

Toolkit MoVET



MONTESSORI 
in the VET

**European project for
Vocational Education and Training**

**Feasibility study
about the application
of Montessori Method to Vet,
in order to improve its quality**



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INTRODUCTION

Since 2000, however, the European Union has been working strategically on improvement of quality in Education and Training, particularly on the improvement of quality in VET within the Copenhagen process. The Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a [European Quality Assurance Reference Framework for Vocational Education and Training](#)³ (the EQAVET Recommendation) constitutes a breakthrough in the journey towards quality in VET given that, by definition, the EQAVET is taken to mean a theoretical overview of VET to be used as a point of reference with the purpose of relating a wide-ranging dimensions within the VET quality assurance process, particularly the use of indicators. A key challenge in implementing this Recommendation is to achieve a balance between the political goal to promote a systematic approach to assure quality in VET at system level and the mutual trust among VET stakeholders, namely in so far as the use of indicators is concerned.

In 2009, the European Parliament and the Council adopted the Recommendation of the European Parliament and of the Council on the establishment of a [European Quality Assurance Reference Framework for Education and Training](#). This is a reference instrument to help Member States promote and monitor the continuous improvement of their VET systems. The Recommendation is constructed on a quality model which aims – among other things – to develop a systematic approach to monitoring the performance of VET systems and VET provision at national level (on a voluntary basis) and at European level. The quality model is based on common European references, which comprise a quality assurance and improvement cycle of planning, implementation, evaluation/assessment and review/revision of VET (see diagram below), supported by common quality criteria, indicative descriptors and a set of ten indicators. The EQAVET set of ten indicators is a selection from the total possible range of VET relevant indicators (≈ 200) and it is based on the underlying theoretical and political understanding of what types of VET impacts are important. Specifically, this set of indicators (see list of EQAVET indicators

below) provides a way of characterising and relating a significant number of aspects of the VET system to each other and allows the information provided by each one of the indicators to be greater than the sum of its parts.

It is important to recognise that providing support on what works/ does not work in implementing the EQAVET set of indicators is likely to vary at differing levels, for different people and for different organisations. The main purpose of this Toolkit is to support the role of policy development which needs to engage the whole VET system while responsibilities rest at different levels:

Macro level – this level comprises national and/or regional decision makers who are mainly concerned with strategic decisions, i.e., a) the performance of the VET system and its review and b) the development of strategies to improve quality outcomes which will percolate through the whole VET system.

Intermediate level – this level includes decision-makers who are in charge of a) management and b) in translating policy goals into technical/operational decisions, namely the National Reference Points (NRPs).

Micro level – this level consists of those stakeholders, particularly VET providers whose main concern is to ensure that a) their education and training provision is of the high possible quality and b) meet the needs of individuals and society at large.

The challenge, therefore, is how best to develop a toolkit relating to the implementation of the indicators that will satisfy the needs of different users. But who are they? Even if VET stakeholders, whom we define as individuals or representative groups who have a direct and vested interest in VET, the primary users of the toolkit will be those leading the implementation at Member State level at macro and intermediate level, particularly the National Reference Points.












EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

The **EQAVET indicators** are interlinked and each one impacts on all of the others. So the indicators will enable you to adopt a holistic approach to evaluating your quality assurance arrangements while taking into consideration your own context and needs.

Measures of data

EQAVET Indicators	VET area	
Indicators 1, 9	CONTEXT/INPUT	
Indicator 2	INPUT/PROCESS	
Indicator 3	INPUT/PROCESS/OUTPUT	
Indicator 4	PROCESS/OUTPUT/OUTCOME	
Indicator 5, 6	OUTCOME	
Indicator 7, 8	CONTEXT	
Indicator 10	PROCESS	

WHAT'S THE MoVET TOOLKIT?

This Toolkit has been provided as a support document for the Montessori in the VET partners in order to be able to identify on a common evaluation basis the Best Practices at macro (Member State) and micro (VET providers partner and other VET providers), but above all in order to improve:

- The awareness of one's role in ensuring the quality of the training offer;
- The understanding of what the potentials, but also the difficulties, perceived by the partners and other reference Stakeholders regarding the achievement of the EQAVET indicators;
- the capacity to re-design of existing initiatives in the pursuit of quality, incorporating, where possible, the Montessori method.

This toolkit, starting from the analysis of the EQAVET Recommendation and from an analysis of the 10 indicators, was produced on the basis of the observations and sharing work among the project partners during the first meeting held in Città di Castello in February 2020. This sharing work made it possible to choose these 6 indicators as a starting point for implementing the analysis phase of project.

HOW CAN YOU USE MoVET TOOLKIT?

In order to investigate what the macro (Member State) and micro (VET provider partner and other VET providers) performances are regarding the quality of the VET offer with respect to the EQAVET indicators identified, the project partners will select training entities that present continuous actions. and structured aimed at increasing

performance in relation to EQAVET indicators and specifically focusing on:

- Improvement of teachers / trainers skills,
- Improvement of student motivation methods, in order to arouse their interest;
- Improvement of the institutional capacity of VET to be in step with the respective level reached by the other European partners;
- Who apply the principles of the Montessori Method formally (thanks to the presence of specialized human resources) and informally (see diagram below) such as: train the adolescent to independence (promoting students' autonomy, responsibility and entrepreneurial attitude, contributing to their individual enhancement and an active role in society); provide many practical activities in the classroom and especially the workshops intended as multifunctional environments that allow learning processes through group work and Learning by doing techniques.

