



# THE SOLITY FRAMEWORK MODEL

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The project “Solity” aims to confirm that the social utility of VET can be measured, confirming the assumption that the performance of training organizations should not be evaluated solely based on standard economic criteria, but also in terms of their interactions with their environment, their ability to meet the needs of companies and individuals and the social and societal changes they are capable of generating. The project aims to provide all training organizations with a common model, enabling them to ensure a permanent monitoring of the social utility of their offer.

The innovative approach implemented in this project is based on developing a bottom-up system that incorporates what is already in place in the field of assessing performance and quality of VET providers, focusing on their social utility.

The outcome of the project will be a new system for measuring and evaluating the impact and performance of VET providers on society.

The methodology used to prepare the Solity framework model was the following:

Social utility was firstly defined in a shared way by the project’s partners. In order to be properly evaluated, the partners translated it into observable and measurable criteria revolving around 5 axes.

The partners then established a method of calculation (indicators) for each co-constructed criteria (axes) to be able to measure them. The first draft of the model was shown to a panel of external experts in order to ensure that the proposed indicators could be applicable in whatever EU country. Experts confirmed by vote the relevance of the axes and final list of indicators and expressed comments which were studied and taken into consideration to define the final table of axes and indicators.

This report details the different stages of the process implemented, namely:

- [Chapter 1 Features and choice of the Indicators](#) presents the common and general criteria of choice of our indicators
- [Chapter 2 Indicators definitions and method of calculation](#) is the first draft of indicators defined by the project partners
- [Chapter 3 Sharing indicators with European experts](#) presents the meeting held in Brussels and the method used to discuss the different topics.
- [Chapter 4 Validation of Indicators by the Panel of Experts](#) presents the validation process used by the experts and the results of their votes
- [Chapter 5 Highlights of the experts’ remarks and finalization of the model](#) presents the comments of the experts and how they have been taken into consideration by the partners.
- [Chapter 6 Final list of selected indicators](#) presents the final definition, calculation, and description of the indicators. This table will be the basis of the social utility calculation model which will be available on line for the VET providers.



### *Definition of Social Utility of VET*

Although some laws and regulations address this concept and the term is increasingly used by governments and associations, there is no widely accepted definition of social utility.

As each of the partner countries implement and evaluate the concept of social utility differently, it was important to give it a precise meaning and to define a common framework adapted to vocational training.

This is why all the partners of the Solity project, by comparing their national approaches, have first defined a global framework of the social utility of vocational training articulated around 5 axes:

- ☐ VET and return to employment
- ☐ VET and lifelong personal development
- ☐ VET and social inclusion
- ☐ VET and territorial development
- ☐ VET and internal practices

Then associated with each axis are a certain number of indicators that characterize them.

This frame of reference allowed us to propose an "academic" definition of social utility validated firstly by the project partners and then by a panel of European experts of the field chosen amongst the networks of EVTA or EVBB.

#### **Validated definition**

A "social utility" actor or activity is any organization or action that participates in the economic dynamics of a territory and contributes sustainably to the social integration and development of people by developing their ability to act and interact with their environment.

It takes into account vulnerable groups, contributes to social cohesion by combating exclusion and inequality and strengthens people's autonomy.

The definition revolves around 5 axes, which can be found in the table below:



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SOLITY – VET SOCIAL UTILITY MONITOR  
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1. VET and return to employment	2. VET and Life long personal development	3. VET and social inclusion	4. VET and territorial development
<ul style="list-style-type: none"> <li>Fight against mass unemployment, assistance for return to employment</li> </ul>	<ul style="list-style-type: none"> <li>Contribution to LLPD, productivity growth, maintenance of economically strategic job-skills in individual and collective terms, capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Fight against exclusion and social inequalities, living better together, integration, social cohesion, social inclusion, equity</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining social proximity with the community, sustainability</li> </ul>
<ul style="list-style-type: none"> <li>-&gt; Jobseekers -&gt; families</li> <li>-&gt; Policy makers</li> <li>-&gt; Enterprises</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Employed people</li> <li>-&gt; Enterprises</li> <li>-&gt; Jobseekers</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; People disabled, disadvantage</li> <li>-&gt; Policy makers</li> <li>-&gt; Enterprises -&gt; Families</li> </ul>	<ul style="list-style-type: none"> <li>-&gt; Policy makers</li> <li>-&gt; Civil society</li> <li>-&gt; Enterprises</li> </ul>

The first row of the table states the name of the 5 axes; the second row presents a brief description/the main goals of each axis; the third row says which are the targets involved/addressed by each axis.



