

HRD monitoring and assessment tools and their relevance for linking up national progress to European benchmarks

1st meeting of the policy working group on VET

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Overview on monitoring and progress assessment tools

EU & ET 2020

- Education and training benchmarks
- Joint Assessment Paper
- Annual monitoring and assessment
- EU Member States

SEE 2020

- Governance and monitoring mechanism
- HRD targets in line with regional priorities and consistent with EU goals (Smart Growth Pillar – Dimension D. Education and Competences and Inclusive Growth Pillar)

Bruges Process

- A vision for VET (initial and continuous)
- Progress reporting on strategic objectives and short term deliverables (e.g. – quality, accessibility, flexibility)
- EU Member States and Candidate Countries

Torino Process

- Evidence-based analysis of VET policies
- Analytical Framework VET analysis (qualitative and quantitative evidence)
- ETF Partner Countries

Joint Assessment Framework Education and Training

Joint Assessment Framework (JAF)

- the monitoring tool for the Europe 2020 strategy
- ensure a consistent and transparent assessment of progress across Member States and provides basis for country specific recommendations

Education and Training Monitor

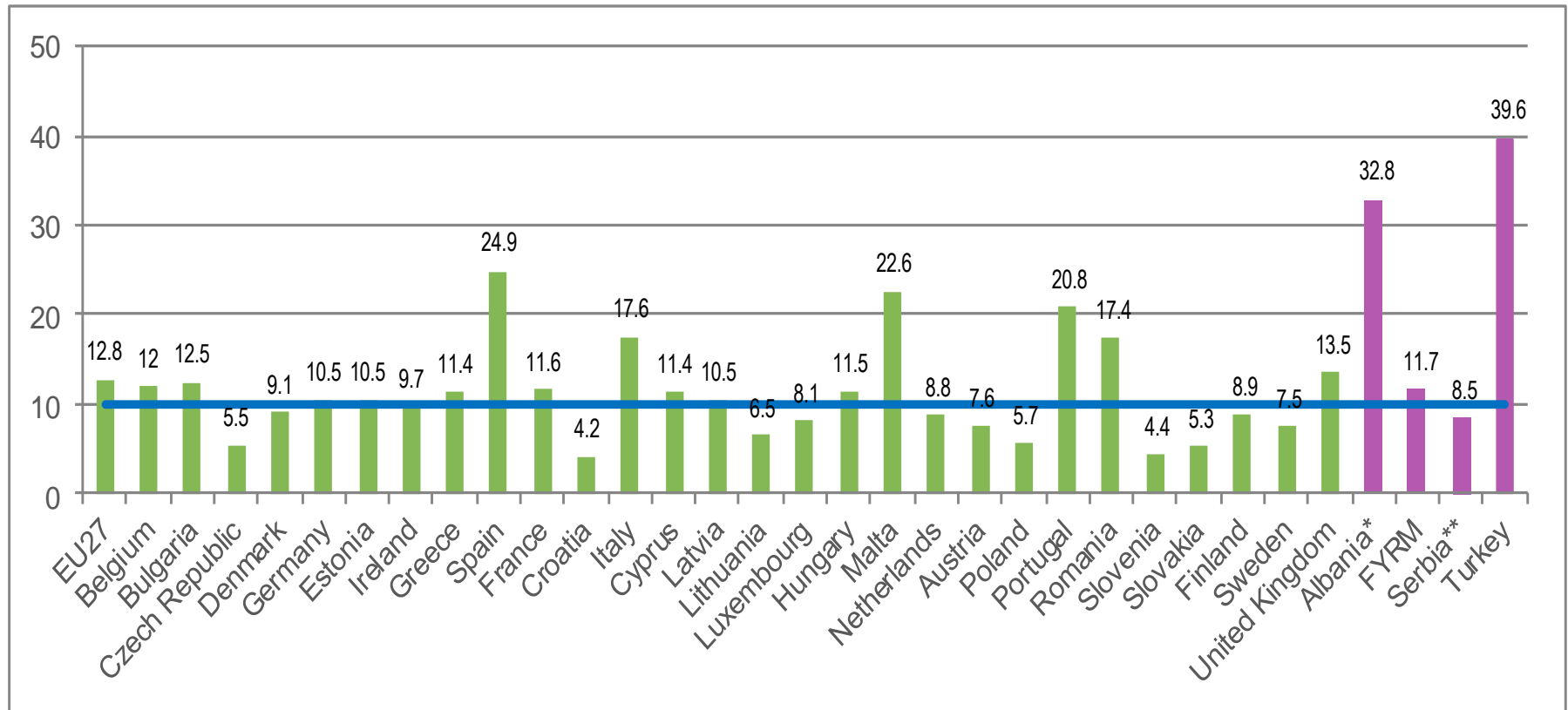
- annual report
- progress on the EU 2020 headline targets, ET 2020 benchmarks and core indicators
 - Early school leavers and tertiary education attainment;
 - Early childhood education and care;
 - Low achievers in basic skills (15 years olds and adults)
 - Adult participation in lifelong learning
 - Learning mobility
 - Employment rate of recent graduates
 - Foreign language skills; digital competences; entrepreneurial competences
 - Investment in education and training
 - Vocational education and training
 - Skills for future labour market