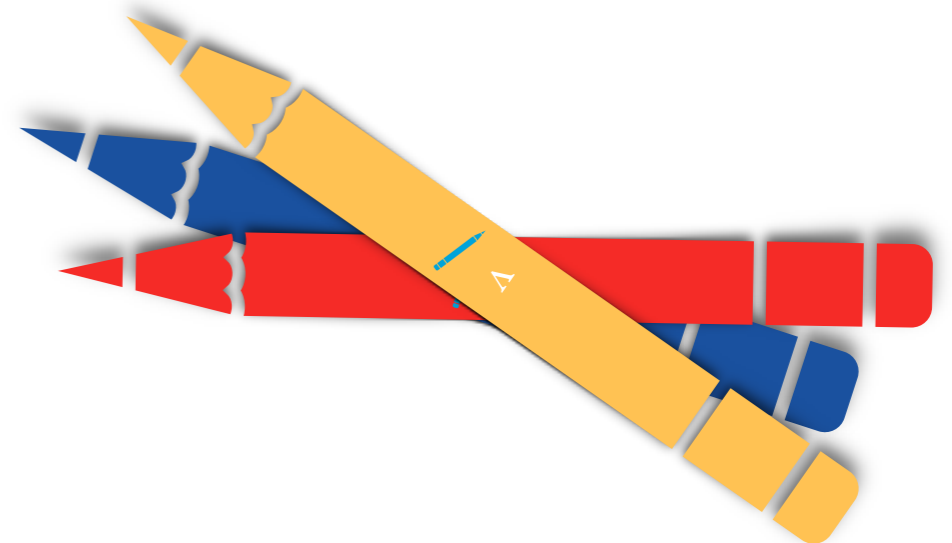
Therefore choosing at least one area of interest ([Employability](#), [drop out](#), [Attractiveness](#), [Vulnerable group](#), [Quality culture](#)) and the reference indicator chosen each partner will try to bring out all those factors (internal or external) that have favored the realization of the Best Practice and which also represent the variables out of the control of the Reference Analysis Unit.

This will be followed by a Benchmarking Analysis between partners to highlight the conditions, internal and external, that made the Best Practices situation possible.



Didactic principles of Montessori pedagogy:

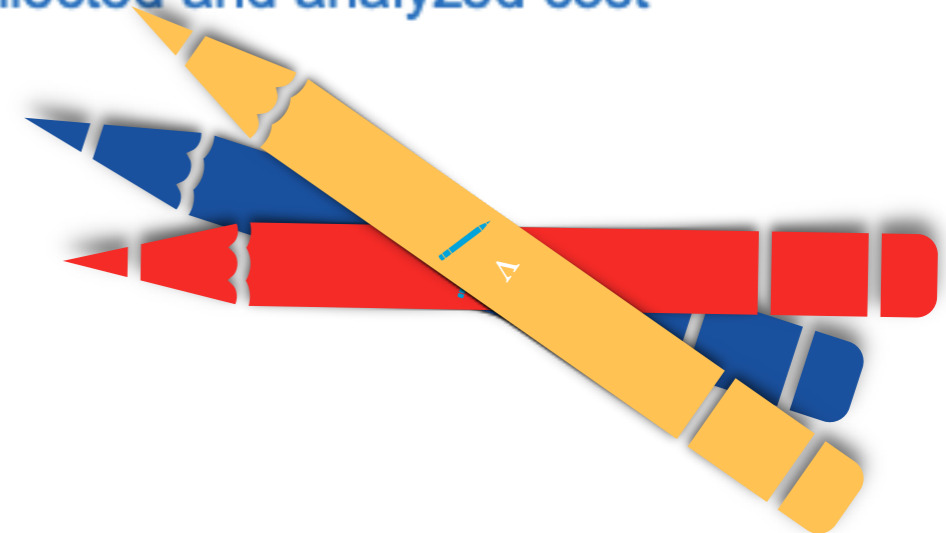
- The method is person-oriented and consistent with the needs of the individual
- Spontaneous and free choice of activity in a purposefully prepared environment
- Polarization of attention to a specific task
- Gradual improvement of independence Motto: "Help me do it myself!"
- Not to see errors as mistakes, but as a way forward
- Activity planning algorithm - from simple to complex, from concrete to abstract. Consistency in the execution of actions.
- Order, freedom, individual work rhythm.
- 3-step training.



