

VET & Skills Governance Inventory 4.0

Methodological Framework - Data Collection Tool (DCT)-

(June 2nd , 2020)

1. ETF VET Governance Inventory background: a reference methodological tool for monitoring VET governance arrangements in Partner Countries (PCs)

The ETF VET Governance team implemented a project (2016 -2018) on VET Governance inventory. This tool is based on a widely acknowledged analytical framework- data collection tool (DCT) – developed by the ETF for a baseline inventory of VET governance arrangements in its partner countries (PCs). The DCT allowed producing a set of relevant deliverables:

- ETF Policy Briefing in VET Good Multilevel Governance ⁽¹⁾.
- Twenty (20) Country ETF fiches-profiles- on VET Governance ⁽²⁾.
- A Cross-Country Analytical Report for monitoring how good multilevel governance vocational education and training (VET) is influencing policy reforms (2012–2017). This report covers 23 ETF PCs ⁽³⁾.

These outcomes plus all work done so far in the field of in VET & Skills Good Multilevel Governance in PCs (including Torino process rounds) have positioned the ETF as high level recognised European and International partner working in the field of VET and Skills Governance. The ETF is key reference -for policy analysis, advice and capacity development- and cooperate in this thematic field with following international and European Organisations:

- OECD and ETF are cooperating (from beginning 2019), in concrete, to work together in common methodological criteria on governance assessments, tools and application in countries (e.g. Kazakhstan). This addresses a review on institutional arrangements for *strengthening governance of skills systems*, as a part of OECD Skills Strategy ⁽⁴⁾.
- Cedefop is managing an analytical framework for the *governance of skills anticipation and matching* which has been used to work so far with some member states (MSs) ⁽⁵⁾. ETF and Cedefop share regularly information and knowledge on these issues.
- UNESCO-ILO, embedded in the agenda 2030, have published a study mainly focusing on reviewing the role inter-ministerial coordination mechanisms (*taking a whole-of-government approach*) The ETF is a key reference on this paper (e.g. GEMM project methodology and final cross-country report) ⁽⁶⁾.

Thus, ETF Governance inventory is reference tool to support policy priority of international community on the VET and *skills governance issue*. Overall, the objectives of VET governance inventory-DCT- are:

- I.** To keep abreast of ETF analytical and operational actions carried out in good multilevel governance in VET.
- II.** To provide analytical information and comprehensive picture of the governance of VET in ETF Partner Countries in order to complement and strengthening policy analysis and advice provided by ETF Torino process;
- III.** To implement regular updating and monitoring of VET governance functions & arrangements, to support ETF corporate and operational approaches addressing dialogue, advice and/or policy learning working with European Commission (EC) and PCs in VET & skills governance issues;
- IV.** To support ETF on having indications about efficiency and effectiveness of institutional arrangements in place in order to bring regular evidence on performance on VET policies and systems in PCs;

⁽¹⁾ <https://www.etf.europa.eu/en/publications-and-resources/publications/inform-issue-24-good-multilevel-governance-vocational>

⁽²⁾ The 20 profiles are available in ETF website acceding sections on Regions and Countries.

⁽³⁾ <https://www.etf.europa.eu/en/publications-and-resources/publications/governance-arrangements-vocational-education-and-training>

⁽⁴⁾ <https://www.oecd-ilibrary.org/docserver/2a40e30e-en.pdf?expires=1572343448&id=id&accname=oid045101&checksum=4D3A1D98B59AF07A68C7062B52A55294>

⁽⁵⁾ https://www.cedefop.europa.eu/files/20171016-cedefop_skills_governance_framework.pdf

⁽⁶⁾ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_647362.pdf

- V. To support showcasing good practices on VET & Skills good multilevel governance as drivers to inspire possible reforms;
- VI. To facilitate ETF sharing and acknowledging a common analytical and conceptual framework (*glossary*) and mutual understanding working with PCs & positioning ETF at international level on good multilevel governance in VET.