## *social utility of a VET*

## *Why measure the provider?*

In general, there are several explanations for this desire to measure the impact of a certain activity. The first are internal to the process of entrepreneurship, the second are to be found in the current societal context.

Any company, including one that pursues one or more social goals rather than the sole purpose of profit, is, a priori, interested in knowing and therefore measuring its results. Within it, multiple stakeholders will also have high expectations in terms of measuring the social performance of their company.

The purposes potentially assignable to measuring the social utility of a VET provider are diverse and depend on the point of view adopted.

From the point of view of the VET providers themselves, the measure of social utility can be seen as a compass for action, a thought on the meaning of its action, a diagnosis of its effectiveness/efficiency, a wish to distinguish oneself from others, a justification of its relevance to various stakeholders (public authorities, workers, funding bodies, etc.).

From the point of view of funding bodies or public authorities which require social utility measures, this measure can obviously become a control tool, but also become a benchmarking tool (comparison between entities within a sector) matching with the objectives of standardization, selection and/ or exclusion of actors.

From the point of view of end-users, access to the results of the social utility measurement of VET providers can be a decision-making tool.

## *Our model to measure the social utility of a VET provider*

The social utility as we have defined it, revolving around its 5 axes has been translated into observable and measurable criteria using a limited number of indicators taking into account the complexity of the implementation of a such a model on a European scale. This report presents the overall framework of the Solity model as it has been submitted to a panel of European experts in the field of VET and presents their comments and opinions on this model.



## Chapter I: Features indicators

## and choice of the

### *Features of the indicators*

The project “Vet Social Utility Monitor” aims to demonstrate that social utility can be measured with ratios based on representative criteria.

The indicators must provide with the necessary and sufficient amount of data to draw representative and valuable pictures of the scenario undergoing analysis and must meet certain characteristics. Each indicator is supposed to be:

- Simple and understood in the same way by all data collectors;
- Accessible: data must be collected without difficulty;
- Accurate: conforms to the correct value (a part-time return to work rate on fixed-term contracts is different to a full-time return to work rate on permanent contracts);
- Reliable: must comply with databases of at least one of the following three levels of reliability:
  - o LOW: internal data;
  - o AVERAGE: some data is based on an internal source and some data on a ratio of external official data;
  - o HIGH: official external data or internal data based on official data transferred to regional/national bodies.

### *Justification of the choice of indicators*

The project aims to set up a solid, shared and transferable model to measure the impact of vocational education and training on society by developing a specific pool of qualitative and quantitative indicators.

**These indicators were chosen to answer 5 aspects related to social utility, that the partners identified as the most relevant ones when tackling the measurement of the social impact of vet providers:**

#### ➤ **VET and return to work**

This first axis of social utility aims at the measurement of the contribution of vocational training in favor of the fight against unemployment. Dimensions, volume and centering of the action towards the population of the job-seekers are thus measured as such in order to ensure the positioning and the heart of the mission of vocational training.

The concept of return to employment is also central and measured ("social performance") as such and is associated with additional dimensions contributing to a better inclusion in the labor market, namely long-term employment and the relation between skills acquired/real job.

#### ➤ **VET and Lifelong Personnel development**

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measure the contribution of the vocational training to human development both individually and collectively. The focus is on four dimensions: the fight against illiteracy, the improvement of employability, social promotion, and the connection with the national skills upskilling/reskilling policy.

#### ➤ **VET and Social inclusion**

The third axis opts for the measure of social utility towards the categories of specific public with the aim of fighting the exclusion of individuals and inequalities. The concept of the public furthest away from employment is therefore discussed.

The quality of the support and measurement of access for all to national training, the measurement indicators in favor of specific categories of the population, particularly those subject to discrimination, the recognition of professional experience are thus highlighted.

#### ➤ **VET and Territorial Development**

The fourth axis focuses on the contribution of the vocational training to territorial and regional development. Measures of the participation of the vocational training in territorial balance (presence in a regeneration area, town and country planning tool) and in boosting social proximity<sup>1</sup> are the key points of a VET provider social utility. Openness to other actors in the territories is appreciated in a logic of integration and coherence with regional strategies.

Finally, the role of the vocational training in economic change is measured in a context of need for social utility "anticipating" economic changes.

#### ➤ **VET and Internal Practices**

The fifth axis details the application of social utility ratios in training organizations to measure their personal involvement in promoting and implementing good HR policies and set good examples in favoring their staff personal and professional development.

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<sup>1</sup> Proximity is the tendency for people to form social relationships with individuals who are physically closer to them. If a VET provider has the capacity to bring people together, then it'll favour the opportunities for people to develop social relationships.



