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**SOLITY**  
VET SOCIAL UTILITY

SOLITY – VET SOCIAL UTILITY MONITOR  
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# **SOLITY FRAMEWORK MODEL: AXES AND INDICATORS**

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## List of SOLITY Indicators

### Axis 1 Indicators of activities in favour of return to employment

Indicator	Calculation	Description	Information displayed online (i)
1.1. Employment rate in the medium term (*)	<i>Number of graduates who found a job / total number of graduates from a centre</i>	(*) Medium term means not less than 3 months and more than 1 year.	(*) Medium term means not less than 3 months and more than 1 year.  Please consider only IVET courses and/or courses for unemployed people when measuring this indicator.
1.2 Long-term employment	<i>Number of graduates who had a long-term contract / total number of graduates who found a job</i>	This indicator measures the employability of the graduates, with a special focus on job security, i.e. the possibility to have a stable job.	A long-term contract is here to understand as a contract of at least more than 5 years in duration or even with no limit as far as duration is concerned.
1.3 Training related to skills shortage	<i>Number of trainees who entered a qualifying training course related to the top-10 most requested job profiles (at the national or regional level) / total number of trainees who entered qualifying training courses</i>	This indicator wants to measure the adequacy of the training offer with the needs of the labour market.	Usually, the top-10 most requested profiles are listed year by year by official sources (e.g. regional or national bodies).  Please consider only IVET courses and/or courses for unemployed people when measuring this indicator.
1.4 Job guidance (e.g. coaching, career guidance, etc.)	<i>Total number of hours of guidance and counselling provided / total number of hours of training given by the training provider</i>	This indicator aims at measuring the degree of support to trainees, both at the outset of the training course (career guidance for example) and during the training course (e.g. counselling).	The indicator should be calculated as follows: (total number of hours of guidance provided to a trainee) x total number of trainees / (total number of hours of training provided to a trainee) x total number of trainees.  Please consider only IVET courses and/or courses for unemployed people when measuring this indicator.

Indicator	Calculation	Description	Information displayed online (i)
1.5 Volume of incoming trainees in CVET	<i>Number of people trained in CVET / labour force in the territory<sup>1</sup></i>	The interest of indicators no. 1.5 and 1.6 is to measure the capacity of training providers to position themselves in a specific area and adapt their qualifications offer to the economic environment of that area. The more people are employed in a specific area, the more we imagine a need for training.	The notion of territory refers to the working range of the VET centre. It can be the region, department/province, a city, or even a smaller geographical area, if necessary. The most important thing is that VET providers considers the geographical action field of their training centre, when measuring this indicator.
1.6 Volume of incoming training in IVET	<i>Number of people trained in IVET / labour force in the territory</i>		The notion of territory refers to the working range of the VET centre. It can be the region, department/province, a city, or even a smaller geographical area, if necessary. The most important thing is that VET providers considers the geographical action field of their training centre, when measuring this indicator.
1.7 Length of internships in courses that lead to a qualification	<i>Total number of hours of internships / total number of hours of training</i>	It is a matter of measuring the weight of internships in the training path; Internships make it possible for trainees to: <ul style="list-style-type: none"> <li>- increase the chance of success by working in companies</li> <li>- become more professional and refine their professional project</li> <li>- compare acquired skills in a training centre with the realities of the company</li> <li>- learn how to look for a job (doing a resume, etc.)</li> <li>- improve access to employment opportunities.</li> </ul>	The indicator should be calculated as follows: (total number of hours of internship provided to a trainee) x total number of trainees / (total number of hours of training provided to a trainee) x total number of trainees.  Please consider only IVET courses and/or courses for unemployed people when measuring this indicator.

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<sup>1</sup> The notion of territory refers to the official organization of the country. It can be the region, department, governorate, etc. and it corresponds to the geographical action field of the training center.