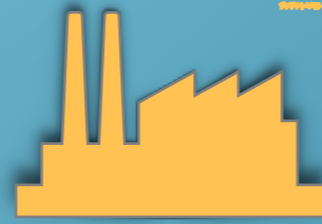
Selection of Indicators

Criteria for selecting indicators

- **Relevance to VET outcomes:** the indicator will measure VET outcomes and those social and economic outcomes that are directly related to VET or are strongly influence those outcomes
- **National/systemic influence:** the indicator will reflect progress at system level
- **Disaggregation capacity:** the indicator may be disaggregated along significant population subgroups
- **Accuracy and validity:** the indicator will be statistical sound and provide an accurate representation of the phenomenon and the changes in the phenomenon it intends to measure
- **Consistency and stability:** the indicator will have a consistent definition and will be measured over time
- **Feasibility and timeliness:** the indicator will be collected and analyzed cost effectively in a timely manner



TAKEN FROM: EQAVET Indicators Toolkit final

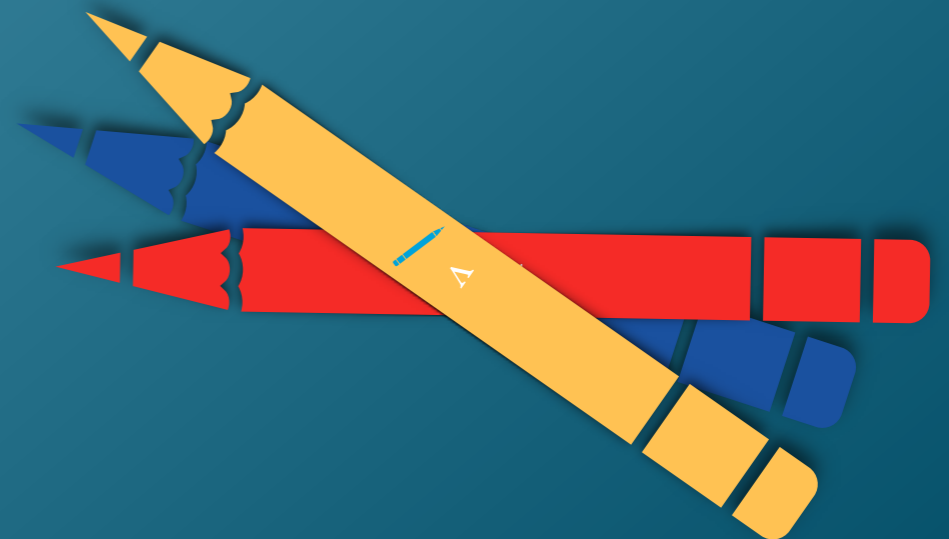


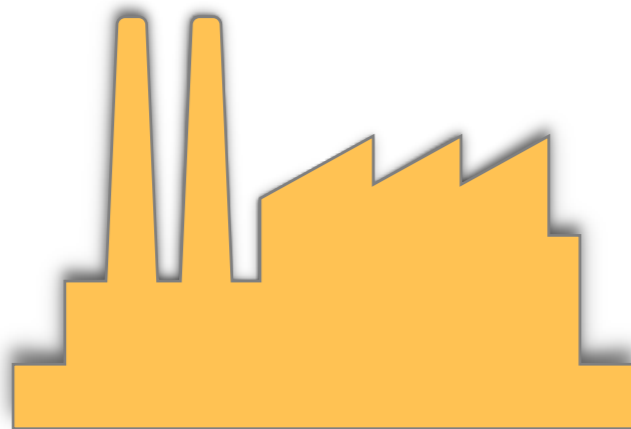
Employability

Combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers

Gradual
improvement of
independence

“Help me do it
myself!”





Employability

Indicator 5. Placement rate in VET programmes

- a) Proportion of 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;
- b) Percentage of VET programme completers who are employed one year after the end of training.

Indicator 6. Utilisation of acquired skills at the workplace

Utilisation of acquired skills at the workplace: a) Percentage of VET programme completers working in relevant occupations;

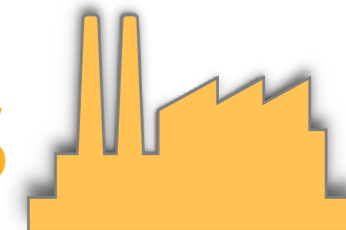
- b1) Percentage of employees of a given **sector** who, within a period of 12-36 months from completing the VET **programme**, find that their training is relevant for their current occupation;
- b2) Percentage of employers of a given **sector** who are satisfied to find VET **programme** completers with relevant qualifications and competences required for the work place;
- b3) Percentage of employers of a given **sector** who are satisfied with **programme** completers.



Indicator 5 may assist in supporting **employability**, improving responsiveness of VET to the changing demands in the labour market and supporting adapted training provision, including for disadvantaged groups;

Which specific issues should be considered in order to avoid misapplication or misinterpretation of this indicator?

- This indicator may require a commissioned **survey**, which means that resource and response burden issues may apply;
- The assessment of labour market demand for VET courses may be undertaken jointly by key **stakeholders**, e.g. VET institution and employers conducting a survey of the current workforce to find out the most important ways of entry into occupations;
- There are also possible data protection issues on accessing individuals' records from particular programmes and following up destinations. Permissions need to be obtained from learners when they are undertaking training. It is possibly more practical for individual providers;



Indicator 5 may assist in supporting **employability**, improving responsiveness of VET to the changing demands in the labour market and supporting adapted training provision, including for disadvantaged groups;

The following Questions & Answers may be useful in interpreting this indicator and in supporting its implementation.

Which data elements are needed to generate indicator 5?

Indicator 5a)

Numerator: Number of VET programme completers (by age and gender) who, within 12-36 months of the day they received their training credentials obtained employment, enrolled in further education or training or any other destination.

Denominator: Total number of VET programme completers.

Indicator 5b)

Numerator: Number of VET programme completers (by age and gender) employed one year after the end of training.