## Indicators - First

Starting from the criteria validated in the Research Report, the partners elaborated a first pool of indicators allowing them to evaluate the performance of VET Providers in the 5 dimensions (axes) that were identified: observable and measurable indicators that must be assessed using quantitative and qualitative data.

The added value of this approach comes from the ability to combine in an official and objective way statistical data from job-related indicators and non-job-related indicators, in order to have a better reading of quantitative and qualitative data and create a benchmark of social utility VET performances.

The list of indicators was tested within the partners' organizations, analyzing the accuracy of the method of calculation, the accessibility of data, the reliability of the sources, and the relevance for the organization. Below are the results of this process.

The following tables show, for each axis, the relevant indicators. Each indicator is identified by a **definition** (name of indicator) a **calculation** (calculation method) and a **description** (why the indicator is significant, ways to collect data, measuring procedures, other relevant information). Some descriptions are not available at this stage and will only be provided after the external experts' advice.

### Axis 1 – Indicators of activities in support of return to employment

Definition	Calculation	Description
1.1 – Employment rate in the medium-term	<i>Number of graduates who found a job in the medium-term / Total Number of graduates from a center.</i>	This indicator is particularly significant because it meets several objectives: Access and return to employment, Lifelong personal development, Social inclusion, Territorial development  It also allows training organizations to know whether their training programs are suited to the needs of the labor market
1.2 – Long-term employment contracts	<i>Number of graduates who had a long-term contract / Total number of graduates who found a job.</i>	This ratio measures the durability of employment situations of trainees who have completed their training course. The information which derives from this ratio is the following: <ul style="list-style-type: none"> <li>- Matching : trainees' skills and employers' expectations</li> <li>- The durability of the proposed contracts (seasonal vs long-term)</li> <li>- The attractiveness of the jobs held : Employees also make the choice to remain in their job</li> </ul>





1.3 – Training related to skills shortage (national or regional level)	<i>Number of trainees who entered the qualifying training course related to the top-10 most requested job profiles / Total number of trainees who entered the qualifying training course.</i>	This indicator supports the 1.1 because it gives an overview of the benefits of training in terms of social utility. It measures the usefulness of the training offer for jobseekers on the one hand, and on the other hand, for companies whose growth is impeded due to a lack of manpower. Providing jobs where there is a lack of manpower helps combat relocations and participate in the development of the territory.
1.4 - Job guidance (career orientation coaching,)	<i>Number of hours of guidance and counseling provided / Number of hours of training given by the training provider</i>	Training organizations operate in partnership with the public authorities to combat unemployment. Beyond training, other services are entrusted to them, to help with integration into employment or during their professional transition.
1.5 - Volume of incoming trainees	<i>Number of incoming trainees in a given domain / Labor force in this domain from the territory</i>	Identify promising sectors within the territory for effective support of trainees towards employment.
1.6 - Length of internships	<i>Total number of weeks of internships / Total number of weeks of training</i>	<u>For trainees:</u> <ul style="list-style-type: none"> <li>- Professionalization and refine their professional project</li> <li>- Learn how to look for a job (doing a resume, etc.)</li> </ul> <u>For training organizations:</u> <ul style="list-style-type: none"> <li>- Adjust the learning in the training program, to compare and review the operational capacity within the company</li> <li>- Improves trainees' employment ratios</li> </ul>
1.7 - Partner entities (offered an internships)	<i>Number of entities which hosted trainees / Number of entities likely to host trainees in the territory.</i>	<u>This ratio measures both :</u> <ul style="list-style-type: none"> <li>- The size of the network of the training organization</li> <li>- The implication of local companies in vocational training.</li> </ul>
1.8 - Interns who were offered a job by their host company	<i>Number of trainees who found a job in their hosting entity for internships / Number of trainees who found a job</i>	<u>For trainees:</u> it measures whether the trainee had the required skills and knowledge to do the job during their internship <u>For training organizations:</u> it measures the effectiveness of the personalized support and assistance provided for the trainees with the aim of finding a job that corresponds to their skills and aspirations

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*Axis 2 – Indicators of activities in support of human development*