2. ETF VET governance inventory 4.0: main synergies with other ETF actions

2.1 ETF Torino Process Guidelines (2018-20) and VET governance inventory- and toolbox-

The section E of Torino process guidelines (2018-20) addresses governance and financing based on descriptive –qualitative- approach and proposes a set of relevant *open questions*. VET governance and financing are core contents in governance inventory -DCT-. In principle, the *long* Torino process reports 2018-20 (most of them already available) are key sources for nurturing DCT sections. However, this provides qualitative *genera*/information, whilst the ETF assessment reports (also many of them available) seem not to cover tailored assessments on governance and financing issues. VET governance inventory 4.0 -DCT- aims at filling up such gaps.

Thus, the way forward monitoring VET governance-and financing- arrangements in ETF PCs focus on (self) assessing- working together with PCs on the role and shifts of VET governance processes, practices, coordination mechanisms, whilst addressing *system change*. VET & Skills governance performance within lifelong learning (LLL) perspective embedded on overall Human Capital Development policies in PCs, is core issue to dig deeper for moving forward on monitoring and assessing progresses and provide advice to ETF PCs.

In this respect, DCT proposes a set of indicators addressing institutional performance, policy processes and/or degree of implementation (efficiency/effectiveness) of some- key- coordination mechanisms for VET policy making. Assessing VET & skills institutional development is key for moving forward to support advisory processes on thematic field of VET & skills governance in ETF PCs.

The recent COVID-19 crisis has highlighted the importance of having an adaptable, resilient VET & skills system supported by strong-and smart- institutional leadership. Such institutions must be capable to quickly take decisions and adapt to -sometimes unexpected- changes based on smart coordination of multiple stakeholders and agile approaches to help decision-making.

Thus, the implementation and review of multilevel governance modes and models requires support, advice and -policy- learning. The ETF's VET Governance Toolbox provides that. It aims to spark debates and advance on effective multilevel governance of skills development policies. The tools guide the relevant actors' participation, aiming at agreements on common actions and share responsibilities. The toolbox has seven building blocks. VET governance inventory is key pillar within ETF VET governance toolbox, which is available at ETF Open Space (7).

2.2 Country Intelligence Monitoring System -IMAGE-

In principle, this project should provide a regular update of overall policy developments in ETF PCs. This shall be done, among other actions/sources, gathering country quantitative and qualitative sources feeding on country overviews in several thematic areas (including VET governance). The role of Governance Inventory/DCT is shaped as key source to nurture the system. The outcomes provided by VET governance inventory 4.0 will be part of so-called IMAGE project.

(7) <https://openspace.etf.europa.eu/blog-posts/your-new-lifelong-learning-national-strategy-and-skills-council-need-multilevel>

3. VET Governance Inventory Methodology -Data Collection Tool (DTC)- 4.0

3.1 Methodological approach (8)

As a follow up of such previous work -and objectives-, the main goal of *VET governance inventory -DCT- 4.0* is to facilitate **conducting (self) assessments in ETF PCs focusing on governance and financing arrangements engaging different categories of policy stakeholders**. At least, a minimum of 7 different type of stakeholders should be involved/engaged:

- *Key Ministry or Agency in charge of VET skills policies.*
- *Key Ministry participating and/or financing VET & Skill policy making.*
- *Key Employers organisation participating in VET & Skills policy making.*
- *Key representative of relevant national Trade Union organisation*
- *Key representative of National and/or sectoral skill councils/committees.*
- *Key representative of Regional or local departments/bodies (to select and propose one representative region per country) dealing with VET and Skills policy development.*
- *Key experts on VET & Skills working on and/or with leading institutions.*

Other policy actors (e.g. VET providers, civil society representatives, etc.) might be also involved in the ETF self- assessment, depending on institutional arrangements linked to PC contexts.

This will help ETF PCs on gathering quantitative-and qualitative – evidence-and arguments- for tracking and identifying structural and specific *policy and systemic gaps* regarding institutional and stakeholder management- and performance- on VET -and Skills- policies and system, within lifelong-learning (LLL) perspective.

In this respect, the current methodological tool is based on a battery of indicators on VET & Skills governance and financing, addressing policies, practices, processes and approaching system level.