Indicator	Calculation	Description	Information displayed online (i)
1.8 Involvement of partner enterprises	<i>Number of enterprises in the territory which hosted trainees / total number of enterprises in the territory<sup>2</sup></i>	<p>It is a matter of evaluating the involvement of companies in vocational training in a given territory and the strength of the partnership between VET providers and companies.</p> <p>The word “Enterprise” is used according to the terminology defined by the European Court of Justice, where an enterprise is 'any entity engaged in an economic activity, irrespective of its legal form'<sup>3</sup>.</p>	<p>The definition of territory is interpreted here as the geographical area that the VET provider manages to cover with its activities.</p> <p>According to the EU definition, an enterprise is 'any entity engaged in an economic activity, irrespective of its legal form'.</p>
1.9 Weight of apprenticeship	<i>Number of trainees who had an apprenticeship / total number of trainees eligible for an apprenticeship</i>	<p>There are different definitions of the term apprenticeship. In this context, apprenticeship is characterized by a work contract involving two parties (the apprentice master and the young apprentice).</p> <p>Within an apprenticeship contract, the person benefits from vocational training partly provided in a company and partly in the training centre.</p>	<p>If this indicator does not apply to your national system, please see FAQ “What should I do if an indicator does not apply to my national VET system?” to know how to proceed.</p>
1.10 Post-internship job offer rate	<i>Number of trainees who found a job (whatever the type of contract) in the enterprises that hosted them for internships / number of trainees who found a job</i>	<p>This indicator measures the impact of internships or apprenticeships on job placement.</p> <p>It is a question of measuring the number of trainees who have found a job (whatever the type of contract) in the company which hosted them for the internship or following an apprenticeship contract, in relation to the total number of trainees having found a job.</p> <p>The word “Enterprise” is used according to the terminology defined by the European Court of Justice, where an enterprise is 'any entity engaged in an economic activity, irrespective of its legal form'<sup>4</sup>.</p>	<p>You can consider internships or apprenticeship, according to the peculiarities of your national VET system.</p> <p>According to the EU definition, an enterprise is 'any entity engaged in an economic activity, irrespective of its legal form'.</p>

<sup>2</sup> The notion of territory refers to the official organization of the country. It can be the region, department, governorate, etc. and it corresponds to the geographical action field of the training center.

<sup>3</sup> Judgment of the Court (Sixth Chamber) of 23 April 1991. Klaus Höfner and Fritz Elser v Macrotron GmbH.

<sup>4</sup> Judgment of the Court (Sixth Chamber) of 23 April 1991. Klaus Höfner and Fritz Elser v Macrotron GmbH.

Axis 2 Indicators of activities in favour of human development

Indicator	Calculation	Description	Information displayed online (i)
2.1 Success Rate	<i>Number of graduates / number of trainees</i>	All types of trainees are included, job seekers as well as workers. This indicator measures the capacity of VET providers to propose a satisfactory rate of graduates for the work market in relation to with the needs of the territory.	The number of graduates is the number of trainees who successfully pass the exam to get their qualification.
2.2 Recognition of competences (*)	<i>Number of people who benefited from recognition of competences service / number of trainees of the VET centre</i>	(*) The recognition of competences is the certification of competences acquired in an informal context (for example through professional experience) proven and approved by an external body, in this case a VET provider.  The ratio measures: - the capacity of the training centre to support companies and employees in a process of certification - the ability of people to become involved in an evolution process through a certification - the willingness of companies to support their employees in a process of evolution and recognition of skills.	(*) The recognition of competences is the certification of competences acquired in an informal context (for example through professional experience) proven and approved by an external body, in this case a VET provider.  If this indicator does not apply to your national system, please see FAQ "What should I do if an indicator does not apply to my national VET system?" to know how to proceed.
2.3 Participation rate in short refresher courses (*)	<i>Number of trainees who completed short refresher courses / total number of trainees</i>	(*) Short refresher courses are here defined as courses of a short duration which do not lead to a qualification, but to the updating of skills in a LLL perspective. These short courses have the advantage of: - improving employees' work and salary without interrupting their professional activity for too long. - updating jobseekers' skills in a short time, by identifying the training elements required to be competitive in the labour market.	(*) Short refresher courses are here defined as courses of a short duration which do not lead to a qualification but to the updating of skills in a LLL perspective.
2.4 Participation rate in medium-long professional courses (*)	<i>Number of trainees who completed medium-long professional courses / total number of trainees</i>	(*) Medium-long professional courses are here defined as specialization courses that allow people to acquire the basic	(*) Medium-long professional courses are here defined as specialization courses that