Denominator: Total number of programme completers.

Which mathematical formula may be used for computing the indicator value?

Indicator 5a)

Number of VET programme completers (by age and gender) who, within 12-36 months of the day they received their training credentials, obtained employment, enrolled in further education or training or any other destination to the total number of VET programme completers.

Indicator 5b)

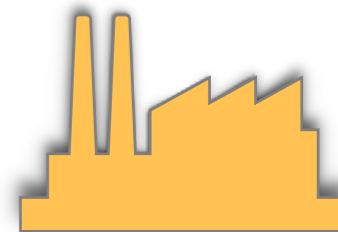
Number of programme completers (by age and gender) employed one year after the end of training divided by the total number of programme completers x 100

What type of data may be useful to gather on this indicator?

- Destination: labour market, further education and training (including university) and other destinations;

Data collection should contain:

- - the position in the labour market: employed –searching employment- not searching employment;
- basic job features: full time–part time; permanent–temporary; dependent- independent;
- vulnerable groups.



Indicator 6 may assist in supporting **employability**, improving responsiveness of VET to the changing demands in the labour market and supporting adapted training provision, including for disadvantaged groups

Which specific issues should be considered in order to avoid misapplication or misinterpretation of this indicator?

- There may be difficulties in finding a one-to-one correspondence between training domains/**qualifications** attained and sectors of economic activities (e.g. a secretary or an IT operator might work in any **sector**; a cook usually works in restaurants but also might work in hospitals or in a school's canteen etc.);
- Successful programme completion does not necessarily translate into successful employment:
- It is adequate to refer to "VET completers of a given sector" only in case of company-based **IVET** systems (apprenticeship /dual system) or in case of **CVET**;
- This indicator requires a mixture of both quantitative and qualitative data;
- Need to consider **vulnerable groups**;



Indicator 6 Assists in increasing the **employability** of VET learners, in improving the responsiveness of VET to the changing demands of the labour market and in supporting adapted training provision, particularly for disadvantaged groups; for disadvantaged groups

The following Questions & Answers may be useful in interpreting this indicator and in supporting its implementation.

Which data elements are needed to generate indicator 6?

Indicator 5a)

Indicator 6a)

Numerator: Number of VET completers (by gender, education/**qualification** levels and training domains) of a given **sector** who, within 12-36 months from completing the VET programme, find a relevant occupation.

Denominator: Total number of VET programme completers.

Indicator 6b)

Numerator: Number of individuals (by gender, education/**qualification** levels and by training domains) and employers who are satisfied with the acquired skills/competences.

Denominator: Total number of VET programme completers and employers of that given sector.

Which mathematical formula may be used for computing the indicator value?

Indicator 6a)

Number of IVET programme completers (by age and gender) who, within 12-36 months from completing the VET programme, find a relevant occupation divided by the total number of VET programme completers x 100.

Indicator 6b)

b1) Number of VET programme completers, employees (by gender, education/**qualification** levels and by training domains) of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation divided by the total number of VET programme completers, employees of that specific sector x 100.

b2) Number of employers of a given sector who are satisfied to find VET programme completers with relevant **qualifications** and competence required for the work place divided by the total number of employers of that given sector x 100.

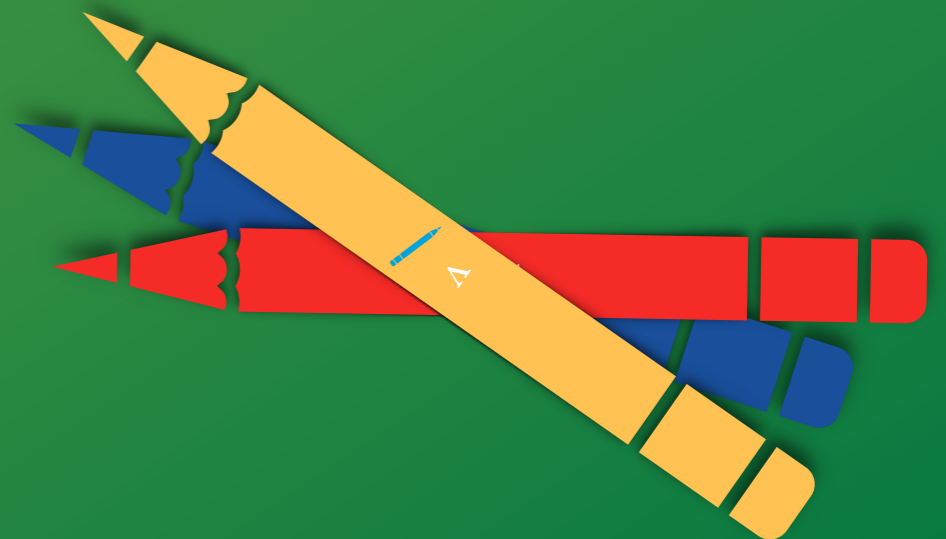
b3) Number of employers of a given sector who are satisfied with programme completers divided by the total number of employers of that given sector x 100.



Drop out

Withdrawal from an education or training programme before its completion.