Overall, the ETF strategic approach working with PCs is based on underpinning the acknowledged principle of applying -in effective and efficient way- good multilevel -and agile- governance to support performance of VET & Skills polices and systems ⁽⁹⁾. The approach looks at the *challenging socioeconomic present and future and how the role of governance VET & Skills systems-within such LLL perspective- should be effectively strengthened in order to promote high-quality provision, sound learning outcomes and smart use of relevant -vocational- skills in labour markets to support Human Capital Development (HCD) in ETF PCs.*

The main broad domains/issues to tackle on the work among ETF and PCs are followings:

- ★ Understanding better how strengthening dialogue, cooperation and coordination across all governmental stakeholders (ministries, agencies, public bodies, etc.) is being developed in the policy making of VET & Skills policies, within LLL perspective.
 - This is mainly focussing on reviewing how ETF PCs stakeholders' strategies, policies -and performance- is taking place addressing vertical and horizontal cooperation for policy implementation (*whole- of- government approach*).
- ★ Involving the right mix and balance of non-state stakeholders (social partners, NGOs, employers etc.) are effectively working with state stakeholders on VET & Skills policies for system development.

⁽⁸⁾ See annex 1 for methodological background on the battery of indicators

⁽⁹⁾ See for instance ETF (2019) and World Economic Forum (WEF, 2019):

<https://www.etf.europa.eu/sites/default/files/2019-02/VET%20governance%20in%20ETF%20partner%20countries%202012-17.pdf>

<https://www.weforum.org/agenda/2019/12/agility-a-book-extract/>

- This mainly focus on the meaningful way ETF PCs are involving both public and private - non-governmental policy actors- addressing institutional and stakeholder's contribution - and performance- within VET & skills policy cycle.
- ★ Analysing and assessing how VET & skills different coordination mechanisms (legislative, institutional, public-private/financial and knowledge oriented) ⁽¹⁰⁾ in place-*or not*- are making systems work in efficient and effective manner, whilst supporting relevant policy reforms.
 - This mainly focus on effectiveness -and efficiency- of coordination tools, which are operating *-or not*- to develop and implement policies and fuelling systems.
- ★ Enhancing effective coordination of financing arrangements for implementation of adequate and sustainable financial policy mechanisms for funding VET & Skills policies and system.
 - This focus on how financing responsibilities are deployed by key institutions and stakeholders (budgeting, mobilisation and allocation of resources) and incentive arrangements are introduced -and diversified- for smartly investing on VET & Skills. This includes incentives available-*or not*- to engage private sector and employer networks.

From such areas, ETF methodological approach for analysing and assessing governance and financing arrangements distinguishes following core functions:

- A.** *Formulation -and implementation- of overall policy framework- including strategic policy tools-.*
- B.** *Provision of legal, normative and/or regulatory framework.*
- C.** *Management of VET-& skills- provider network.*
- D.** *Operationalization, alignment and coordination of financial arrangements.*
- E.** *Management of public-private partnerships for VET & Skills development*
- F.** *Monitoring, evaluation and review of VET & Skills policies This also include Research & Development.*
- G.** *Management of Information Systems (MIS). This also includes Data and Statistical provision-*

With all this, two complementary tracks of **65 process indicators** have been developed for conducting self-assessments. These are of following nature:

- Process indicators targeting **assessment of** above mentioned **seven governance functions**.
- Process indicators for **assessing effectiveness/efficiency of stakeholder's performance in the rulemaking processes**. In this respect, DCT targets **institutional-oriented coordination mechanisms** (performance of councils, committees, agencies etc.), including roles of sub-national level (regional/local).

⁽¹⁰⁾ See references and ETF Glossary.

