Authority
- Lebanon – Ministry of Education and Higher Education
- Libya – National Board of Technical and Vocational Education
- Montenegro – National Centre for VET
- Morocco – Ministry of Education, Vocational Training, Higher Education and Scientific Research
- North Macedonia – National Centre for VET
- Palestine[3] – Ministry of Education
- Serbia – Qualifications Agency of the Republic of Serbia
- Tunisia – Ministry of Vocational Training and Employment
- Turkey – Ministry of National Education

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[1] Recommendation (2009) European Quality Assurance Reference Framework for VET

[2] This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo Declaration of independence, hereinafter 'Kosovo'.

[3] This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual position of the EU Member States on this issue, hereinafter 'Palestine'.

The purpose of the ETF Forum is to support its member countries to modernise and improve quality assurance in VET by providing the context and means for peer learning through transnational cooperation. The ETF approach to promoting quality assurance in VET[4] underpins the work of the Forum.

THE MAPPING INSTRUMENT

Making use of data to improve vocational education is central to all quality assurance approaches. Therefore, improving quality assurance mechanisms to ensure the availability of robust and reliable data to inform VET reforms is an important element of the ETF Forum's work plan. To support the work of the Forum, the ETF has developed this mapping instrument based on the quality indicators that form part of the European Quality Assurance Reference Framework.

OVERVIEW OF THE 10 INDICATORS

INDICATOR	SUB-INDICATOR
1. Relevance of quality assurance systems for VET providers	Share of VET providers applying internal quality assurance systems (1) defined by law (2) at own initiative
	Share of accredited VET providers
2. Investment in training of teachers and trainers	Share of VET teachers and trainers participating in further training
	Amount of funds invested in the further training of VET teachers and trainers
3. Participation rate in VET programmes	Participation rate in VET programmes
4. Completion rate in VET programmes	Completion rate in VET programmes
5. Placement rate in VET programmes	Destination of VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria
	Share of employed VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria
6. Utilisation of acquired skills at the workplace	Information on occupation obtained by individuals after completion of VET training, according to the type of training and individual criteria
	Satisfaction rate of individuals and employers with acquired skills/ competences
7. Unemployment rate	Unemployment rate (age group 15−74)
8. Prevalence of vulnerable groups	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
	Success rate of disadvantaged groups (from VET) according to age and gender
9. Mechanisms to identify training needs in the labour market	Information on mechanisms set up to identify changing demands at different levels
	Evidence of their effectiveness
10. Schemes used to promote better access to VET	Information on existing schemes at different levels
	Evidence of their effectiveness

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[4] Watters, E., European Training Foundation, *Promoting quality assurance in vocational education and training: The ETF approach*, 2015.

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The ETF Forum members do not look for raw data; rather, they look at how the 10 quality indicators can be used as part of a national quality assurance approach, and their usefulness for quality improvement.

The mapping was implemented in 2018–19, in a four-part procedure, as a core activity of the ETF Forum. The Forum members completed each part (module) either online or in an interactive PDF form. During the process, they engaged in discussions on the thematic areas covered by the indicators – for example, accreditation of provider institutions, certification of skills, teachers' professional development – which were also central to their study visits and seminars.

The results of the mapping informed an analysis of the coverage and usage of the set of quality indicators across the member countries of the ETF Forum. Some findings are listed below.

- **Understanding of indicators and their definitions:** it is relatively high across all 10 quality indicators with the exception of some difficulties with two indicators related to the participation of disadvantaged groups (Indicator 8.1) and the schemes used to promote better access to VET (Indicator 10).

- **Clarity on the usage of the indicators:** higher clarity can be seen in the case of indicators related to input, process and output of the VET system and lower clarity in the case of outcome indicators related to the performance of graduates on the labour market (e.g. Indicators 5.1–2, 6.1–2, 7 and 9).

- **Relevance of the indicators:** all the indicators are considered relevant for the quality improvement of VET. Indicators for participation and completion rates, the continuing professional development of teachers, the employment of graduates and the mechanisms related to the access to VET and the identification of training needs in the labour market, are considered the most important.