**EU comparative
performance
analysis**

**Member States
performance
analysis**

EU 2020 Target - Share of early school leavers: below 10% (%, age group 18-24)

Early leavers from education and training



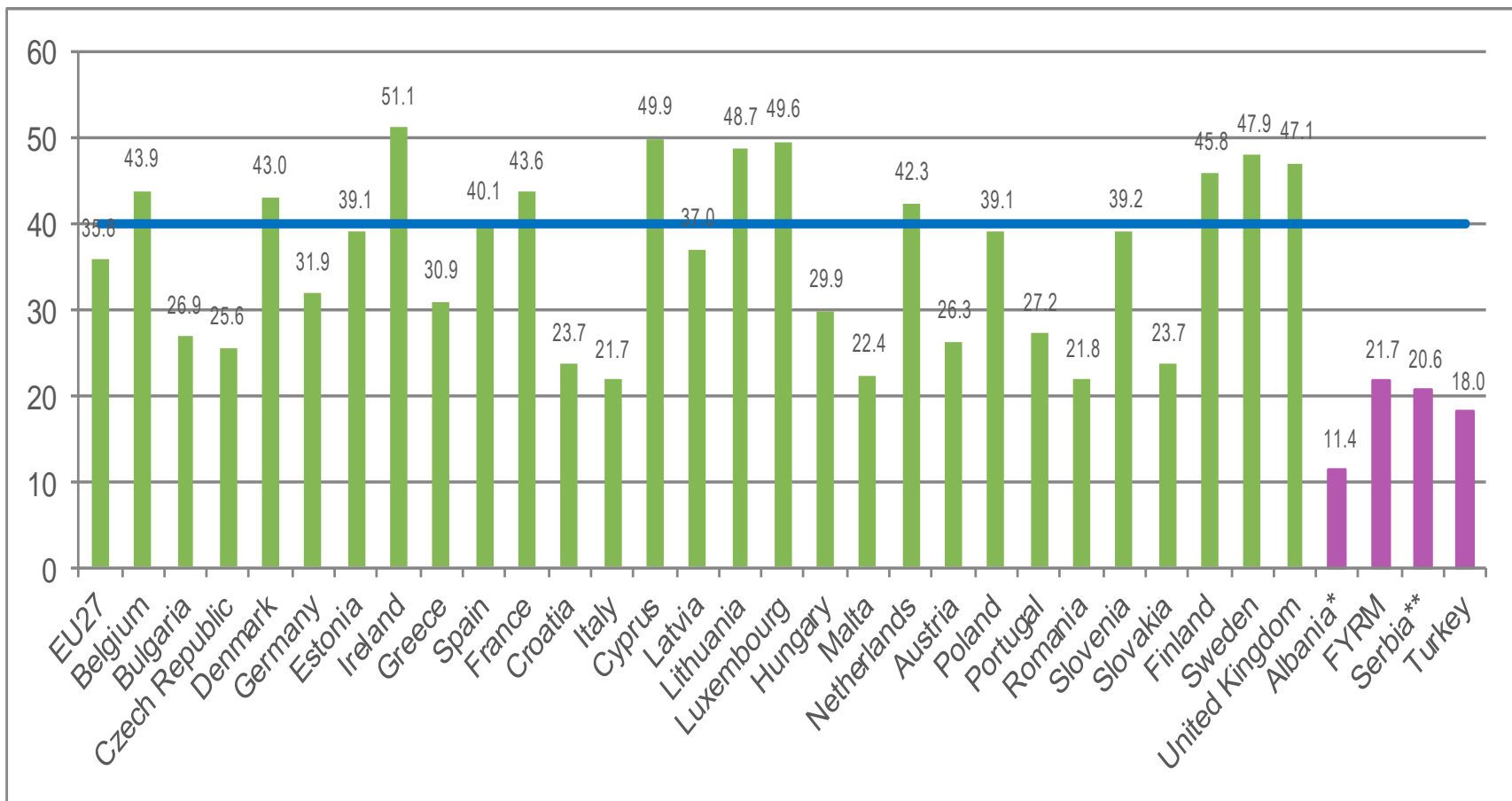
Source: Eurostat and National Statistical Offices (Enlargement Countries), 2013.