Definition	Calculation	Description
2.1 - Number of certifications	<i>Number of graduates / Number of trainees</i>	This indicator measures via the success rate, the capacity of TVET providers to deliver high quality training that allows for personal development and promotes job placement
2.2 - Recognition of competences	<i>People who benefited from recognition of competences activities / Labor force from the territory</i>	The level of qualification of the labor force in a territory measures the social utility of a training organization: - A concentration of population with the same profession reveals an economic specialty of a territory. The establishment of a training organization in a territory enhances this specialty.
2.3 - Number of trainees who completed short courses	<i>Trainees who attended short courses (which do not lead to a qualification but update skills in a Lifelong learning perspective) / Total number of trainees</i>	Acquire specific skills related to technological or regulatory developments to maintain their employability.
	<i>Number of trainees who attended refresher courses / Number of trainees (refresher courses are courses to allow trainees to reach the right level for entering the certifying courses)</i>	The refresher courses improve on trainees' basic skills, allow them to discover the business techniques, and to make informed career choices
2.4 - Trainees involved in interregional or international mobility experiences	<i>Number of trainees involved in mobility experiences / Number of trainees</i>	For trainees: increase their career opportunities, compare modes of learning.
2.5 Number of training courses related to digital competences	<i>Hours dedicated to digital information &amp; communication technologies / Number of hours of training</i>	The digital divide refers to the difference between people who have easy access to the Internet and those who do not. A lack of access is believed to be a disadvantage to those on the disadvantaged side of the digital divide because of the huge knowledge base that can only be found online. Teaching digital skills within a training program helps to solve the issue of the digital divide and increases



		employability.
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Definition	Calculation	Description
3.1 School drop-out youth admitted to vocational training	<i>Number of school drop-outs admitted to vocational training / Total Number of trainees</i>	<b>Description to be confirmed following the experts' feedback</b>
3.2 Number of NEETS <sup>2</sup> admitted to training	<i>Number of NEETs / Total Number of trainees</i>	
3.3 Drop-out rate	<i>Number of trainees who leave the training course before its end / Total number of trainees</i>	Depending on the causes of the drop-out, this allows to deduce: <ul style="list-style-type: none"> <li>- The relevance of the career guidance</li> <li>- The personalized support and assistance provided during training program</li> </ul>
3.4 Success rate of courses tailored to migrants	<i>Number of trainees completing courses tailored to migrants / Total number of trainees following those courses</i>	<b>Description to be confirmed following the experts' feedback</b>
3.5 Number of courses tailored to migrants	<i>Number of courses tailored to migrants / Total number of courses</i>	<b>Description to be confirmed following the experts' feedback</b>
3.6 Integration of disabled trainees	<i>Number of disabled trainees / total number of trainees</i> <i>Number of disabled trainees getting a job after training / total number of disabled trainees</i>	<b>Description to be confirmed following the experts' feedback</b>
3.7 Female participation	<i>Number of female trainees / total number of trainees</i>	<b>Description to be confirmed following the experts' feedback</b>
3.8 - Seniors participation	<i>Number of people aged 55 and over admitted to training courses / total number of trainees</i>	<b>Description to be confirmed following the experts' feedback</b>

<sup>2</sup> NEETs are young persons who are "Not in Education, Employment, or Training".



Definition	Calculation	Description
4.1 Cross-border or interregional cooperation	<i>Number of projects dealing with cross-border or interregional cooperation during the last 5 years</i>	<b>Description to be confirmed following the experts' feedback</b>
4.2 Active participation in local and regional development	<i>Number of local and regional networks/committees, etc. in which the organization participates</i>	<b>Description to be confirmed following the experts' feedback</b>
4.3 Environmental sustainability courses	<i>Number of hours dedicated to environmental sustainability / Total number of hours of training</i>	<b>Description to be confirmed following the experts' feedback</b>
4.4 Environmental sustainability initiatives	<i>Number of initiatives or projects dealing with environmental sustainability in the last five years</i>	Training is a vehicle for disseminating values: well-being, citizenship.
4.5 Prevention of skills drain	<i>Trainees that have been employed in the employment zone of their home within six months after they left the training / Trainees that have been employed within six months after they left their training</i>	A training organization provides opportunities for young people, especially in rural areas.  As noted in 1.6, the internship allows trainees to get to know the local companies and participate in the economic development of their region.