- **Coverage of indicators across countries:** most countries participating in the mapping activity collect data on participation (Indicator 3), completion (Indicator 4) and unemployment rate (Indicator 7). More than half of those countries have evidence on the participation of disadvantaged groups (Indicator 8.1), the schemes used to promote access to education and to identify training needs (Indicators 9 and 10) and the participation of teachers in continuing professional development (Indicator 2.1).

The mapping instrument serves as an important catalyst for multinational collaboration and a way to strengthen the links with EU policy and EU networks for VET quality assurance.

Explanatory note

This mapping instrument was designed to meet the needs of the ETF Forum with regard to their responsibilities in the initial vocational education and training (IVET) sub-sector. It focuses on the understanding, relevance, coverage, usage and characteristics of data collection of 10 quality indicators (see overview table above) as they apply to the IVET sector.

> **DEFINITION OF IVET**
> For this instrument, IVET refers to vocational education and training that is carried out in the initial education and training system, usually before entering working life. IVET includes full-time school-based or 'alternance' (school and company-based) or apprenticeship pathways.

Although this instrument can be used in different contexts, its primary aim was to support the multinational community (the ETF Forum) to compare and contrast the existing data collection approaches related to the 10 quality indicators. The instrument was distributed through online surveys and interactive PDFs. The gathered information was then summarised and used to stimulate the ETF Forum members' informed discussion on the thematic areas covered by the indicators.

Structure

There is a section for each of the 10 quality indicators in this mapping instrument. Each section has four parts (A–D) for reporting purposes. Some indicators comprise two sub-indicators, which requires two sets of reporting.

Each section has the following components:

- **Indicator's name** (for example, 8. Prevalence of vulnerable groups).
- **Sub-indicator's name** (for example, 8.1 Percentage of participants in (initial) VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender).
- **Definition**, if needed (for example, Percentage of participants in (initial) VET and of programme completers (VET graduates) from disadvantaged groups, defined at European and national level, from the total number of (initial) VET participants and (initial) VET programme completers). Please note that important additional definitions can be found in footnotes.
- **Understanding and relevance check** – three questions (A–C) to check the understanding of the indicator and its relevance for the country in question.
- **Characteristics of data collection and usage** – six questions (D) to be answered when data related to a specific indicator (or proxy) are collected.

Instructions

HOW TO COMPLETE THE QUESTIONNAIRE

Please answer all questions applicable to your country and tick the box beside the most appropriate answer like this ⊠.

Open questions
Sometimes we leave space for you to write an answer (...................).

5-point scale answers
In the questions A−C we have employed answer scales from 1 to 5 (e.g. 1 = not at all, to 5 = to a very high extent). → Mark only one box for each item (row). Example:

A. **Please, assess the extent to which the definition of the sub-indicator is clear to you:**

Not at all				To a very high extent
1	2	3	4	5
⊠	☐	☐	☐	☐

QUESTIONNAIRES

Please, select your country

- ☐ Albania
- ☐ Algeria
- ☐ Bosnia and Herzegovina
- ☐ Egypt
- ☐ Israel
- ☐ Jordan
- ☐ Kosovo
- ☐ Lebanon
- ☐ Libya
- ☐ Montenegro
- ☐ Morocco
- ☐ North Macedonia
- ☐ Palestine
- ☐ Serbia
- ☐ Tunisia
- ☐ Turkey

Indicator 1. Relevance of quality assurance systems for VET providers (institutions)

Sub-indicator 1.1a – Share of (initial) VET providers (institutions) applying internal quality assurance systems *defined by law*

Definition: Percentage of (initial) VET providers showing evidence of applying the internal quality assurance systems principles defined by law, where the number of registered (initial) VET providers = 100%.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 1.1a is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use sub-indicator 1.1a for VET quality assurance purposes:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is sub-indicator 1.1a relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

D. In relation to sub-indicator 1.1a, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records[5] ☐ Survey ☐ Other *(please specify)* ……………………………..	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[6] ☐ Other *(please specify)* ……………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[7]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ………

Definition of the proxy indicator (i.e. how the indicator is calculated): ……………………………………………………………………………………………

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* …………………………….	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad-hoc ☐ Other *(please specify)* ……………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[5] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[6] Ad hoc data collection is data collection without any (certain) plan for repetition.