Notes: * 2010 data; ** 2011 data. Montenegro: 15.5% (females), 9.2% (males), 2011.

Bosnia and Herzegovina and Kosovo* not available.

EU 2020 Target - At least 40% of 30-34 year-olds completing third level education

Tertiary educational attainment



Source: Eurostat and National Statistical Offices (Enlargement Countries), 2013.

Notes: * 2010 data; ** 2011 data. Bosnia and Herzegovina and Kosovo* not available. Montenegro 27% in 2013

EU Targets and Benchmarks

Europe 2020 Strategy and Education & Training 2020 Framework

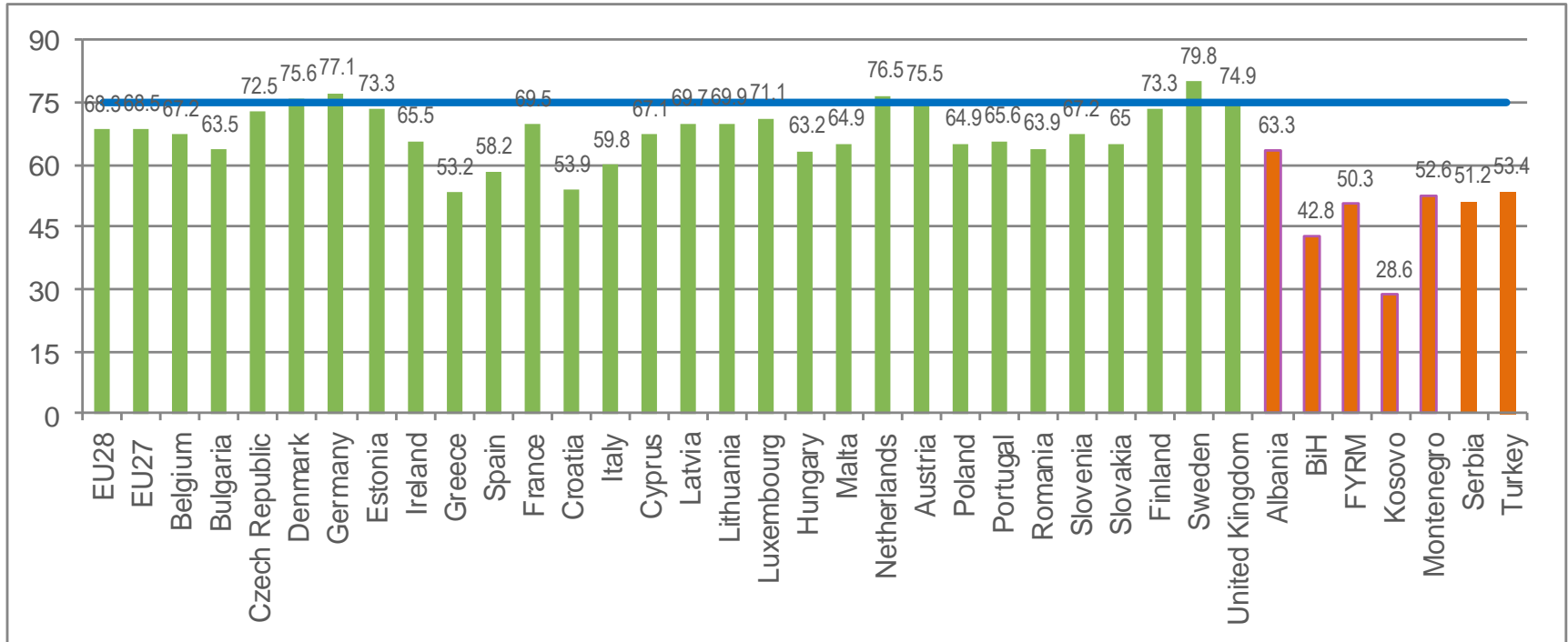
	EU target (2020)	EU avg	EU MS highest	EU MS lowest	AL	BiH	XK	ME	MK	RS	TR
Early childhood education and care (%)	95	93.2	100 (MT)	70.6 (HR)	md	md	md	md	24.5	49.7	19.2
Lower achievers in basic skills (%)	15	19.6	8.1	41.0	52.3	na	na	43.3	na	33.2	21.6
R – reading		22.2	7.8	47.1	60.6			56.6		38.9	42.0
M – maths		17.7	6.0	41.4	53.1			50.7		35	26.4
S- science			(FI)	(BG)							
Employment rate of recent graduates (%)	82	75.7	91.9 (MT)	42.9 (EL)	md	md	md	md	44.8	md	62.0
Adult participation in lifelong learning (%)	15	10.7	31.4 (DK)	1.7 (BG)	1.1	md	3.5	3	4	3.6	3.2

