

<i>List of indicators</i>	
<i>Indicator</i>	<i>Policy Rationale</i>
Overarching Indicators for Quality Assurance	
<p style="text-align: center;">No 1</p> <p style="text-align: center;">Relevance of quality assurance systems for VET providers:</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	<p>Promote a quality improvement culture at VET-provider level</p> <p>Increase the transparency of quality of training</p> <p>Improve mutual trust on training provision</p>
<p style="text-align: center;">No 2</p> <p style="text-align: center;">Investment in training of teachers and trainers:</p> <p>a) share of teachers and trainers participating in further training</p> <p>b) amount of funds invested</p>	<p>Promote ownership of teachers and trainers in the process of quality development in VET</p> <p>Improve the responsiveness of VET to evolving demand of labour market</p> <p>Increase individual learning capacity building</p> <p>Improve learner's achievement</p>
Indicators supporting quality objectives for VET policies	
<p style="text-align: center;">No 3</p> <p style="text-align: center;">Participation rate in VET programmes:</p> <p>Number of participants in VET programmes¹, according to the type of programme and the individual criteria²</p>	<p>Obtain basic information at system and provider levels on the attractiveness of VET</p> <p>Target support to increase access to VET, including disadvantaged groups</p>
<p style="text-align: center;">No 4</p> <p style="text-align: center;">Completion rate in VET programmes:</p> <p>Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.</p>	<p>Obtain basic information on educational achievements and the quality of training processes</p> <p>Calculate drop-out rates compared to participation rate</p> <p>Support successful completion as one of the main objectives for quality in VET</p> <p>Support adapted training provision, including for disadvantaged groups</p>
<p style="text-align: center;">No 5</p> <p style="text-align: center;">Placement rate in VET programmes:</p> <p>a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria;</p> <p>b) Share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.</p>	<p>Support employability</p> <p>Improve responsiveness of VET to the changing demands in the labour market</p> <p>Support adapted training provision, including disadvantaged groups</p>

¹ For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant
For LLL (Lifelong learning): percentage of population admitted to format VET programmes

² Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrant, handicapped persons, length of unemployment, etc.

<p style="text-align: center;">No 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>Increase employability</p> <p>Improve responsiveness of VET to changing demands in the labour market</p> <p>Support adapted training provision, including disadvantaged groups</p>
Context information	
<p style="text-align: center;">No 7</p> <p>Unemployment rate³ according to individual criteria</p>	<p>Background information for policy decision-making at VET-system level</p>
<p style="text-align: center;">No 8</p> <p>Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchments area) according to age and gender;</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>Background information for policy decision-making at VET-system level</p> <p>Support access to VET for disadvantaged groups</p> <p>Support adapted training provision for disadvantaged groups</p>
<p style="text-align: center;">No 9</p> <p>Mechanisms to identify training needs in the labour market:</p> <p>a) Information on mechanisms set up to identify changing demands at different levels;</p> <p>b) Evidence of their effectiveness.</p>	<p>Improve responsiveness of VET to changing demands in the labour market</p> <p>Support employability</p>
<p style="text-align: center;">No 10</p> <p>Schemes used to promote better access to VET:</p> <p>a) Information on existing schemes at different levels;</p> <p>b) Evidence of their effectiveness.</p>	<p>Promote access to VET, including disadvantaged groups</p> <p>Support adapted training provision</p>