Indicator	Calculation	Description	Information displayed online (i)
		<p>technical skills related to a specific professional sector.</p> <p>The advantage of these courses is that they prepare a person to access a profession and obtain the necessary qualification / certification to work (and/or open a business) on that professional sector.</p>	<p>allow people to acquire the basic technical skills related to a specific professional sector.</p>
2.5 Students mobility	<i>Number of trainees involved in mobility experiences / total number of trainees</i>	This indicator measures the level of awareness of training centres of the need to introduce their trainees to new horizons and their capacity to give an international experience to those who often have little experience of mobility.	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.
2.6 Volume of training on digital skills	<i>Number of hours dedicated to digital information and communication technologies (ICT) / total number of hours of training</i>	<p>The indicator measures the time spent on the training of digital skills, in order for trainees to master the means of communication and to use the media responsibly.</p> <p>Teaching digital skills in training programs helps solve the issue of the digital divide and increases employability.</p>	<p>Here we ask to identify all the hours of training devoted to improve the digital skills of trainees.</p> <p>For a definition of digital skills, please go to: <a href="https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework">https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework</a></p>
2.7 Training on entrepreneurial skills	<i>Number of hours dedicated to entrepreneurial skills / total number of hours of training</i>	<p>Entrepreneurial skills are identified by the EU as a priority because of their impact on people's economic, personal and social lives.</p> <p>This indicator aims at measuring how much training on entrepreneurial skills is provided to trainees by VET providers. Though the general number might still be low now, we expect it to grow in the next few years.</p>	<p>Here we ask to identify all the hours of training devoted to improve the entrepreneurial skills of trainees.</p> <p>For a definition of entrepreneurial skills, please go to: <a href="https://skillspanorama.cedefop.europa.eu/sites/default/files/EUSP_AH_Entrepreneurial_0.pdf">https://skillspanorama.cedefop.europa.eu/sites/default/files/EUSP_AH_Entrepreneurial_0.pdf</a></p>
2.8 Satisfaction rate of trainees	<p><i>Average result on satisfaction questionnaires / highest possible satisfaction score</i></p> <p><i>(according to the used scale)</i></p>	<p>This indicator is usually always measured by VET providers as a way to collect the feedback of trainees on the training course they have attended.</p> <p>It is an important one to measure the quality of the training offer of a VET provider.</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• if you use a scale from 1 to 10 and the average of your satisfaction questionnaires is 7.2, you should put 7.2 as first number (numerator), then 10 as second number (divisor), so that the system will give you a percentage of 72%</li> <li>• if you use a scale from 1 to 5 and the average of</li> </ul>

Indicator	Calculation	Description	Information displayed online (i)
			<p>your satisfaction questionnaires is 3.3, you should put 3.3 as first number (numerator), then 5 as second number (divisor), so that the system will give you a percentage of 66%</p> <ul style="list-style-type: none"> <li>• if you use a scale from 1 to 100 and the average of your satisfaction questionnaires is 77, you should put 77 as first number (numerator), then 100 as second number (divisor), so that the system will give you a percentage of 77%.</li> </ul>

Axis 3 Indicators of activities in favour of social inclusion

Indicator	Calculation	Description	Information displayed online (i)
3.1 School drop-out youth admitted to vocational training	<i>Number of school dropouts admitted to vocational training / total number of trainees</i>	This indicator evaluates the capacity of training centres to integrate people dropping out from school into qualifying vocational training courses. School drop-out is the discontinuation of school before obtaining any qualification or diploma. For these young people, vocational training is often a second (sometimes the last) chance to get a qualification and find a job in the future.	School drop-outs are young people who have dropped out of school (high school, technical school, etc.) and are intercepted by the vocational system.  Please consider only IVET for this indicator. Please only consider iVET trainees when measuring this indicator.
3.2 NEETs admitted to training	<i>Number of NEETs / total number of trainees</i>	NEETs are young people aged (15–29) not in employment, education or training. One of the priorities of vocational training is to contribute to the reintegration of the public furthest from employment and NEETS are among this target.	NEETS are young people aged (15–29) not in employment, education or training.  Please consider only courses targeting NEETs or unemployed people more in general, when measuring this indicator.
3.3 Drop-out rate	<i>Number of trainees who leave the training before the end / total number of trainees</i>	Dropping out means leaving the training program. Training centres must aim to reduce the drop-out rate because dropping-out is a failure for the individual, the training centre and the community. Depending on the causes of the drop-out, this indicator allows to address the relevance of the career guidance at the outset of the training course and the efficacy of the tailored support and assistance provided to the trainee during the training course.	This indicator measures the trainees dropping out of the courses of the VET provider, regardless of the reason for dropping-out. When entering the data, you will see that the system will then reverse the final result. For example, if your drop-out rate, according to your data, is equal to 5%, a 95% rate will be displayed in the framework. This happens because the system is using a reverse calculation for this indicator, in order to calculate the final Social Utility Score. You should read that 95% as a 95% of students that complete the training, as does the system.