Source: Education and Training Monitor 2013 for EU MS figures; National Statistical Offices/Eurostat /OECD for SEET countries.
Data refer to 2012; md – missing data; na – not applicable

Europe 2020 Strategy

Target - 75% of the 20-64 year-olds to be employed

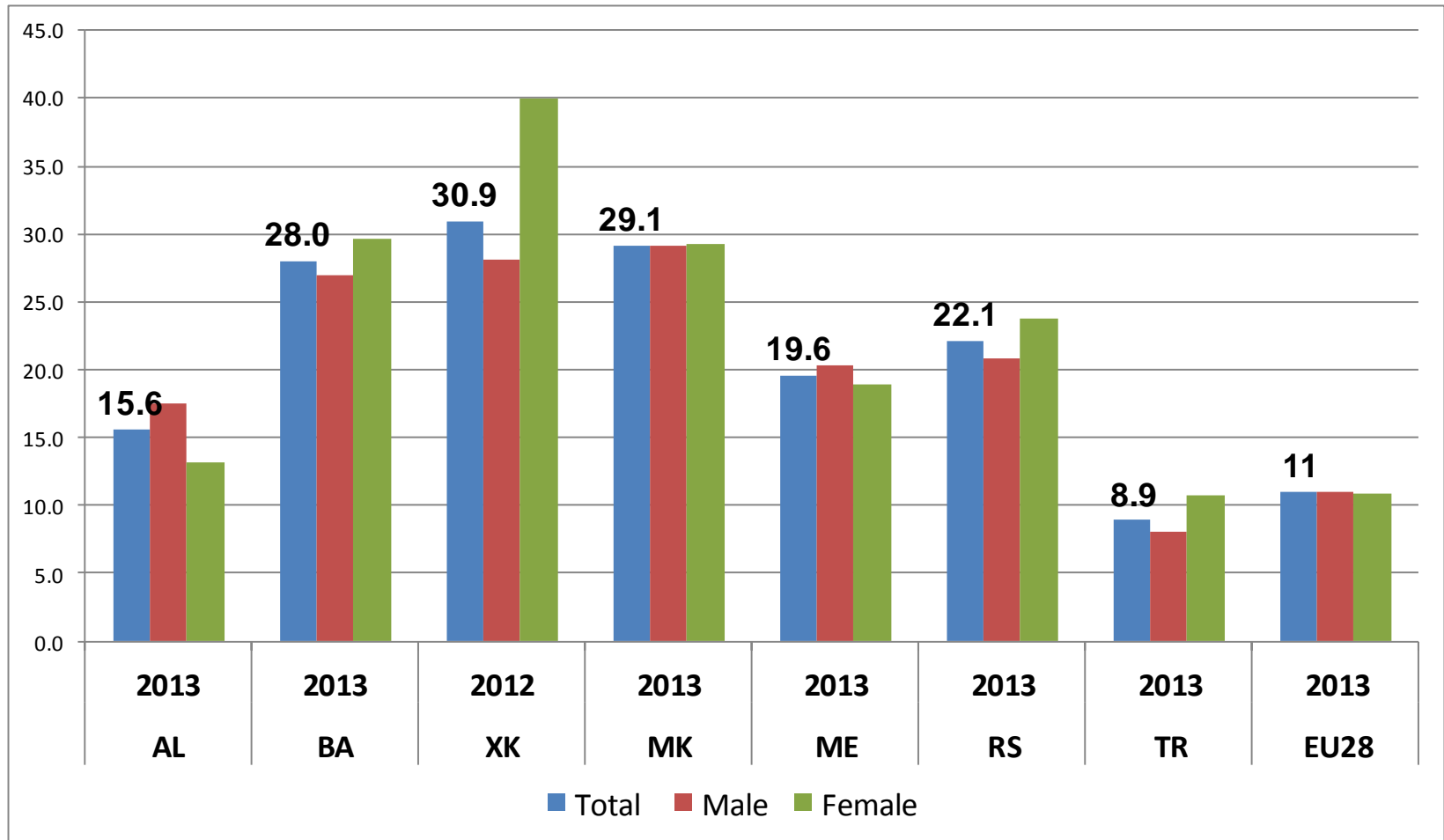
Employment rate



Source: Eurostat and National Statistical Offices (Enlargement Countries), 2013.