## Practices

Definition	Calculation	Description
5.1 - Women in management	<i>Number of women in management / Number of women in the organization</i>	<b>Description to be confirmed following the experts' feedback</b>
5.2 – Rate of absenteeism	<i>Number of sick days / Number of working days that people should have worked</i>	<b>Description to be confirmed following the experts' feedback</b>
5.3 - Employees with disabilities	<i>Number of disabled employees / total Number of employees</i>	This ratio measures the social utility towards the specific public with the aim of fighting the exclusion of individuals and the inequalities.
5.4 - Accident frequency index	<i>Number of accidents with at least one day of disability / Total number of hours worked by all employees</i>	<b>Description to be confirmed following the experts' feedback</b>
5.5 Job-Security	<i>Number of permanent contracts / Total number of contracts</i>	For a training organization, anticipating trainee flows for the following year is difficult. Hiring a majority of trainers on permanent contracts is a risky exercise, which proves the organization's commitment to social utility.
5.6 Access to training	<i>Number of employees who accessed training in a year / Total Number of employees</i>	<b>Description to be confirmed following the experts' feedback</b>
5.7 - Internal mobility	<i>Number of people who voluntarily change their jobs in a year / Total number of employees</i>	<b>Description to be confirmed following the experts' feedback</b>
5.8 Job promotion rate	<i>Number of people who were promoted during the last year / Total Number of employees</i>	<b>Description to be confirmed following the experts' feedback</b>
5.9 - Time spent in the same company	<i>Average seniority within in a company</i>	<b>Description to be confirmed following the experts' feedback</b>
5.10 Employee satisfaction measurement	<i>Yes/No: do you have an official system to measure employees' satisfaction?</i>	<b>Description to be confirmed following the experts' feedback</b>



## Sharing indicators

## Chapter III: with European experts

In order to ensure that the proposed axes and indicators could be used and measured in all EU countries despite the differences in the VET systems and in the local environments, external experts from all EU countries were involved in the development of the framework.

An "expert" is any person who has good practical, political, legal or administrative knowledge of a specific subject and has sufficient legitimacy to express a representative opinion of the group of actors to which it belongs.

Thanks to the involvement of the "European Vocational Training Association" and the "European Association of Institutes for Vocational Training" (which are two European vocational training networks for the improvement of vocational training, and economic and social development) 23 experts from different EU countries<sup>3</sup> were associated with the project to give their point of view. The list of experts (names and organization) is presented in the appendix.

### These experts were requested because of:

- ☐ their overall knowledge of vocational training, more particularly in their country of origin
- ☐ their knowledge of the concept of social utility
- ☐ their legitimacy to represent the VET providers of their country of origin
- ☐ their independence

These experts were invited to a meeting in Brussels with the aim of discussing the relevance of the indicators, proposing amendments and producing a collective and consensual judgment on the Solity model for social utility measurement. Finally, in the plenary session, all stakeholders validated or not each indicator by vote. (C.f. chapter IV: Validation of the indicators)

Prior to the meeting, each expert had received a presentation of the project and read the Solity Research report to which he/she also provided a feedback via an online questionnaire. Five working groups had been planned, each corresponding to one of the axes of social utility. Each expert was asked to participate in one of the groups according to their interest in the subject. The discussions were structured and facilitated by the appointment of a facilitator to manage the speaking time between the participants and to take notes on the discussion.

### The theme of the exchanges revolved around:

- ☐ the relevance of each indicator for social utility
- ☐ the application of indicators in the countries of origin of the experts
- ☐ the statistical institutes and existing databases in each country to check on data availability.

The most relevant comments and remarks have been incorporated in Chapter V.

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<sup>3</sup> Experts from all EU countries (except UK) not directly represented by the partnership were involved.

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## Validation of Experts

The validation phase took place at the end of our two-day consultation in Brussels, during which the indicators were presented to the experts<sup>4</sup>, and their relevance debated in working groups.

The validation was carried out via the Mentimeter website, which allows for real-time voting. Touch screens, networked, were available to each participant. The indicators submitted to the vote were presented in numerical order and the experts were invited to submit their answers in numerical order. The results of the votes were displayed live in the form of a histogram.

Voting for each indicator consisted in answering a single question: should the indicator XX, its description and measurement method, be kept in the Solity model?

Three possibilities were submitted to them: YES, NO or ABSTAIN.

At this stage, no proposal or suggestion was allowed. Nevertheless, the choice of whether or not to keep an indicator should be determined by the evaluation criteria mentioned in Chapter 1:

- Simple and understood in the same way by all data collectors;
- Accessible: data must be collected without difficulty;
- Accurate: conforms to the correct value (a part-time return to work rate on fixed-term contracts is different of a full-time return to work rate on permanent contracts);
- Reliable: must comply with databases of at least one of the following three levels of reliability:
  - o LOW: internal data;
  - o AVERAGE: some data is based on an internal source and some data on a ratio of external official data;
  - o HIGH: official external data or internal data based on official data transferred to regional/national bodies.

If the percentage of positive answers was greater than 60%, the indicator was validated; otherwise, it was eliminated. The percentage is calculated by dividing the number of "Yes" votes on all votes cast (for or against the indicator). Abstainers are not included, resulting in the total number of votes displayed being sometimes 20, and sometimes 21<sup>5</sup>.