3.2 Data Collection Tool (DCT) (¹¹)

BACKGROUND INFORMATION	
<p><i>Are you male or female?</i></p> <ul style="list-style-type: none">▪ Female <input type="checkbox"/>▪ Male <input type="checkbox"/> <p><i>Please indicate your age group:</i></p> <ul style="list-style-type: none">▪ 20-30 years <input type="checkbox"/>▪ 31-40 years <input type="checkbox"/>▪ 41-50 years <input type="checkbox"/>▪ 51-60 years <input type="checkbox"/>▪ Above 60 years <input type="checkbox"/> <p><i>What is the highest level of formal education you have completed?</i></p> <ul style="list-style-type: none">▪ General secondary education <input type="checkbox"/>▪ Secondary vocational education <input type="checkbox"/>▪ Bachelor <input type="checkbox"/>▪ Master <input type="checkbox"/>▪ Other higher education degree <input type="checkbox"/>▪ Candidate/Doctor of Sciences <input type="checkbox"/>	<p><i>How many years of work experience do you have in Education/VET/Skills policies?</i></p> <ul style="list-style-type: none">▪ 0-10 years <input type="checkbox"/>▪ 11-20 years <input type="checkbox"/>▪ 21-30 years <input type="checkbox"/>▪ More than 30 years <input type="checkbox"/> <p><i>How many years of work experience do you have in positions with management responsibilities?</i></p> <ul style="list-style-type: none">▪ None <input type="checkbox"/>▪ 0-5 years <input type="checkbox"/>▪ 6-10 years <input type="checkbox"/>▪ 11-15 years <input type="checkbox"/>▪ More than 15 years <input type="checkbox"/> <p><i>What is your current position? (Tick one of the following options that best describes your main position)</i></p> <ul style="list-style-type: none">▪ Minister/ Deputy Minister <input type="checkbox"/>▪ Director <input type="checkbox"/>▪ Head of department/ Division <input type="checkbox"/>▪ Team leader/ coordinator <input type="checkbox"/>▪ Expert/Specialist. <input type="checkbox"/>▪ Other (please specify)
<p>PLEASE, GO TO BELOW TABLES AND ACCORDING TO YOUR KNOWLEDGE ASSES YOUR DEGREE OF AGREEMENT ON FOLLOWING INDICATORS -REGARDING PERFORMANCE/OPERATIONS/ SETTINGS (etc.)-</p>	

^(¹¹) Please, use glossary for facilitating self-assessments.

OVERALL PLANNING, MANAGEMENT & FINANCING of VET & SKILLS: -SELF- ASSESEMENT ON CORE FUNCTIONS		
VET & SKILLS GOVERNANCE FUNCTIONS	INDICATORS PLEASE, ASSESS IN NEXT COLUMN YOUR DEGREE OF AGREEMENT WITH FOLLOWING INDICATORS REGARDING GOVERNANCE ARRANGEMENTS, PERFORMANCE, OPERATIONS, INSTITUTIONAL SETTINGS (etc.)	(1) Strongly Agree (2) Agree (3) Neither Agree nor Disagree (4) Disagree (5) Strongly Disagree (6) Do not know/ Not Applicable
A Formulate and implement VET & skills national policy framework (goals, strategies, plans, etc.)	<ul style="list-style-type: none"> ■ <i>(A.1) The national policy for vocational education and training (VET) - and skills- has been developed involving both state and non-state stakeholders.</i> ■ <i>(A.2) The policy for VET combines long term objectives and short-term targets.</i> ■ <i>(A.3) The policy can be updated to include new developments in both initial training for young people and continuing training for adults.</i> ■ <i>(A.4) The national policy for vocational education has a multiyear perspective.</i> ■ <i>(A.5) Cooperation and coordination between national and sub-national (regional, local) public departments and agencies are effective.</i> 	<p>(1) ... (2) ... (3) ... (4) ... (5) ... (6)</p> <p>(1) ... (2) ... (3) ... (4) ... (5) ... (6)</p> <p>(1) ... (2) ... (3) ... (4) ... (5) ... (6)</p> <p>(1) ... (2) ... (3) ... (4) ... (5) ... (6)</p> <p>(1) ... (2) ... (3) ... (4) ... (5) ... (6)</p>

	<ul style="list-style-type: none"> <u>(A.6) Cooperation between government and non-government organisations (including social partners) is transparent and effective.</u> 	(1).... (2)....(3)....(4)....(5) ... (6)
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A. Qualitative Assessment by interviewee

- Overall, do you think that current public administration practices allow good multi-level cooperation, flexible, agile as well as -less formal- way of managing policy processes on VET & Skill policies? How credible and effective are VET -and skills- strategies? Please, outline your reasons for the scores that you provided.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand.
- Any specific changes that you would recommend to the questions in this section.