[7] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Sub-indicator 1.1b – Share of (initial) VET providers (institutions) applying internal quality assurance systems defined *at own initiative*[8]

Definition: Percentage of (initial) VET providers showing evidence of applying the internal quality assurance systems principles defined at own initiative, where the number of registered (initial) VET providers = 100%.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 1.1b is clear to you:
   (tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use sub-indicator 1.1b for VET quality assurance:
   (tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is sub-indicator 1.1b relevant for the quality improvement of VET provision / programmes / qualifications in your country?
   (tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[8] Quality assurance systems defined at own initiative are internal quality assurance systems that are undertaken through an IVET institution's own internal quality management system involving internal processes and own staff.

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D. **In relation to sub-indicator 1.1b, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable).* (*Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………………	☐ Collection of administrative records[9] ☐ Survey ☐ Other *(please specify)* …………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………..	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[10] ☐ Other *(please specify)* …………………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[11]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ……
Definition of the proxy indicator (i.e. how the indicator is calculated): ……..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* …………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad-hoc ☐ Other *(please specify)* …………………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[9] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[10] Ad hoc data collection is data collection without any (certain) plan for repetition.

[11] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Sub-indicator 1.2 – Share of accredited[12] (initial) VET providers (institutions)

Definition: Percentage of (initial) VET providers who are accredited, where the number of registered (initial) VET providers = 100%.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 1.2 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use sub-indicator 1.2 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is sub-indicator 1.2 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[12] Accreditation is the process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards (Cedefop, 2008).

D. **In relation to sub-indicator 1.2, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable).* (*Tick all applicable answers.*)

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records[13] ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[14] ☐ Other *(please specify)* ………………………..…	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[15]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ……
Definition of the proxy indicator (i.e. how the indicator is calculated): …………………………………………………………………………..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad-hoc ☐ Other *(please specify)* ……………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[13] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[14] Ad hoc data collection is data collection without any (certain) plan for repetition.

[15] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Indicator 2. Investment in training of teachers and trainers

Sub-indicator 2.1 – Share of (initial) VET teachers and trainers participating in further training[16]

Definition: Percentage of teachers and trainers participating in accredited training programmes, from the total number of registered teachers and trainers in (initial) VET.

A. **Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 2.1 is clear to you:**
    (tick one answer option only)

Not
at all   To a very
                                    high extent
1   2   3   4   5
☐   ☐   ☐   ☐   ☐

B. **Please, assess the extent to which it is clear to you how to use sub-indicator 2.1 for VET quality assurance:**
    (tick one answer option only)

Not
at all   To a very
                                    high extent
1   2   3   4   5
☐   ☐   ☐   ☐   ☐

C. **In your opinion, to what extent is sub-indicator 2.1 relevant for the quality improvement of VET provision / programmes / qualifications in your country?**
    (tick one answer option only)

Not
at all   To a very
                                    high extent
1   2   3   4   5
☐   ☐   ☐   ☐   ☐

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[16] More commonly termed 'continuing professional development'.

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D. In relation to sub-indicator 2.1, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable). (Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records[17] ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[18] ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[19]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ……………………………………………………………………………………………………..
Definition of the proxy indicator (i.e. how the indicator is calculated): ……………………………………………………………………………………..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad-hoc ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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………
………

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[17] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[18] Ad hoc data collection is data collection without any (certain) plan for repetition.

[19] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Sub-indicator 2.2 – Amount of funds invested in the further training[20] of (initial) VET teachers and trainers

Definition: Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training in (initial) VET.

A.   Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 2.2 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B.   Please, assess the extent to which it is clear to you how to use sub-indicator 2.2 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C.   In your opinion, to what extent is sub-indicator 2.2 relevant for the quality improvement of VET provision / programmes / qualifications in your country? *(tick one answer option only)*

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[20] More commonly termed 'continuing professional development'.