The table below presents the results for each indicator of the 5 axes.

Indicator	Should it be kept ?	
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<sup>4</sup> Out of the 23 experts involved, 20 experts managed to come to the Bruxelles meeting (those from Luxembourg, Portugal and Denmark were missing). However, there were also 2 experts coming from international organisations: Ms Tina Bertzeletou (from CEDEFOP) and Mr Andrea Lapegna (from LLLP), for a total number of 22 experts.

<sup>5</sup> 1 of the two experts coming from an international organisation (see above) chose not to vote.





	Yes	No	Total	Positive answer rate
1.1 Employment rate in the medium-term	18	2	20	90%
1.2 Long-term employment contracts	16	5	21	76%
1.3 Training related to skills shortage (national or regional level)	13	8	21	61%
1.4 Job guidance (career guidance, coaching,)	16	5	21	76%
1.5 Volume of incoming trainees	17	4	21	80%
1.6 Length of internships	20	1	21	95%
1.7 Partner entities (offered an internship)	19	2	21	90%
1.8 Interns who were offered a job by their host company	16	4	20	80%
2.1 Number of certifications	20	1	21	95%
2.2 Recognition of competences	17	4	21	80%
2.3 Number of trainees who completed short courses	17	4	21	80%
2.4 Trainees involved in interregional or international mobility experiences	18	3	21	85%
2.5 Number of training courses related to digital skills	20	1	21	95%
3.1 School drop-out youth admitted to vocational training	19	2	21	90%
3.2 Number of NEETS admitted to training	14	7	21	66%
3.3 Drop-out rate	21	0	21	100%
3.4 Success rate of courses tailored to migrants	18	3	21	85%
3.5 Number of courses tailored to migrants	17	4	21	80%
3.6 Integration of disabled trainees	16	5	21	76%
3.7 Female participation	20	1	21	95%
3.8 Senior participation	15	6	21	71%
4.1 Cross-border or interregional cooperation	18	3	21	85%
4.2 Active participation in local and regional development	18	3	21	85%
4.3 Environmental sustainability courses	16	5	21	76%
4.4 Environmental sustainability initiatives	18	3	21	85%
4.5 Prevention of skills drain	6	14	20	30%
5.1 Women in management	15	6	21	71%
5.2 Absenteeism rate	18	2	20	90%
5.3 Employees with disabilities	18	3	21	85%
5.4 Accident frequency index	21	0	21	100%
5.5 Job-Security	16	5	21	76%
5.6 Access to training	21	0	21	100%
5.7 Internal mobility	10	10	20	50%
5.8 Job promotion rate	15	6	21	71%
5.9 Time spent in the same company/Seniority	20	1	21	95%
5.10 Employee satisfaction measurement	5	16	21	23%



indicators were

to be too subjective, difficult to evaluate or irrelevant for some countries.

As can be seen, only 3  
eliminated, for they were judged

## Chapter V: Highlights of the experts' remarks and finalization of the model

During the exchanges in the different working groups, a certain number of general remarks were expressed.

Thus the experts drew our attention, for example, to the possible problems related to the availability of staff from vocational training centers, who would have to collect information and calculate indicators and the relativity of responses in contexts that can be quite different. They also pointed out that periodic use, for example annually, of assessment, such as the one proposed by the Solity project, would make it possible to extract evolutions and trends.

Some have suggested the idea of attributing a label to centers that have made the effort to use the model, performed well, and agreed in making their results public, thus making the platform a collection of best practices transferable from one center to another.

The table below shows the most relevant remarks made by the experts, axis by axis, and for all of the indicators and the way in which some of them could be taken into consideration.

These remarks were a basis for new proposals which were discussed at the project partners' meeting in Lyon on 22 and 23 January (see column: partners' comments). Comments and decisions taken appear in the table. A chart, summarizing all the selected indicators, modes of calculation, comments and new proposals, is annexed on the next page. For each axis, the average rate of the positive answers is shown in the sub-titles of the table.