B. Provision of legal/regulatory/normative framework for VET and Skills	<ul style="list-style-type: none"> <u>(B.1) Legal framework for VET aims to meet the expectations of both public and private stakeholders.</u> <u>(B.2) There is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation.</u> <u>(B.3) The legal framework responds to the needs of women.</u> <u>(B.4) The legal framework support lifelong learning (LLL), not only initial VET (I-VET).</u> 	(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)

	<ul style="list-style-type: none"> <u>(B.5) It is common practice in the country to involve VET stakeholders in the updating of regulations and norms.</u> 	<p>(1).... (2).....(3).....(4)....(5) ... (6)</p>
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B. Qualitative Assessment by interviewee

- Overall, *do you think that the current legal framework is prepared for facing challenges of VET & Skills in XXI Century within LLL perspective?* (e.g. relevant Qualifications, Work Based Learning -WBL-, digitalization of economy and leaning processes, regulating integration of innovation & research, etc.) Please, outline your reasons for the scores that you provided.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand.
- Any specific changes that you would recommend to the questions in this section.

<p>C. Management of VET provider networks.</p>	<ul style="list-style-type: none"> <u>(C.1) VET providers are accessible to users, such as students, parents, and employers (etc.).</u> <u>(C.2) The network of VET providers is optimal and based on clear governance structure.</u> <u>(C.3) A Quality Assurance (Q.A) policy is in place across, both system and provider levels.</u> <u>(C.4) Measuring quality –internal and external –is undertaken to support the performance of VET provider.</u> 	<p>(1).... (2).....(3).....(4)....(5) ... (6)</p> <p>(1).... (2).....(3).....(4)....(5) ... (6)</p> <p>(1).... (2).....(3).....(4)....(5) ... (6)</p> <p>(1).... (2).....(3).....(4)....(5) ... (6)</p>
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- (C.5) VET schools are able to make decisions on curriculum and teaching -and innovation- practices.
- (C.6) VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.).
- (C.7) VET schools are accountable for the decisions they make.
- (C.8) Centres of Vocational Excellence (CoVEs) exist in the country and, overall, these institutions meet stakeholder expectations.
- (C.9) Centres of Vocational Excellence (CoVEs) are partnership -based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities.

(1)....(2)....(3)....(4)....(5) ... (6)

(1).... (2)....(3)....(4)....(5) ... (6)

(1).... (2)....(3)....(4)....(5) ... (6)

(1).... (2)....(3)....(4)....(5) ... (6)

(1).... (2)....(3)....(4)....(5) ... (6)

C. Qualitative Assessment by interviewee

- Overall, *do you think that the VET provider network functions effectively? Is VET network provision and composition supporting sustainable access to VET?* Please, outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand.
- Any specific changes that you would recommend to the questions in this section.

<p>D. Financial arrangements (including budgeting, mobilization & allocation processes)</p>	<ul style="list-style-type: none"> ■ <u>(D.1) The budget setting process for VET & Skills development is driven by good dialogue among key ministries.</u> ■ <u>(D.2) Budget planning is targeted to long-term strategic goals and challenges</u> ■ <u>(D.3) Allocation of financial resources is based on criteria following clear and transparent rules.</u> ■ <u>(D.4) Funding mechanisms are well designed in terms of the objectives of budget.</u> ■ <u>(D.5) Mechanism in place for mobilization of additional funding resources as required to meet needs of VET & Skills stakeholders.</u> ■ <u>(D.6) The need for equity of outcomes is taken into account in decisions about the distribution of funding.</u> ■ <u>(D.7) The sources of financing include both public and private sources.</u> ■ <u>(D.8) Incentives for employer's participation are in place and adequate to support VET & Skills financing policies.</u> ■ <u>(D.9) Employer's financial and/or fiscal incentives are effective and transparent.</u> 	<p>(1).... (2)....(3)....(4)....(5) ... (6)</p>
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D. Qualitative Assessment by interviewee