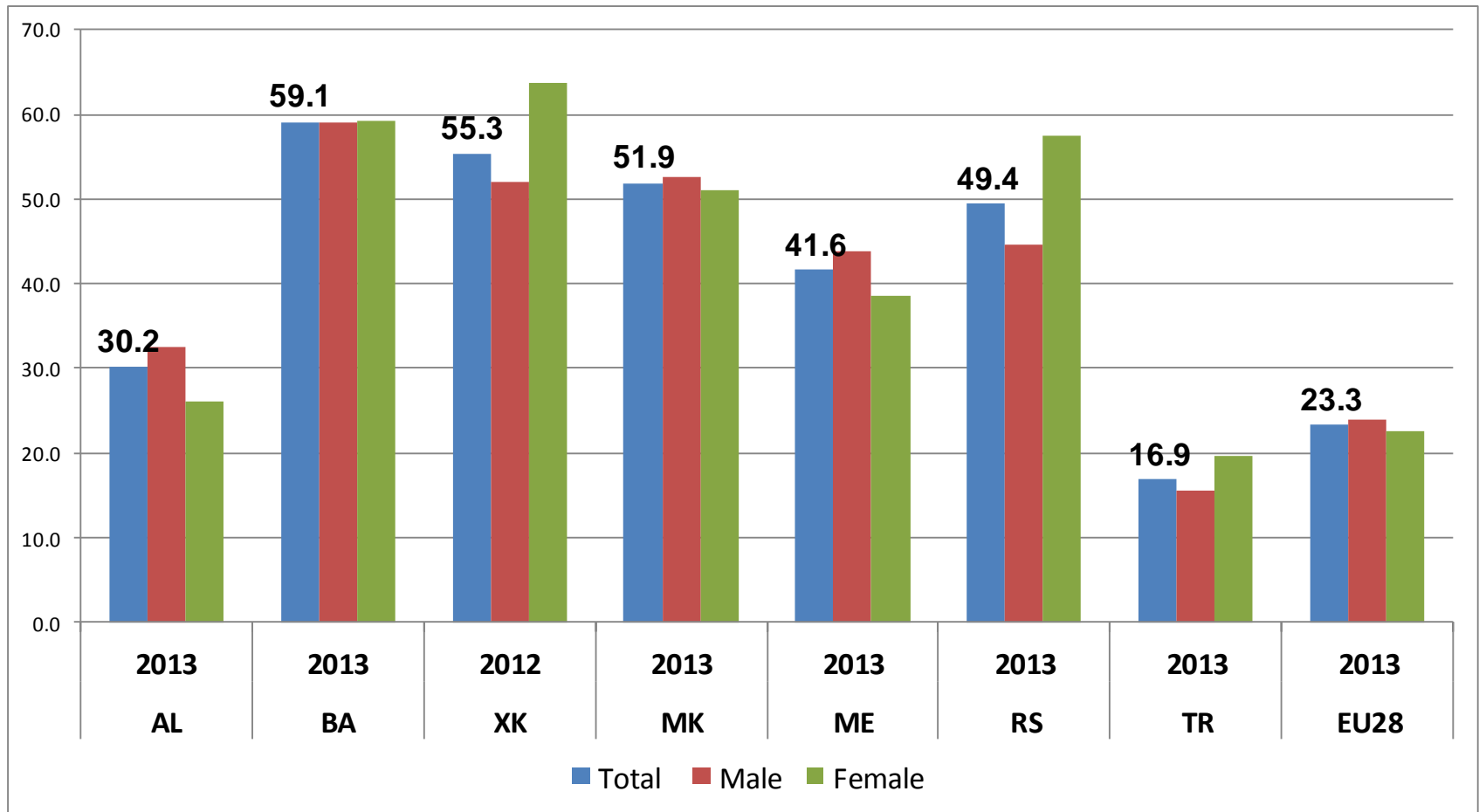
Notes: AL - 2012 datum

Unemployment rates in SEET countries



Source: National Statistical Offices for SEET countries and Eurostat for EU-28 average

Youth unemployment rates (15-24) in SEET countries



Source: National Statistical Offices for SEET countries and Eurostat for EU-28 average

Torino process – Addressing economic and labour market demand

- What are the main economic and labour market factors that shape demand for skills in the country?
- What mechanisms are in place to identify this demand and match the skills supplied by the VET system?
- What is the potential of the VET system to respond to economic and labour market needs

2012 Torino Process round - key message for future development of VET policies and systems in the Western Balkans and Turkey

- focus on the short and long-term employability of young people and adults
- VET training could play an enhancing role alongside macro-economic policies, job-creation measures and continuous efforts to fight informal employment.

- EU/ETF FRAME initiative, implemented in 2013 and 2014 under the 2013 IPA multi-beneficiary envelope
- It supported the *development of comprehensive long term visions for skills and the planning of coherent and holistic human resources development policies in the Enlargement countries*

Results

- country vision for skills and strategic priorities for comprehensive and result oriented policies;
- review of institutional arrangements to develop, implement and monitor integrated policies in the field of HRD and recommendations for future actions supported by national and IPA II resources;
- set of indicators to monitor improvements in HRD

Methodological approach:

- Pre-selection of indicators relevant for skills generation process;