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D. In relation to sub-indicator 2.2, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable)*. (*Tick all applicable answers.*)

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records[21] ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[22] ☐ Other *(please specify)* ……………………………..	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[23]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ………

Definition of the proxy indicator (i.e. how the indicator is calculated): ……………………………………………………………………………..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad-hoc ☐ Other *(please specify)* ……………………………..	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[21] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[22] Ad hoc data collection is data collection without any (certain) plan for repetition.

[23] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Indicator 3. Participation rate in (initial) VET programmes

Definition: Percentage of the annual cohort that completed lower secondary school/compulsory education and are participating in (initial) VET programmes at upper secondary level (which lead to a formal qualification).

A. **Please, assess the extent to which the definition (i.e. how the indicator is calculated) of Indicator 3 is clear to you:**
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. **Please, assess the extent to which it is clear to you how to use Indicator 3 for VET quality assurance:**
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. **In your opinion, to what extent is Indicator 3 relevant for the quality improvement of VET provision / programmes / qualifications in your country?**
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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D. In relation to Indicator 3, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records[24] ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[25] ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[26]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ………..……………..
Definition of the proxy indicator (i.e. how the indicator is calculated): ………...

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[24] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[25] Ad hoc data collection is data collection without any (certain) plan for repetition.

[26] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Indicator 4. Completion rate in (initial) VET programmes

Definition: Percentage of those completing (i.e. attaining a formal qualification) (initial) VET programme(s) (which lead to a formal qualification), compared to those entering (initial) VET programme(s).

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of Indicator 4 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use Indicator 4 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is Indicator 4 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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D. **In relation to Indicator 4, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records[27] ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[28] ☐ Other *(please specify)* ……………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[29]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ……

Definition of the proxy indicator (i.e. how the indicator is calculated): ………………………………………………………………………………...…..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* ……………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[27] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[28] Ad hoc data collection is data collection without any (certain) plan for repetition.

[29] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Indicator 5. Placement rate in VET programmes

Sub-indicator 5.1 – Destination of (initial) VET learners (VET graduates) at a designated point in time[30] after completion of training, according to the type of programme and individual criteria[31]

Definition: Proportion of (initial) VET programme completers (VET graduates) who are placed in either the labour market, further education or training (including university) or another destination within 12–36 months after the end of the programme.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of the sub-indicator 5.1 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use the sub-indicator 5.1 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is the sub-indicator 5.1 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[30] 'Designated point in time' refers to a defined point in time after the graduation/end of programme. This point in time should not be less than 12 months and not more than 36 months after graduation.

[31] 'Individual criteria' refers to the information on gender, age, migrant background, highest educational achievement etc. of IVET learners.

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D. **In relation to sub-indicator 5.1, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records[32] ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[33] ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[34]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ………

Definition of the proxy indicator (i.e. how the indicator is calculated): ……………………………………………………………………………………....

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[32] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[33] Ad hoc data collection is data collection without any (certain) plan for repetition.

[34] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Sub-indicator 5.2 – Share of employed[35] (initial) VET learners (VET graduates) at a designated point in time[36] after completion of training, according to the type of programme and individual criteria[37]

Definition: Percentage of (initial) VET programme completers (VET graduates) who are employed one year after the end of the training.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of the sub-indicator 5.2 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use the sub-indicator 5.2 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is the sub-indicator 5.2 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[35] Being employed means that a person performs some work for a wage, salary or profit (in cash or in kind). Thus, the employed people can be employees, employers, self-employed, contributing family workers (persons who are (self-)employed in an economic enterprise operated by a relative) etc.

[36] 'Designated point in time' refers to a defined point in time after graduation/end of programme. This point in time should not be less than 12 months and not more than 36 months after graduation.

[37] 'Individual criteria' refers to the information on gender, age, migrant background, highest educational achievement etc. of IVET learners.

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D. In relation to sub-indicator 5.2, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records[38] ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[39] ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[40]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ……

Definition of the proxy indicator (i.e. how the indicator is calculated): ………………………………………………………………………………....