- Overall, *do you think public VET and skills are well resourced? Are fiscal resources available and coordinated for matching the current needs in terms of financing of VET & Skills systems?* Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

E. Management of public-private partnerships (PPPs) for VET & Skills provision.	<ul style="list-style-type: none">▪ <u>(E.1) PPPs in VET & Skills are supported by relevant legislation.</u>▪ <u>(E.2) Fiscal arrangements are adequate for formation and implementation of PPPs.</u>▪ <u>(E.3) Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET & Skills policy formation and implementation.</u>▪ <u>(E.4) Financial and non-financial incentives motivate employer's participation in VET & Skill policy development.</u>▪ <u>(E.5) Social Partners & Employers cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning -WBL- policies and practices.</u>	<p>(1).... (2).....(3).....(4)....(5) ... (6)</p>
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E. Qualitative Assessment by interviewee

- Overall, *what do you think of the potential for public private partnerships in your country?* Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

F. Monitoring, Evaluation and Review of VET & Skills policies.	<ul style="list-style-type: none">▪ <u>(F.1) There is a recognised- and sound-monitoring and research system.</u>▪ <u>(F.2) Monitoring is used to support evaluations -and policy review- in the country.</u>▪ <u>(F.3) Different type of evaluations (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation.</u>▪ <u>(F.4) Evaluation and reviews of VET & Skills policies, involve the participation of different stakeholders.</u>▪ <u>(F.5) Research, development and innovation are used to support VET & Skills policy development.</u>	<p>(1).... (2).....(3).....(4)....(5) ... (6)</p>
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F. Qualitative Assessment by interviewee

- Overall, do you think that research, development and innovation functions support country to adapt to changes and preparing the future of VET & Skills within LLL perspective? Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

G. Management of Information Systems (MIS) & Statistical provision to support policy making	<ul style="list-style-type: none">▪ <u>(G.1) Management Information Systems (MIS) are used to collect data to support planning and decision-making processes.</u>▪ <u>(G.2) Information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/labour market purposes.</u>▪ <u>(G.3) Management Information Systems have been designed and upgraded involving different type of VET & Skills stakeholders.</u>▪ <u>(G.4) Overall, data produced by information management systems are public accessible to VET & Skills stakeholders and citizens.</u>	<p>(1).... (2)....(3)....(4)....(5) ... (6)</p> <p>(1).... (2)....(3)....(4)....(5) ... (6)</p> <p>(1).... (2)....(3)....(4)....(5) ... (6)</p> <p>(1).... (2)....(3)....(4)....(5) ... (6)</p>
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G. Qualitative Assessment by interviewee

Overall, *how far do you think that data is used in the planning and decision-making processes for VET and skills development?* Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

FINAL

ASSESSMENT OF INSTITUTIONAL COORDINATION MECHANISMS FOR VET & SKILLS POLICY MAKING			
TYPE OF INSTITUTIONAL MECHANISM	INDICATORS		
<p>PLEASE, ASSESS IN NEXT COLUMN YOUR DEGREE OF AGREEMENT WITH FOLLOWING INDICATORS REGARDING GOVERNANCE ARRANGEMENTS, PERFORMANCE, OPERATIONS, INSTITUTIONAL SETTINGS (etc.)</p>		<p>(1) Strongly Agree (2) Agree (3) Neither Agree nor Disagree (4) Disagree (5) Strongly Disagree (6) Do not know/ Not Applicable</p>	
H. National VET/Skills Councils	<ul style="list-style-type: none"> ■ <i>(H.1) National Council (NC) for VET exists and, overall, outcomes meet stakeholder expectations.</i> ■ <i>(H.2) The NC composition represents key VET & Skills stakeholders at national level.</i> ■ <i>(H.3) The NC meets on regular and effective manner in the course of the year coordinating relevant VET & Skill policy agendas.</i> ■ <i>(H.4) Advice/feedback processes delivered by the NC is distributed to stakeholders in systematic and transparent way.</i> 	(1).... (2)....(3)....(4)....(5) ... (6)	(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)	(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)	(1).... (2)....(3)....(4)....(5) ... (6)