Once stabilized, the indicators of the various axes will be the subject of an online weighting system open to a representative European panel of stakeholders, such as entrepreneurs, directors of VET centers, trainers, national and regional policy makers, employment agencies, vocational training customers (job seekers, employees). These weighted indicators will then be integrated into the final online evaluation tool.



to employment –  
complete axis: 81%

**Axis 1** > VET and return  
Validation rate for the

NAME OF INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENT
1.1 Employment rate in the medium-term	Number of graduates who found a job in the medium term / total Number of graduates from a center	a) needs to specify "for all targets (youth and adults)" b) could be split into 1.1.1 employment related to the qualification (qualitative) and 1.1.2 employment unrelated to the qualification (quantitative) c) medium term = within 3 months after the training	The 1st remark hasn't been taken into consideration because the ratio concerns all the trainees of a training provider or organization, so obviously all the targets. According to the country and TVET provider, the concept of medium-term can be quite different. For this reason it is proposed to define medium-term as being not less than 3 months and more than one year.
1.2 Long-term employment contracts	Number of graduates who had a long-term contract / total number of graduates who found a job.	a) divide between short and long term	The remark hasn't been taken into consideration because if the contract is not a long term contract, it's a short term contract.(no change) <b>= 100% - Rate 1.1.1 so 1.1.12 is useless</b>
1.3 Training related to skills shortage	Number of trainees who entered the qualifying training course related to the top-10 most requested job profiles (at national or regional level)/ Total number of trainees who entered the qualifying training course.	a) Need to specify the timeframe? b) could be given an average weight in the voting system	Concerning the second remark, the weight will be defined according to the results of the on-line survey which will be launched in the coming months.

### Axis 1 – (continued)

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENT
1.4 Job guidance (e.g. coaching, career guidance, etc.)	Number of hours of guidance and counseling provided/ total number of hours of training given by the training provider	a) for some countries might be not too relevant  <b>Complementary proposals:</b> Staff members (also tutors) – how many are involved in counselling? (full-time equivalents for number of students)	Right, but not all indicators will be systematically reported by country and type of training provider  The new proposal is not taken into consideration, indeed in some countries staff are clearly identified and dedicated to guidance in some, others not.



1.5 Volume of incoming trainees	Number of incoming trainees in a given domain/labor force in this domain from the territory	a) could be better formulated b) should mention CVET+ IVET	The notion of territory is referred to the official organization of the country where the VET centre is located (e.g. district; region; province, etc.)
1.6 Length of internships	Total number of weeks of internships / Total number of weeks of training	a) reference could be made to UNESCO levels so that in every country, centers and schools know what we are referring to b) specify that it is for full-time students c) there are differences between vocational schools and training centers	a/ The UNESCO levels do not seem appropriate for use with this indicator b/ will be taken into consideration c/ the indicator can be used whatever the kind of TVET provider



INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENT
1.7 Number of partner entities (= having already offered internships)	Number of entities which hosted trainees / total number of entities likely to host trainees on the territory.	<p>a) again see above (different system but still measurable) b) maybe some do not access data on the suitable companies that are working in the territory. Rough estimate. Maybe we should just take into consideration companies in general. Suggestion: number of students who had an apprenticeship / total number of students eligible for an apprenticeship</p> <p><b>Complementary proposal :</b> Number of students on apprenticeships / total number of students (engagement of the training center to find apprenticeships, in order to measure how hard they are trying)</p> <p><b>Complementary proposal :</b> Hosting companies that are eligible/certified/accredited to welcome trainees &gt; YES/NO question: is there is a quality assurance system from the VET center to check on companies</p>	<b>The complementary proposal number 1 is taken into consideration</b>
1.8 Number of interns who were offered a job by their host company	Number of trainees who found a job in their hosting entity for internships/number of trainees who found a job	a) specify that it refers to all types of contracts	Remark accepted

**Axis 2 > VET and Lifelong personal development – Validation rate for the complete axis: 87%**

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENT
2.1 Number of certifications	Number of graduates / Number of trainees	Nothing to report	Indicator validated
2.2 Recognition of competences	Number of people who benefited from recognition of competences activities / labor force (Number of people) from the territory	This indicator needs to be better defined -->What does Recognition of competence mean exactly? Various definitions are possible from one country to another.	This indicator will be revised <i>Recognition of competences = Certification of a person's competence by an external body</i>
2.3 Number of trainees who completed short courses	Number of trainees who attended short courses (short courses do not lead to a qualification but to the updating of skills in a LLL	Nothing to report	The VET provider, based on the type of VET delivered, might choose to provide data for one or both these ratios