- Ensure an efficient link to EU and SEE strategic priorities but keeping national specificity (common and country specific indicators)
- Check of data availability at national level and comparability at the regional and European level
- Full participation of countries in the decision making process
- Guidelines on how to ensure a sound monitoring process and efficient use of results in policy development

Main challenges:

- low degree of data comparability
- human and financial resource constrains
- time lag in data collection
- inconsistencies of methodologies over time

Structure of FRAME common list of indicators

POLICY AREA 1 <i>(Education and Training System)</i>	POLICY AREA 2 <i>(Adaptation of the LF skills)</i>	POLICY AREA 3 <i>(LM participation)</i>
INPUT		
Financing Education Supporting Teachers' Training	Financing Active Labour Market Policies (ALMPs) - Training	Financing Active Labour Market Policies (ALMPs)
PROCESS		
Participation in VET Foreign Languages skills Digital competencies	K: Lifelong Learning Entrepreneurship Activation of unemployed - Training	Activation of unemployed
OUTPUT/OUTCOME/IMPACT		
K: Tertiary education attainment K: Highly qualified people K: Achievement in Basic Skills K: Early leavers from education and training VET completion Adult literacy	Employment rate of recent graduates Placement rate of VET learners Earning by educational attainment	K: Employment rate

Some questions...

- How policy priorities and targets are set? Do all stakeholders and policy implementers have a real say?
- Is there a sufficient link between priorities and the actual resources that are allocated? (e.g. ambitious HRD targets but very modest investments in further training, ALMPs etc.)
- How countries can cope with the multitude of monitoring, assessment and reporting requirements?
- What are the key gaps and how ETF and other organisations can better help?