Not to see errors as mistakes,
but as a way forward





Drop out

Indicator 4. Completion rate in VET programmes

Completion rate in VET programmes:

- a) Percentage of those completing (i.e. attaining a formal qualification) **IVET** programme(s) (which lead to a formal qualification), compared to those entering IVET programme(s);
- b) Percentage of those completing (i.e. attaining a formal qualification) **CVET** programme(s) (which lead to recognition), compared to those entering CVET programme(s).



Indicator 4 may assist in achieving basic information on educational achievements, calculating **dropout** rates compared to participation rates, supporting successful completion and adapted training provision, particularly for disadvantaged groups;

Which other issues may influence the use of this indicator?

- Areas contributing to definitional confusion include: variation in age of learners who can be classified as **dropouts**, variation in the length of time for programme completion before a learner is considered a drop out;
- According to the definition above the indicator measuring the completion rate is not specific for measuring the abandon rate (although it might give an idea about it), that is, someone may not abandon because he/she follows the training until the end but simply does not pass the final examination. If your purpose is to calculate “programme completion”, then you may find unnecessary to calculate when that completion took place, i.e. after the regular end of programme;
- Consideration of the learning activities within the National Framework of Qualifications;
- A good completion rate does not automatically prove the quality of education, i.e. it is difficult to be taken into consideration as a reliable indicator without ensuring the quality and relevance of examinations based on sound training and assessment standards and procedures;
- It may be very complex to try to construct statistics that can cope with all different kind of drop outs.

Need to consider: different interpretations used by and different VET systems across Member States, to provide a context; supplementary indicator, due to data collection difficulties with the proposed indicator; vulnerable groups.



Indicator 4 may assist in achieving basic information on educational achievements, calculating **dropout** rates compared to participation rates, supporting successful completion and adapted training provision, particularly for disadvantaged groups;

Which specific issues should be considered in order to implement this indicator?

The calculation of drop out rates varies according to how the concept is defined and the type of **drop out** statistic used, i.e. a) the proportion of learners who drop out in a single year without completing the programme (the event rate), b) the proportion of learners who have not completed the programme and are not enrolled at one point in time, regardless of when they dropped (the status rate) or c) what happens to a single group or cohort of learners over a period of time (the cohort rate);

Multiple methods and definitions can result in conflicting information, e.g. it is possible to have a low rate of completion, and to have a low rate of **drop out** based on event or status calculations as well. Since it is about successful completers, we might limit to those finalising the programme in due time and passing the final examinations at the end of the VET programmes;

Possibly useful to identify specific groups of drop outs in order to design adequate programmes and methodologies;

Also, it might be recommended that, depending on the specific situation and if relevant, an additional statistical dimension of the indicator to be measured might be included, e.g. in one year time after the 'regular' end of the programme;

Possibly useful to identify specific groups of drop outs in order to design adequate programmes and methodologies;



Indicator 4 may assist in achieving basic information on educational achievements, calculating **dropout** rates compared to participation rates, supporting successful completion and adapted training provision, particularly for disadvantaged groups;

Which data elements are needed to generate this indicator?

For: **IVET** programme completers attaining a formal qualification

Numerator: Number of successful **IVET** programme completers (by age and gender).

Denominator: Total number of participants entering **IVET** courses.

For: **CVET** programme completers attaining a formal qualification

Numerator: Number of successful **CVET** programme completers (by age and gender).

Denominator: Total number of participants entering **CVET** programmes.

Which mathematical formula may be used for computing the indicator value?

For **IVET**: The number of successful program completers (by age and gender) divided by the number of those who entered the **IVET** programme x 100.

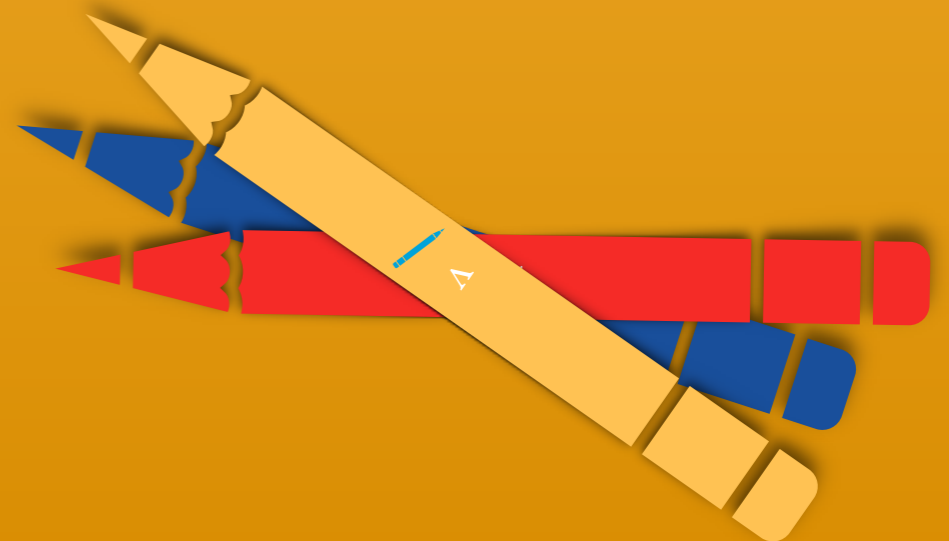
For **CVET**: The number of successful **CVET** completers (by age and gender) divided by the number of those who entered the **CVET** programme x 100.