Indicator	Calculation	Description	Information displayed online (i)
3.4 Success rate of courses tailored to migrants (economic migrants, refugees, asylum seekers)	<i>Number of trainees completing courses tailored to migrants / total number of trainees following these courses</i>	Depending on the reasons why some people choose to leave their country, the success of the adaptation process may differ. Some migrants are disadvantaged in access to employment for reasons of lack of mastering the language, misreading the job market and/or skills required by companies. In the frame of their social utility VET providers must contribute to the integration in the labour market of this category, which is often one of the furthest from employment opportunities.	The term "migrant" is used according to the definition given by the IOM (International Organization for Migration): any person who moves or is moving across an international border or within a state, moving away from his usual place of residence, regardless of (1) his legal status; (2) whether the move is voluntary or involuntary; (3) by the causes of its displacement; (4) the length of your stay (in the country of arrival or transition).
3.5 Integration of disabled trainees in training	<i>Number of disabled trainees / total number of trainees</i>	The term "disabled" is used in accordance with the World Health Organization (WHO) definition: "disabilities" is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disabled persons are more exposed to unemployment than others for different reasons: Depending on their disability, companies are not always equipped to integrate them The disabled are sometimes less qualified than others in the labour market, because of previous integration difficulties at school In the frame of their social utility VET providers must contribute to the insertion of this category of people, who is furthest from employment.	According to the World Health Organization (WHO), "disability" is an umbrella term, covering impairments, activity limitations, and participation restrictions. Learning difficulties or problems, certified by an official authority, are here also considered as "disability".
3.6 Integration of disabled trainees in jobs after training	<i>Number of disabled trainees getting a job after training / total number of disabled trainees</i>	The disabled are sometimes less qualified than others in the labour market, because of previous integration difficulties at school In the frame of their social utility VET providers must contribute to the insertion of this category of people, who is furthest from employment.	According to the World Health Organization (WHO), "disability" is an umbrella term, covering impairments, activity limitations, and participation restrictions. Learning difficulties or problems, certified by an official authority, are here also considered as "disability".

Indicator	Calculation	Description	Information displayed online (i)
3.7 Female participation	<i>Number of female trainees / total number of trainees</i>	<p>Many official bodies noted that vocational training does not benefit women as much as men, where instead it should become a "tool for equality at work between women and men". The monitoring of this indicator makes it possible to understand, among other things, the efforts made by the training provider to promote the diversity of its training as well as those made to facilitate access to the training of working parents (training hours, ease of access, on-site childcare, possibility of taking distance-learning courses).</p>	<p>If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.</p>
3.8 Senior participation	<i>Number of people aged of 55 and over admitted to training courses / total number of trainees</i>	<p>Many reports at national and EU level highlight that people over 55 encounter specific difficulties in re-entering the labour market, after losing their job. Indeed, job recovery prospects decline sharply with age, and a reduced access to life-long learning and vocational training is one of the main reasons of this problem.</p> <p>Integrating more and more this category into vocational training programs is an important contribution to social utility.</p>	<p>If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.</p>
3.9 Long-term unemployed people admitted to training	<i>Number of long-term unemployed people admitted to training / total number of trainees</i>	<p>Here the Organisation for Economic Co-operation and Development (OECD) definition is used, i.e. long-term unemployed people are people who have been unemployed for 12 months or more.</p> <p>Long-term unemployed people have a great difficulty in re-entering the labour market and VET providers often play a major role in helping these people re-training and re-gaining motivation and self-confidence.</p>	<p>According to the OECD (Organisation for Economic Co-operation and Development) definition, long-term unemployed people are people who have been unemployed for 12 months or more.</p>