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[38] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[39] Ad hoc data collection is data collection without any (certain) plan for repetition.

[40] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Indicator 6. Utilisation of acquired skills at the workplace

Sub-indicator 6.1 –Information on the occupations[41] obtained by individuals (VET graduates) after completion of (initial) VET training, according to type of training and individual criteria[42]

Definition: Percentage of (initial) VET programme completers (VET graduates) working in relevant occupations[43].

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of the sub-indicator 6.1 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use the sub-indicator 6.1 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is the sub-indicator 6.1 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[41] i.e. jobs or professions

[42] 'Individual criteria' refers to the information on gender, age, migrant background, highest educational achievement etc. of IVET learners.

[43] 'Relevant occupation' is the occupation that is appropriate to the type/field of education or skills acquired.

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D. **In relation to sub-indicator 6.1, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable)*. *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records[44] ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[45] ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[46]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ………
Definition of the proxy indicator (i.e. how the indicator is calculated): …………………………………………………………….....

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* …………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[44] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[45] Ad hoc data collection is data collection without any (certain) plan for repetition.

[46] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Sub-indicator 6.2 – Satisfaction rate of individuals and employers with acquired skills/competences

Definition: Percentage of employees of a given sector who, within a period of 12–36 months from completing the (initial) VET programme, find that their training is relevant for their current occupation. Percentage of employers of a given sector who are satisfied to find (initial) VET programme completers with relevant qualifications and competences required for the workplace. Percentage of employers of a given sector who are satisfied with programme completers.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of the sub-indicator 6.2 is clear to you:
(tick one answer option only)

Not at all — To a very high extent

1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use the sub-indicator 6.2 for VET quality assurance:
(tick one answer option only)

Not at all — To a very high extent

1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is the sub-indicator 6.2 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all — To a very high extent

1	2	3	4	5
☐	☐	☐	☐	☐

D. In relation to sub-indicator 6.2, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics *(if applicable).* *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records[47] ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[48] ☐ Other *(please specify)* …………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[49]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ………
Definition of the proxy indicator (i.e. how the indicator is calculated): ………………………………………………………………….....

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* …………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* …………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[47] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[48] Ad hoc data collection is data collection without any (certain) plan for repetition.

[49] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Indicator 7. Unemployment rate (age group 15–74) by highest education level achieved

Definition: The number of people unemployed as a percentage of the labour force[50].

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of Indicator 7 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use Indicator 7 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is Indicator 7 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[50] Typically, unemployment rate can be obtained from labour force survey.

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D. **In relation to Indicator 7, please answer the question: Are data collected?** When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable).* *(Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………………	☐ Collection of administrative records[51] ☐ Survey ☐ Other *(please specify)* ……………………………….	☐ Households/individuals ☐ Schools ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* …………………………………….…..	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[52] ☐ Other *(please specify)* ……….………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[53]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: …………………………………………………………………………………………..…………
Definition of the proxy indicator (i.e. how the indicator is calculated): …………………………………………………………………………………..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* …………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ………………………………….	☐ Households/individuals ☐ Schools ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………………..	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[51] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[52] Ad hoc data collection is data collection without any (certain) plan for repetition.

[53] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Indicator 8. Prevalence of vulnerable groups

Sub-indicator 8.1 – Percentage of participants in (initial) VET classified as disadvantaged[54] groups (in a defined region or catchment area) according to age and gender

Definition: Percentage of participants in (initial) VET and of programme completers (VET graduates) from disadvantaged groups, defined at European and national level, from the total number of (initial) VET participants and (initial) VET programme completers.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 8.1 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use sub-indicator 8.1 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is sub-indicator 8.1 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

Please specify the groups that are considered disadvantaged within the context of IVET in your country. …………………………...……………………………………………

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[54] Disadvantaged groups fall into the category of vulnerable groups as follows: Vulnerable groups are groups that experience a higher risk of poverty and social exclusion than the general population. Examples: Ethnic minorities, migrants, disabled people, orphans, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment (DG Employment, Social Affairs and Inclusion).