Actractiveness

Spontaneous and
free choice of
activity in a
purposefully
prepared
environment

- Capacity of vocational
education and training to:
- encourage individuals to
choose vocational education
and training;
 - propose qualifications that
open up career prospects.





Attractiveness

Indicator 3. Participation rate in VET programmes

- a) Percentage of annual cohort completing lower secondary school/ compulsory education participating in **IVET** programmes at upper secondary level (which lead to a formal qualification);
- b) Percentage of active population (15-74 years old) entering **CVET** programmes (which lead to recognition).



Indicator 3 may assist in obtaining basic information at VET-system and VET-provider levels on the **attractiveness of VET** and in targeting support to increase access to VET, including for disadvantaged groups;

Which other issues may influence the use of this indicator?

- Given the diversity of VET systems across Europe, national and regional **stakeholders** are an important source of information to capture some of the story behind the **outcomes**;
- You may need to consider i) previous working experience ii) **vulnerable groups**
- Targeted interventions and/or other factors are likely to influence the number of participants in various VET programmes, e.g. career advising at school level, promotion campaigns by government.
- A good completion rate does not automatically prove the quality of education, i.e. it is difficult to be taken into consideration as a reliable indicator without ensuring the quality and relevance of examinations based on sound training and assessment standards and procedures;
- It may be very complex to try to construct statistics that can cope with all different kind of drop outs.



Indicator 3 may assist in obtaining basic information at VET-system and VET-provider levels on the **attractiveness of VET** and in targeting support to increase access to VET, including for disadvantaged groups;

Which specific issues should be considered in order to avoid misapplication or misinterpretation of this indicator?

- Programme participation includes some pre- set requirements, e.g. for IVET a period of 6 weeks of training is needed before a learner is counted as a participant for LLL (Lifelong learning);
- Labour market demand for an adequately skilled workforce may require incentives or disincentives for learners' enrolment in particular occupational fields
- Equity objectives may considered for participation in training by particular target groups;
- Breakdown of information: for example enrolments, full-time/part-time status and whether study is contact or distance;



Indicator 3 may assist in obtaining basic information at VET-system and VET-provider levels on the **attractiveness of VET** and in targeting support to increase access to VET, including for disadvantaged groups;

Which data elements are needed to generate this indicator?

Which specific issues should be considered in order to avoid misapplication and /or misinterpretation of the indicator?

Which mathematical formula may be used for computing the indicator value?

Indicator 3a)

Numerator: Number of participants in **IVET** programmes at upper secondary level.

Denominator: Number of learners (including by age, gender or other factors in which you are interested) who have completed lower secondary/ compulsory education in a given year.

Indicator 3a)

Number of participants in **IVET** programmes at upper secondary level divided by number of learners (including by age, gender or other factors in which you are interested) who have completed lower secondary/ compulsory education in a given year x 100.

Indicator 3b)

Numerator: Number of participants (including by age, gender or other factors in which you are interested) in a CVET programme aged between 15-64 years.

Denominator: Number of population aged 15-64.

Indicator 3b)

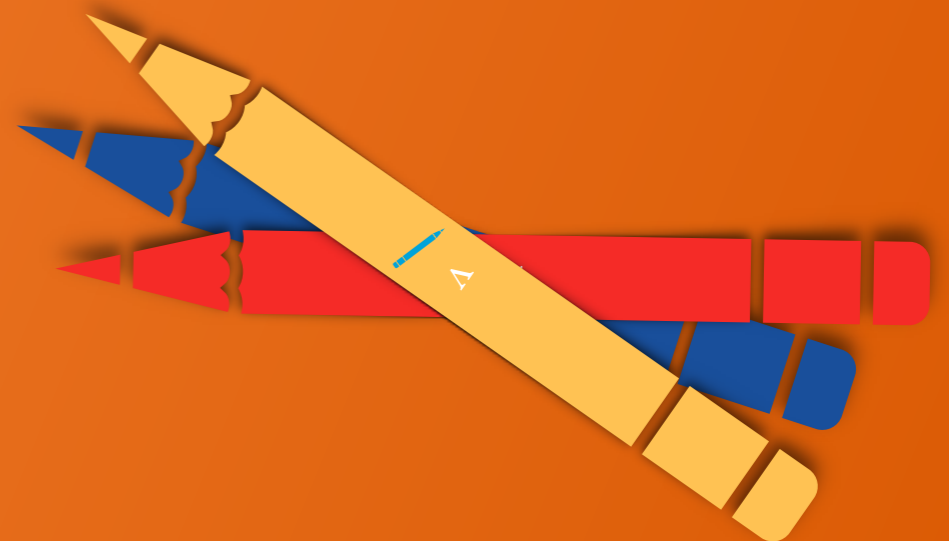
Number of participants (including by age, gender or other factors in which you are interested) in a CVET programme aged between 15-64 years divided by population aged 15-64 x 100.



Vulnerable group

The method is
person-oriented
and consistent with
the needs of the
individual

Groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, disabled people, 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.





Vulnerable group

Indicator 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.



Indicator 8 may be used for planning at system level, budgetary target setting and the assessment of the **attractiveness** and suitability of VET for **vulnerable groups**. It may also indicate the capacity of VET providers to deal with those groups

Which specific issues should be considered in order to avoid misapplication or misinterpretation of this indicator?

