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Delegations will find attached document SWD(2020)123 final. Annexes.

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ANNEXES 1 to 2

ANNEXES

to the Proposal for a

COUNCIL RECOMMANDATION

on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

{SWD(2020) 123 final}

ANNEX I Relevant legal acts in the field of skills, education and training

1. Council Decision of 2 April 1963 laying down general principles for implementing a common vocational training policy[1].

2. Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning[2] calls Member States to have in place arrangements for the validation of non-formal and informal learning which enables individuals to obtain qualifications which comply with agreed standards that are either the same as, or equivalent to, the standards for qualifications obtained through formal education programmes.

3. The Joint Report of the Council and the Commission of 15 December 2015 on the implementation of the strategic framework for European cooperation in education and training (ET 2020) prioritised in the area of adult learning, inter alia, the provision of literacy, numeracy and digital skills and of sufficient second-chance opportunities leading to a recognised EQF qualification for those without EQF level 4[3]. That Joint Report also includes medium-term deliverables for vocational education and training, including enhancing access to qualifications for all through more flexible and permeable vocational education and training systems, in particular by offering efficient and integrated guidance services and making available validation of non-formal and informal learning.

4. The Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults[4], calls on Member States to boost access to and take up of quality learning opportunities offered to adults with low levels of skills in three key steps: skills assessment, tailored learning offer and validation and recognition of the skills acquired.

5. The Council Recommendation of 22 May 2017 on the European Qualifications Framework (EQF) for lifelong learning[5] ensures that qualifications with an EQF level are underpinned by common principles for quality assurance (Annex IV of the EQF Recommendation) and that common principles for credit systems are used when qualifications with an EQF level are built on credits (Annex V of the EQF Recommendation).

6. The Council Recommendation of 20 November 2017 on tracking graduates[6] calls upon Member States to improve the availability and quality of data about vocational education and training and higher education graduate outcomes by 2020.

7. Decision (EU) 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass)[7] establishes a platform that will support the documentation and description of skills and qualifications and offers an e-Portfolio tool for users

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1 OJ : JOP_1963_063_R_1338_01
2 OJ C 398, 22.12.2012
3 See Annex II of the EQF on Descriptors defining levels in the European Qualifications Framework
4 OJ C 484, 24.12.2016
5 OJ C 189, 15.6.2017
6 OJ C 423, 9.12.2017
7 OJ L 112, 2.5.2018

(e.g. job-seekers, learners) to store information on their skills and qualifications, create CVs and job applications. It will also serve as a web portal with information on qualifications and qualification systems, guidance, validation, recognition and other topics related to skills and qualifications. The new Europass service will also support use of authentication services (e.g. digital signatures/certificates).

8. The Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning[8] stresses the need for addressing the development of key competences in a lifelong learning perspective and to ensure support at all levels of education, training and learning including through the further development of initial and continuing vocational education and training.

9. The Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad[9] invites Member States to put in place the steps necessary to achieve, by 2025, automatic recognition of higher education and upper secondary qualifications, as well as recognition of the outcomes of learning periods to work towards a European Education Area. This Recommendation stresses the need to further develop quality assurance instruments in vocational education and training in line with the European Framework for Quality Assurance in Vocational Education and Training and its further developments with a view to foster transparency and build trust in each other's secondary education and training systems. To facilitate mobility and recognition of the outcomes of learning periods abroad, the Recommendation also calls on extending the use of the EU tools developed in vocational education and training: such as those made available through the Europass online platform and the Memorandum of Understanding and Learning Agreement that are part of the European Credit System for Vocational Education and Training.

10. The Council Conclusions on moving towards a vision of a European Education Area[10] stress "that initiatives included in the concept and future actions to be proposed and undertaken as a part of a European Education Area … should include all levels and types of education and training, including adult education and vocational education and training".

11. The Council Resolution on further developing the European Education Area[11] to support future-oriented education and training systems recalls that "the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning".

12. The 2019 Council Conclusions on the implementation of the Council Recommendation on Upskilling Pathways: New Opportunities for Adults[12] stresses the need to put in place sustainable long-term measures for adult upskilling and reskilling as part of a broader strategic approach to lifelong skills development.

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8 OJ C 189, 4.6.2018
9 OJ C 444, 10.12.2018
10 OJ C 195, 7.6.2018, p. 7-10
11 OJ C 389, 18.11.2019, p. 1-6
12 OJ C 189, 5.6.2019

13. The 2019 Council conclusions on the Economy of Wellbeing also invites Member States to promote comprehensive, life-long learning policies as well as skills and competence development throughout life.

14. A Commission Communication on 'Annual Sustainable Growth Strategy 2020'[13] sets the priorities for transforming the Union into a sustainable economy, driving the twin digital and green transition, transforming our Social Market Economy to ensure that Europe remains the home of the world's most advanced welfare systems and is a vibrant hub of innovation and competitive entrepreneurship. It places a strong emphasis on the need to strengthen investment in skills and reforms of education and training systems.