D. In relation to sub-indicator 8.1, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable). (Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records[55] ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[56] ☐ Other *(please specify)* ……….………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[57]/similar indicator exists to collect related data, please specify its name and definition.
Name of the proxy indicator: ……..…………
Definition of the proxy indicator (i.e. how the indicator is calculated): ………………………………………………..……………………………………….……..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ………………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ………………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ………………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* ………………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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[55] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[56] Ad hoc data collection is data collection without any (certain) plan for repetition.

[57] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

Sub-indicator 8.2 – Success rate of disadvantaged[58] groups (from VET) according to age and gender

Definition: Percentage of programme completers (VET graduates), from disadvantaged groups defined at European (see footnote) and national level, compared to the number of those entering (in VET).

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of sub-indicator 8.2 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use sub-indicator 8.2 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is sub-indicator 8.2 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[58] Refer to the definition provided in sub-indicator 8.1

D. In relation to sub-indicator 8.2, please answer the question: Are data collected? When your answer is 'yes', please fill in the rest of the table answering questions related to the coverage and usage of the indicator. When your answer is 'no', please specify any existing proxy indicator and its characteristics in the subsequent table *(if applicable). (Tick all applicable answers.)*

Are data collected?	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
☐ Yes ☐ No	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records[59] ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[60] ☐ Other *(please specify)* ……………………………	☐ Yes ☐ No	☐ Yes ☐ No

In case such data are not collected, but a proxy[61]/similar indicator exists to collect related data, please specify its name and definition.

Name of the proxy indicator: ………………………………………………………………………………………………………..…………

Definition of the proxy indicator (i.e. how the indicator is calculated): ………………………………………………………………………………..

Please complete the fields below in relation to this proxy indicator. *(Tick all applicable answers.)*

	What institution provides the data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Other *(please specify)* ……………………………	☐ Collection of administrative records ☐ Survey ☐ Other *(please specify)* ……………………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other *(please specify)* ……………………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other *(please specify)* ……………………………	☐ Yes ☐ No	☐ Yes ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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[59] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[60] Ad hoc data collection is data collection without any (certain) plan for repetition.

[61] A proxy indicator provides proxy data; in other words, it is an indicator, which measures the subject of interest in a similar way as the requested indicator.

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Indicator 9. Mechanisms to identify training needs in the labour market

a. Information on mechanisms set up to identify changing demands at different levels

b. Evidence of their effectiveness[62]

Definition:

a. Type of mechanisms used to update the VET offer to be responsive to future labour market needs;

b. Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market.

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of Indicator 9 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use Indicator 9 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is Indicator 9 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

D. Do mechanisms to identify training needs in the labour market exist in your country? (Consider only mechanisms that comprise data collection.)

☐ Yes

☐ No → *Indicator 10*

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[62] Effectiveness is understood as the extent to which the intervention's objectives in the field of IVET were achieved, or are expected to be achieved, taking into account their relative importance.

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List existing mechanisms	At what level is the mechanism set up?	What institution collects such data?	How are data collected?	From whom are data collected?	How regularly are data collected?	Are data analysed?	Are data published?
Mechanism 1. Name of the measure/ programme: …………………	☐ National ☐ Regional ☐ Local ☐ Sector ☐ Other (please specify) …………………	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Employers' association ☐ Other (please specify) …………………	☐ Collection of administrative records[63] ☐ Survey ☐ Other (please specify) …………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other (please specify) …………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc[64] ☐ Other (please specify) …………………	☐ Yes ☐ No	☐ Yes ☐ No
Mechanism 2. Name of the measure/ programme: …………………	☐ National ☐ Regional ☐ Local ☐ Sector ☐ Other (please specify) …………………	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Employers' association ☐ Other (please specify) …………………	☐ Collection of administrative records ☐ Survey ☐ Other (please specify) …………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other (please specify) …………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other (please specify) …………………	☐ Yes ☐ No	☐ Yes ☐ No
Mechanism 3. Name of the measure/ programme: …………………	☐ National ☐ Regional ☐ Local ☐ Sector ☐ Other (please specify) …………………	☐ National statistics office ☐ Ministry of Education ☐ Ministry of Labour ☐ Employers' association ☐ Other (please specify) …………………	☐ Collection of administrative records ☐ Survey ☐ Other (please specify) …………………	☐ Schools ☐ Graduates ☐ Employers ☐ Public institutions (local/regional/national) ☐ Other (please specify) …………………	☐ Annually ☐ Quarterly ☐ Monthly ☐ Ad hoc ☐ Other (please specify) …………………	☐ Yes ☐ No	☐ Yes ☐ No

If applicable, specify further mechanisms.