Definition of “**vulnerable group**” at national level and used specifications (e.g. age level, type of population, participation and completion status, immigration status, ethnicity, income levels, disability status, a government’s social policy objective, etc.);

Useful for **IVET** and **CVET** programmes, excluding informal but including non –formal VET

According to the definitions above, the prevalence of vulnerable groups relates only to indicator 8a;

The indicator 8b measures the success rate (not the prevalence);

Which other issues may influence the use of this indicator?

For some vulnerable groups clear definitions at European level are available and for those groups data can be provided through Eurostat. Those groups are the following: early school leavers (**drop-outs**); young unemployed people (under 25 years of age); long-term unemployed people (more than one year); older people (over 55 years of age); **disabled people**.



Indicator 8 may be used for planning at system level, budgetary target setting and the assessment of the **attractiveness** and suitability of VET for **vulnerable groups**. It may also indicate the capacity of VET providers to deal with those groups

The following Questions & Answers may be useful in interpreting this indicator and in supporting its implementation.

Which data elements are needed to generate this indicator?

Which mathematical formula may be used for computing the indicator value?

Indicator 8a)

Numerator: Number of participants and of programme completers (by age and gender) from disadvantaged groups, defined at European and national level;

Denominator: Total number of participants and VET programme completers.

Indicator 8a)

Number of participants and of programme completers (by age and gender) from disadvantaged groups, defined at European and national level divided by the total number of participants and VET programme completers x 100.

Indicator 8b)

Numerator: Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level.

Denominator: Total number of programme entrants from disadvantaged groups.

Indicator 8b)

Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level, divided by the total number of programme entrants from disadvantaged groups x 100.

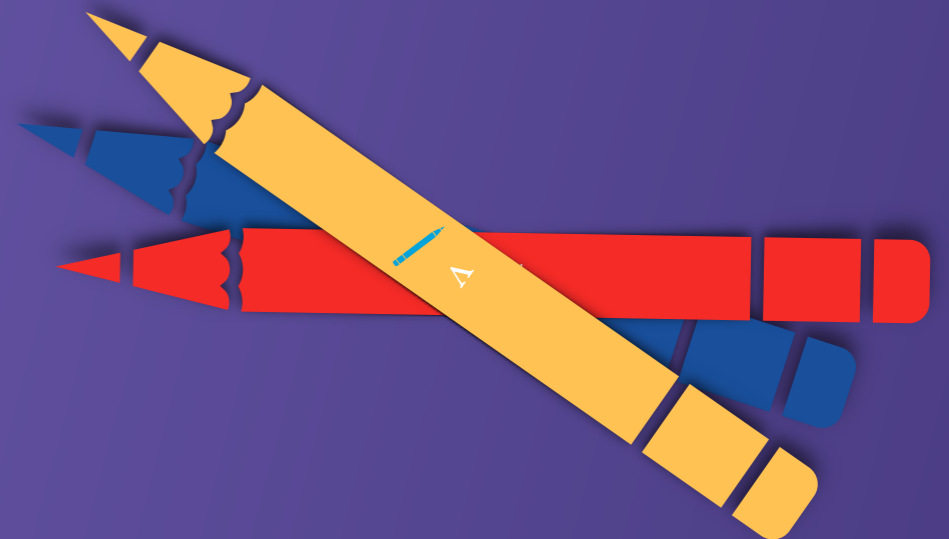
Which subgroups are commonly reported for this indicator? Gender and age; People with low educational level, students with learning difficulties or learners with special educational needs; Imprisoned persons, migrants; Early school leavers (**drop-outs**); Disable people.



Quality Culture

Share of providers applying
internal quality assurance
systems defined by law/at own
initiative

3-step training
and Not to see
errors as mistakes,
but as a way
forward





Quality Culture

Indicator 2 Investment in training of teachers and trainers

Investment in training of **teachers** and **trainers**:

- a) Percentage of teachers and trainers participating in **accredited** training programmes, from the total number of **registered** teachers and trainers;
- b) Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training.



Indicator 2 -The purpose of the policy is to promote teachers and trainers" ownership of quality development in VET, to improve the responsiveness of VET to changing demands of labour market, to increase individual learning capacity building and to improve learners" achievement.

Which specific issues should be considered in order to implement this indicator?

Even if teachers/trainers" education and training are recurrently associated with learners" performance, they do not necessarily correlate. Teacher quality including formal education, degree in field, and participation in professional development may have a significant impact on students" outcomes. Hence, an impact analysis of teachers/trainers participation in further training programmes on the quality of the teaching/learning process might be useful too;

Teacher/ trainer demographics (age, gender) may affect the value of this indicator;

Teachers/trainers training costs might be covered (partly or fully) by a various range of financing sources e.g. public budget, European programmes, companies" investment, individual teachers and trainers" self-funding or a combination of different financial sources

At the policy level, particular attention should be paid to the public investment in teachers and trainers" training and/or incentives in supporting teachers and trainers" training;

Which other issues may influence the use of this indicator? Existence/ non-existence of national/regional/local schemes recognizing non-formal learning and prior experience; Existence/non-existence of training programmes allowing for the accumulation of a no. of credits or training hours (at national, regional or local level).