[13] COM(2019) 650 final

ANNEX II - The EQAVET Framework

Part A. EQAVET indicative descriptors

The EQAVET indicative descriptors aim to support Member States and VET providers when implementing the EQAVET Framework. They are structured by phases of the quality cycle: *Planning – Implementation – Evaluation – Review*. They can be applied to both initial and continuing VET and are applicable to all learning environments: school based provision and work based learning including apprenticeships schemes.

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Planning reflects a strategic vision shared by the relevant stake holders and includes explicit goals/objectives, actions and indicators	Goals/objectives of VET are described for the medium and long terms, and linked to European and Sustainable Development Goals taking into account environmental sustainability considerations Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels Targets are established and monitored through specific indicators (success criteria) Mechanisms and procedures have been established to identify the training needs of the labour market and society An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/ regional data protection requirements Standards and guidelines for recognition, validation and certification of competences of individuals have been defined VET qualifications are described using learning outcomes Mechanisms are established for the quality assurance of the design, assessment and review of	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs Responsibilities in quality management and development have been explicitly allocated There is an early involvement of staff in planning, including with regard to quality development Providers plan cooperative initiatives with relevant stakeholders The relevant stakeholders participate in the process of analysing local needs VET providers have an explicit and transparent quality assurance system in place Measures are designed to ensure compliance with data protection rules

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
	qualifications VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	
Implementation plans are devised in consultation with stakeholders and include explicit principles	Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability VET providers' responsibilities in the implementation process are explicitly described and made transparent A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET- provider level to promote continuous improvement and self-regulation	Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned The strategic plan for staff competence development specifies the need for training for teachers and trainers Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process VET providers respond to the learning needs of individuals by using a learner – centred approach which enable learners to achieve the expected learning outcomes VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
		VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes
Evaluation of outcomes and processes is regularly carried out and supported by measurement	A methodology for evaluation has been devised, covering internal and external evaluation Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector Systems are subject to self-evaluation, internal and external review, as appropriate Early warning systems are implemented Performance indicators are applied Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions Evaluation and review covers processes and results/outcomes of education and training including the assessment of learner satisfaction as well as staff performance and satisfaction Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders Early warning systems are implemented
Review	Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly Information on the outcomes of evaluation is made publicly available	Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions Information on the outcomes of the review is widely and publicly available Procedures on feedback and review

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
		are part of a strategic learning process in the organisation, support the development of high quality provision, and improve opportunities for learners. Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

Part B. The reference set of EQAVET Indicators

This section defines a set of reference indicators which can be used to support the evaluation and quality improvement of national/regional VET systems and/or VET providers when implementing the EQAVET framework.

Indicator	Type of Indicator	Purpose of the Policy
Overarching Indicators for Quality Assurance		
Number 1		
Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	Context/Input indicator	Promote a quality improvement culture at VET-provider level Increase the transparency of quality of training Improve mutual trust on training provision
Number 2		
Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested, including for digital skills	Input/Process indicator	Promote ownership of teachers and trainers in the process of quality development in VET Improve the responsiveness of VET to changing demands of labour market Increase individual learning capacity building Improve learners' achievement
Indicators supporting quality objectives for VET policies		
Number 3		
Participation rate in VET programmes: Number of participants in VET programmes[14], according to the	Input/Process/Output indicator	Obtain basic information at VET-system and VET-provider levels on the attractiveness of VET Target support to increase access

[14] For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes.

Indicator	Type of Indicator	Purpose of the Policy
type of programme and the individual criteria[15]		to VET, including for disadvantaged groups
Number 4		
Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	Process/Output/Outcome indicator	Obtain basic information on educational achievements and the quality of training processes Calculate drop-out rates compared to participation rate Support successful completion as one of the main objectives for quality in VET Support adapted training provision, including for disadvantaged groups
Number 5		
Placement rate in VET programmes: (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[16] (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	Outcome indicator	Support employability Improve responsiveness of VET to the changing demands in the labour market Support adapted training provision, including for disadvantaged groups
Number 6		
Utilisation of acquired skills at the workplace: (a) information on occupation	Outcome indicator (mix of qualitative and quantitative	Increase employability Improve responsiveness of VET to changing demands in the

[15] Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

[16] For IVT: including information on the destination of learners who have dropped out.

Indicator	Type of Indicator	Purpose of the Policy
obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences	data)	labour market Support adapted training provision, including for disadvantaged groups
Context information		
Number 7		
Unemployment rate[17] according to individual criteria	Context indicator	Background information for policy decision-making at VET-system level
Number 8		
Prevalence of vulnerable groups: (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	Context indicator	Background information for policy decision-making at VET-system level Support accessto VET for disadvantaged groups Support adapted training provision for disadvantaged groups
Number 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 the use of such mechanisms and their effectiveness	Context/Input indicator (qualitative information)	Improve responsiveness of VET to changing demands in the labour market Support employability
Number 10		

[17] Definition according to ILO: individuals aged 15-74 without work, actively seeking employment and ready to start work.

Indicator	Type of Indicator	Purpose of the Policy
Schemes used to promote better access to VET and provide guidance to (potential) VET learners: (a) information on existing schemes at different levels (b) evidence of their effectiveness	Process indicator (qualitative information)	Promote access to VET, including for disadvantaged groups Provide guidance to (potential) VET learners Support adapted training provision