H. Qualitative Assessment by interviewee

- Do you think there is scope for more capacity development actions to improve the performance of national council operations? Please outline your reasons for the scores that you provided above

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

I. Sectoral VET/Skills Councils/ Committees	<ul style="list-style-type: none">▪ <u>(I.1) The Sector Councils /Committees (SSCs) exist and, overall, meet stakeholder expectations.</u>▪ <u>(I.2) SSCs composition represents key sectoral VET & Skills stakeholders.</u>▪ <u>(I.3) The SCs meet on regular and effective manner in the course of the year and they have proper resources to deploy mandate.</u>▪ <u>(I.4) SCs sectors are the most appropriate ones to contribute on VET & Skills and economic development.</u>▪ <u>(I.5) SCs have sub-committees to address specific issues in different VET & Skills policy areas.</u>▪ <u>(I.6) The results of the SSC add value to VET and skills policy development.</u>	<p>(1).... (2)....(3)....(4)....(5) ...(6)</p>
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	<ul style="list-style-type: none"> <u>(I.7) Advice/feedback processes delivered by the SSCs is effective and distributed to right stakeholders.</u> 	(1).... (2)....(3)....(4)....(5) ... (6)
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I. Qualitative Assessment by interviewee

- *Do you think there is scope for more capacity development actions to improve the performance of sector councils?* Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

J. Regional/ Subnational VET & Skills - Authorities (e.g. Councils)	<ul style="list-style-type: none"> <u>(J.1) The Regional/local level is well represented and contributes to the role of VET & Skills socioeconomic and regional development.</u> <u>(J.2) The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors.</u> <u>(J.3) Overall, regional/local levels should have more responsibilities in supporting national level on VET & Skills policies.</u> 	(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)

	<ul style="list-style-type: none"> ■ <u>(J.4) Regional/ local level cooperate with VET schools and this add value to performance of VET institutions.</u> ■ <u>(J.5) The Regional Council (RC) composition (if this exists) operates under clear governance structure.</u> 	<p>(1).... (2)....(3)....(4)....(5) ... (6)</p> <p>(1).... (2)....(3)....(4)....(5) ... (6)</p>
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J. Qualitative Assessment by interviewee

- Overall, *do you think there is a good level of delegated policies and competences to regional and/or local authorities in the country?*
Please outline your reasons for the scores that you provided above

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

<p>K. National VET Agencies and/or other type of executive and supervisory bodies.</p>	<ul style="list-style-type: none"> ■ <u>(K.1) The national agency-executive/supervisory body- on VET/Qualifications/Quality (etc.) executes national policies in transparent and accountable manner.</u> ■ <u>(K.2) There is a recognised level of expertise and good outcomes provided by National Agency to support VET & Skills policy development/implementation, evaluation and review (etc.).</u> 	<p>(1).... (2)....(3)....(4)....(5) ... (6)</p> <p>(1).... (2)....(3)....(4)....(5) ... (6)</p>
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	<ul style="list-style-type: none"> (K.3) Overall, governing board representation in the national agency is composed by key VET & Skills stakeholders. 	(1).... (2)....(3)....(4)....(5) ... (6)
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K. Qualitative Assessment by interviewee

- Do you think there is scope for more capacity development actions to improve the performance of national agency? Please outline your reasons for the scores that you provided above

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

L. Inter-Ministerial Working Cooperation/Coordination	<ul style="list-style-type: none"> (L.1) There is effective cooperation among different Ministries involved on shaping and financing VET & Skills policies. (L.2) There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET & Skills policy dialogue and coordination. (L.3) VET providers and stakeholders believe there is effective cooperation between different Ministries involved in VET & Skills policies. 	(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)
		(1).... (2)....(3)....(4)....(5) ... (6)

L. Qualitative Assessment by interviewee

- Overall, *do you think there is scope for more cooperation and interaction among different ministries with responsibilities on VET & Skill policies?* Please, outline your reasons for the scores that you provided above

Assessment of the interviewer of the questions in this section

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

FINN

Please, do you wish to add something else? (Use also for experts wrapping up/comments)

FINAL DRAFT

THANK YOU VERY MUCH!

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