Indicator 2 -The purpose of the policy is to promote teachers and trainers" ownership of quality development in VET, to improve the responsiveness of VET to changing demands of labour market, to increase individual learning capacity building and to improve learners" achievement.

The following Questions & Answers may be useful in interpreting this indicator and in supporting its implementation.

Which data elements are needed to generate this indicator?

Which mathematical formula may be used for computing the indicator value?

Indicator 2

a) Numerator: Number of teachers and trainers (by age and gender) participating in accredited further training. Denominator: Total number of registered teachers and trainers.

b) Numerator: Total amount of funds annually invested in the further training of trainers/trainers.

Denominator: Total number of teachers and trainers participating in further training.

Indicator 8b)

Numerator: Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level.

Denominator: Total number of programme entrants from disadvantaged groups.

Indicator 2

a) Number of teachers and trainers (by age and gender) participating in accredited further training divided by the total number of teachers X 100.

b) Total amount of funds annually invested in the further training of teachers and trainers divided by the total number of teachers participating in further training.

Indicator 8b)

Number of programme completers (by age and gender) from disadvantaged groups, defined at European and national level, divided by the total number of programme entrants from disadvantaged groups x 100.

Dialogue with stakeholders and improve understanding and responsiveness to their needs and priorities

Macro level – this level comprises national and/or regional decision makers who are mainly concerned with strategic decisions, i.e., a) the performance of the VET system and its review and b) the development of strategies to improve quality outcomes which will percolate through the whole VET system.

Intermediate level – this level includes decision-makers who are in charge of a) management and b) in translating policy goals into technical/operational decisions, namely the National Reference Points (NRPs).

Micro level – this level consists of those stakeholders, particularly VET providers whose main concern is to ensure that a) their education and training provision is of the high possible quality and b) meet the needs of individuals and society at large.

The challenge, therefore, is how best to develop a toolkit relating to the implementation of the indicators that will satisfy the needs of different users. But who are they? Even if VET stakeholders, whom we define as individuals or representative groups who have a direct and vested interest in VET, the primary target of the reserve will be those leading the implementation at Member State level at macro and intermediate level, particularly the **National Reference Points**.

Activity to Dialogue with stakeholders and improves understanding and responsiveness to their needs and priorities

Background

Participatory methods can be used to create consensus and ownership for a change process. Dialogue with stakeholders improves understanding and responsiveness to their needs and priorities but their participation must be managed due to the costs and time constraints. The EQAVET Recommendation states that VET providers should consult with the “relevant stakeholders” at the different stages of the quality cycle. To help VET providers identify who their “relevant stakeholders” are, this activity presents a matrix with six key questions that may be useful to assess potential stakeholders. VET providers are invited to fill out row 4 ‘other/s’ with other potentially relevant stakeholder(s) and complete columns 3-6 in accordance with the examples provided.

Outcome

At the end of this 45 minute activity participants will have a better understanding of who their stakeholders are, what their stake is, what impact they may have on the VET provision, what is expected from their participation, what their perceived attitudes are, what management strategy should be used.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

This is a simple exercise and the following approach can be modified to respond to the size of the group and the time available.

5 min introduction to the EQAVET quality cycle by focusing on the evaluation stage

Presentation of a matrix to identify the relevant stakeholders

10 min working in pairs, participants consider potential stakeholders by answering a set of key questions. They discuss how they assess their own practice in identifying their stakeholders.

20 min in groups of eight they discuss common features and strengths

10 min if there are more than eight participants, comments should be shared between each group of eight

5 min overall conclusions

Notes

- This can be used with large and small groups
- Other questions may be added to the matrix in line with local needs
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have involved stakeholders to review their practice:

- The Secondary Technical and Vocational Building School in Czech Republic at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-01-31/Czech_Republic_%E2%80%93_Involving_internal_and_external_stakeholders.aspx
- The Vocational Institute of Industry and Handicrafts in Italy at <http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-01-31/>

Stakeholder analysis for VET providers

This is a template. It identifies potential stakeholders (i.e. National authority, Employers, Employment services) which may be relevant to you. Please fill out row 4 'Other/s' with other potentially relevant stakeholder/s and complete columns 3-6 in accordance with the examples provided in rows 1-3.

* extract from, EQAVET, Booklet training activities

STAKEHOLDER TYPE	STAKEHOLDER	Stake in the VET provision	Potential impact on VET provision (high, medium, low)	What does the VET provider expect from the stakeholder?	Perceived attitudes and/or risks	Stakeholder management strategy	Responsibility in the VET provision
Key stakeholder	National authority	Policy & process owner who determines institutional policy and procedures	High	Commitment to implementing change	Lack of clarity about approach	Regular updating meetings with representatives of national authority	Policy maker
Key stakeholder	Employers	Avoid mismatch between labour market needs and VET delivery	High	Input on what skills employers seek and the levels of skills they expect	Risk of seeking narrowly tailored programmes	Close coordination to develop strong institutional links and work in partnership	Stake in employability skills development of learners/trainees
Secondary stakeholder	Employment services	Brokerage functions: matching jobs and job seekers	Medium	Assistance in Identifying labour market needs	Positive link between services and (local) labour market	Regular exchange of information on available jobs	Mediating role between demand and supply
Other/s	Other/s						

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