………

[63] A collection of administrative records can be understood as the collections of data by public bodies for the purposes of administering taxes, benefits or services. For example, administrative data are the data on the numbers of enrolled students or graduates collected from schools.

[64] Ad hoc data collection is data collection without any (certain) plan for repetition.

E. To what extent are the analyses of data on training needs used to develop/update VET provision/programmes?

Not at all				To a very high extent	
1	2	3	4	5	
☐	☐	☐	☐	☐	Mechanism 1
☐	☐	☐	☐	☐	Mechanism 2
☐	☐	☐	☐	☐	Mechanism 3
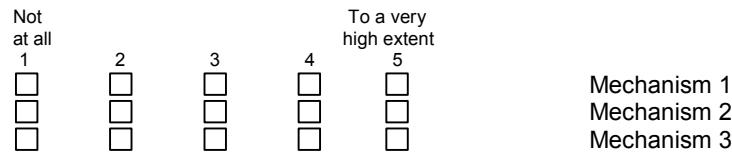
F. For each of the specified mechanisms, indicate whether its effectiveness is monitored and evaluated.

	Effectiveness is monitored	Effectiveness is evaluated
Mechanism 1	☐ Yes *(please, specify how)* .... ☐ No	☐ Yes *(please, specify how)* .... ☐ No
Mechanism 2	☐ Yes *(please, specify how)* .... ☐ No	☐ Yes *(please, specify how)* .... ☐ No
Mechanism 3	☐ Yes *(please, specify how)* .... ☐ No	☐ Yes *(please, specify how)* .... ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.

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Indicator 10. Schemes used to promote better access to (initial) VET

a. Information on existing schemes at different levels

b. Evidence of their effectiveness[65]

Definition:

a. *Type of schemes used to improve access to (initial) VET (e.g. the improvement of infrastructure; awareness-raising initiatives; the introduction of new strategies and methodologies, such as modular training; the introduction of lifelong learning initiatives within VET);*

b. *Information demonstrating the capacity of the VET system to increase access to (initial) VET.*

A. Please, assess the extent to which the definition (i.e. how the indicator is calculated) of Indicator 10 is clear to you:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

B. Please, assess the extent to which it is clear to you how to use Indicator 10 for VET quality assurance:
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

C. In your opinion, to what extent is Indicator 10 relevant for the quality improvement of VET provision / programmes / qualifications in your country?
(tick one answer option only)

Not at all				To a very high extent
1	2	3	4	5
☐	☐	☐	☐	☐

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[65] Effectiveness is understood as the extent to which the intervention's objectives in the field of IVET were achieved, or are expected to be achieved, taking into account their relative importance.

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D. Do schemes to promote better access to IVET exist in your country?

☐ Yes

☐ No → *End of the survey*

List most significant (large-scale) and regular schemes	At what level is the scheme set up?
Scheme 1. Name: ……………………………………………………………………	☐ National ☐ Regional ☐ Local ☐ Other *(please specify)* ……………………………………………………
Scheme 2. Name: ……………………………………………………………………	☐ National ☐ Regional ☐ Local ☐ Other *(please specify)* ……………………………………………………
Scheme 3. Name: ……………………………………………………………………	☐ National ☐ Regional ☐ Local ☐ Other *(please specify)* ……………………………………………………

If applicable, specify further schemes.