Axis 4 Indicators in territorial and regional development

Indicator	Calculation	Description	Information displayed online (i)
4.1 Cross-border or interregional cooperation	<i>Number of projects dealing with cross-border or inter-regional cooperation in the last 5 years / total number of projects in the last 5 years</i>	Interregional and international cooperation allows us to measure the contribution of vocational training as a unifying institution between the people.	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.
4.2 Participation in local and regional development	<i>Number of local networks or committees in which the organization participates / total number of networks or committees in which the organization participates</i>	It is a matter of measuring how the VET provider is embedded in the local and regional development to support its social role.	Here you need to identify all the committees/ consortia/ networks in which your VET provider takes part and then identify those that operate only at local level.
4.3 Environmental sustainability courses	<i>Number of hours dedicated to environmental sustainability / total number of hours of training</i>	According to the European Commission, Sustainable Development means meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action.	Please consider all the hours of training devoted to environmental sustainability or green skills. CEDEFOP defines green skills as "the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society."
4.4 Environmental sustainability initiatives	<i>Number of projects dealing with environmental sustainability in the last 5 years / total number of projects in the last 5 years</i>	Sustainable development must be taken up by society as a principle guiding the choices that each citizen makes every day. Vocational training is, and must be, a vehicle for disseminating values and sustainability must be one of them.	Please consider all the local, national or international projects where the topic of sustainability was targeted.

## Axis 5 Internal Practices

Indicator	Calculation	Description	Information displayed online (i)
5.1 Women in management	<i>Number of women in management / number of managers</i>	This indicator measures the ability of companies to integrate and / or promote women in management positions. Indeed, job promotion appears to be the one of the topics that characterize the most women / men inequalities within companies: two thirds of companies recognize that the highest positions are occupied by men rather than by women.	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.
5.2 Absenteeism rate	<i>Number of sick hours / number of working hours people should have worked</i>	This indicator aims at understanding working conditions through absences. Absenteeism is a one of the main factors taken into account when assessing the atmosphere within a company and the capacity of workers to adapt to the constraints linked to working situations (workload, hierarchical relations, etc.)	When entering the data, you will see that the system will then reverse the final result. For example, if your absenteeism rate, according to your data, is equal to 5%, a 95% rate will be displayed in the framework. This happens because the system is using a reverse calculation for this indicator, in order to calculate the final Social Utility Score. You should read that 95% as a 95% of presence rate, as does the system.
5.3 Employees with disabilities	<i>Number of disabled employees / total number of employees</i>	This indicator measures the social utility of a training provider through its ability to integrate a specific category of people in its human resources, in order to combat exclusion of individuals and inequalities.	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.
5.4 Accident frequency index	<i>(Number of accidents with at least one day of disability * 1.000.000) / total number of hours worked by all employees</i>	Regular monitoring of this indicator makes it possible to assess the ability of companies to protect their employees by preventing and / or correcting risks.	When entering the data, you will see that the system will then reverse the final result. For example, if your accident frequency rate, according to your data, is equal to 5%, a 95% rate will be displayed in the framework. This happens because the system is using a reverse calculation for this indicator, in order to calculate the final Social Utility Score. You should read that 95% as a 95% of "safety" rate, as does the system.

<b>Indicator</b>	<b>Calculation</b>	<b>Description</b>	<b>Information displayed online (i)</b>
5.5 Job Security	<i>Number of long-term contracts / total number of contracts</i>	This indicator highlights the ability and sensitivity of the company to provide job security to its employees, thereby facilitating social integration (acquisition or rental of housing, involvement in local life, etc.).	A long-term contract is understood here as a contract of at least more than 5 years in duration or even with no limit as far as duration is concerned.
5.6 Access to training	<i>Number of employees who accessed training in a year (*) / total number of employees</i>	The aim here is to measure social utility through the capacity of the training provider to organize and support the increase in skills of its employees.	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.  (* ) same training year you have chosen as reference for all other indicators.
5.7 Job promotion rate	<i>Number of people who were promoted in a year (*) / total number of employees</i>	This indicator measures the company's ability to value and recognize the skills of its employees. The notion of promotion can be understood as obtaining a new and higher position with new responsibilities, with a salary increase and/or other benefits.	The notion of promotion can be understood as obtaining a new and higher position with new responsibilities, with a salary increase and/or other benefits.  (* ) same training year you have chosen as reference for all other indicators.
5.8 Average length of time at a job	<i>Number of years employees have been working in the VET centre / total number of employees</i>	This indicator assesses the company's ability to retain its employees (either through the use of long-term contracts or the establishment of good working conditions).	If you need more information on this indicator, please refer to the "Framework model: Axes and Indicators" file on the Project Documents section of the website.