………

E. For each of the specified schemes, indicate whether its effectiveness is monitored and evaluated.

	Effectiveness is monitored	Effectiveness is evaluated
Scheme 1	☐ Yes Who is responsible for monitoring? *(please specify)* .... How is monitoring conducted? *(please specify)* .... ☐ No	☐ Yes Who is responsible for evaluation? *(please specify)* .... How is evaluation conducted? *(please specify)* .... ☐ No
Scheme 2	☐ Yes Who is responsible for monitoring? *(please specify)* .... How is monitoring conducted? *(please specify)* .... ☐ No	☐ Yes Who is responsible for evaluation? *(please specify)* .... How is evaluation conducted? *(please specify)* .... ☐ No
Scheme 3	☐ Yes Who is responsible for monitoring? *(please specify)* .... How is monitoring conducted? *(please specify)* .... ☐ No	☐ Yes Who is responsible for evaluation? *(please specify)* .... How is evaluation conducted? *(please specify)* .... ☐ No

Please, provide any comments you may have on this indicator or these mapping questions. Please include information to complement or clarify your responses when necessary.
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THANK YOU!

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ANNEX: DEFINITION OF THE INDICATORS THAT FORM PART OF THE EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK FOR VET

1. Relevance of quality assurance systems for VET providers	**1a** Share of (initial) VET providers applying internal quality assurance systems (1) defined by law (2) at own initiative	Percentage of (initial) VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system, where the number of registered (initial) VET providers = 100%
	1b Share of accredited (initial) VET providers	Percentage of (initial) VET providers who are accredited, where the number of registered (initial) VET providers = 100%
2. Investment in training of teachers and trainers	**2a** Share of (initial) VET teachers and trainers participating in further training	Percentage of teachers and trainers participating in accredited training programmes, from the total number of registered teachers and trainers in (initial) VET
	2b Amount of funds invested in the further training of (initial) VET teachers and trainers	Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training in (initial) VET
3. Participation rate in VET programmes	**3a** Participation rate in (initial) VET programmes	Percentage of annual cohort completing lower secondary school/compulsory education participating in (initial) VET programmes at upper secondary level (which lead to a formal qualification)
4. Completion rate in VET programmes	**4a** Completion rate in (initial) VET programmes	Percentage of those completing (i.e. attaining a formal qualification) (initial) VET programme(s) (which lead to a formal qualification), compared to those entering (initial) VET programme(s)
5. Placement rate in VET programmes	**5a** Destination of (initial) VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria	Proportion of (initial) VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within 12−36 months after the end of programme
	5b Share of employed (initial) VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria	Percentage of (initial) VET programme completers who are employed one year after the end of the training

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6. Utilisation of acquired skills at the workplace	**6a** Information on occupation obtained by individuals after completion of (initial) VET training, according to the type of training and individual criteria	Percentage of (initial) VET programme completers working in relevant occupations
	6b Satisfaction rate of individuals and employers with acquired skills/competences	Percentage of employees of a given sector who, within a period of 12−36 months from completing the (initial) VET programme, find that their training is relevant for their current occupation
		Percentage of employers of a given sector who are satisfied to find (initial) VET programme completers with relevant qualifications and competences required for the workplace
		Percentage of employers of a given sector who are satisfied with programme completers
7. Unemployment rate according to individual criteria	**7a** Unemployment rate (age group 15−74)	Number of people unemployed as a percentage of the labour force
8. Prevalence of vulnerable groups	**8a** Percentage of participants in (initial) VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender	Percentage of participants and of programme completers from disadvantaged groups, defined at European and national levels, from the total number of participants and (initial) VET programme completers
	8b Success rate of disadvantaged groups (from VET) according to age and gender	Percentage of programme completers from disadvantaged groups, defined at European and national levels, compared to the number of those entering (in VET)
9. Mechanisms to identify training needs in the labour market	**9a** Information on mechanisms set up to identify changing demands at different levels	Type of mechanisms used to update the VET offer to the future labour market needs
	9b Evidence of their effectiveness	Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market
10. Schemes used to promote better access to VET	**10a** Information on existing schemes at different levels	Type of schemes used to improve access to (initial) VET
	10b Evidence of their effectiveness	Information demonstrating the capacity of the VET system to increase access to (initial) VET

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