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	perspective)/ Total number of trainees		
	Number of trainees who attended refresher courses /total number of trainees (refresher courses are courses to allow trainees to reach the right level for entering the certifying courses)	Nothing to report	Indicator validated
2.4 Number of trainees involved in interregional or international mobility experiences	Number of trainees involved in mobility experiences / total number of trainees	Nothing to report	Indicator validated
2.5 Number of training courses related to digital competences	Number of hours dedicated to digital information and communication technologies (ICT) / Total number of hours of training	Nothing to report	Indicator validated



rate for the complete

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENTS
3.1 School drop-out youths admitted to vocational training courses	Number of school drop-out youths admitted to vocational training / total number of trainees	There was a suggestion to complete this indicator by considering the causes for dropping out and the context (social and related to training). Moreover, experts underlined the fact that in several countries there are constraints related to data collection on drop-outs (e.g. collection is not mandatory or the quality of data is too low to consider it reliable).	a / Not taken into consideration due to the difficulty to collect the data b / right, but not all indicators are systematically reported by the type of training provider and the same level of reliability
3.2 Number of NEETS <sup>6</sup> admitted to training	Number of NEETs / total number of trainees	Experts advised to reflect on the possibility to insert immigrants in the group of NEETs and to add the success rate in the indicator. In both cases above, VET schools know how to get data even when official sources are not reliable.	
3.3 Drop-out rate	Number of trainees who leave the training course before the end / total number of trainees	Experts suggested considering the trend referring to the drop-out rate during the year and to also consider the reasons for dropping-out. Moreover, they underlined the importance of the system of education and the role of teachers/trainers. Statistics on this topic are normally available.	The Solity system will make it possible to determine, at any given point, the level of social indicators, the level of social training organization. The organization will follow the evolution of its work and the evolution of each indicator.
3.4 Success rate of courses tailored to migrants (refugees, asylum seekers)	Number of trainees completing courses tailored to migrants / total number of trainees following those courses	Indicators 3.4 and 3.5 were dealt with at the same time as they refer to the same topic. Experts suggested inverting the order of the two indicators or merging them. However, there is a need to define migrants in a more detailed way. This indicator should be compared with a similar one referring to general education.	IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his or her habitual place of residence, regardless of the person's legal status; (2) the movement is voluntary or involuntary; (3) what the causes for the movement are; (4) what the length of the stay is.

### Axis 3 – (continued)

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENTS
3.5 Number of courses tailored to migrants (refugees, asylum seekers)	Number of courses tailored to migrants / total Number of courses	Nothing to report	Indicator Validated
3.6 Integration of disabled trainees	Number of disabled trainees / total number of trainees	Some experts brought out the persistence of a cultural resistance to disability in some areas of the EU, which discourages the organization of VET courses open to disabled persons. There is	1. The VET provider, based on the data they can collect, will provide both these ratios

<sup>6</sup> Ibid pag. 11



	Number of disabled trainees getting a job after training / total Number of disabled trainees	also the need to define better the concept of disability, as this term indicates several and different kinds of conditions.	2. According to W.H.O, “disability” is an umbrella term, covering activity limitations, and restrictions. Impairment of function or structure; and a difficulty encountered in executing a task or action. Participation restriction is experienced by an individual in life situations.
3.7 Female participation	Number of female trainees / total Number of trainees	It was underlined that the relevance of this indicator depends on the kind of course / profession it is applied to. One thing is a course for hairdressing and another a very technical profession. Reliable data are easy to find.	This objection does not call into question the relevance of the indicator v utility. Focusing on the inclusion of discriminating public in employment sense of social utility.
3.8 Senior participation	Number of people aged of 55 and more admitted to training / total Number of trainees	Some experts stated that in some country there are just a few over 55 trainees and this could limit the importance of this indicator. It was suggested to create a sub group with women over 55. Anyway, it is important to focus on vulnerable groups.	This objection does not call into question the relevance of the indicator v utility. Focusing on the inclusion of discriminating public in employment utility. Furthermore, if some country has more students over 55 years the indicator will be lowered by a weighted voting system will

**Axis 4** > VET and territorial development - Validation rate for the complete axis: 73%

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER'S COMMENTS
4.1 Cross-border or interregional cooperation	Number of projects dealing with cross-border or interregional cooperation in the last 5 years	Nothing to report	Indicator Valid
4.2 Active participation in local and regional development	Number of local and regional networks/committees, etc. in which the organization participates	Remove the word active because otherwise we should count also the number of initiatives and projects which is difficult to assess / or ask for clarifications on what active means (initiatives, projects, resolutions, memorandum, etc.)	Relevant
4.3 Environmental sustainability courses	Number of hours dedicated to environmental sustainability / Total number of hours of training	Nothing to report	Indicator Valid
4.4 Environmental sustainability initiatives	Number of initiatives or projects dealing with environmental sustainability		e.g. a training more elements of development





4.5 Prevention of skills drain	Number of trainees that have been employed in the local labour market <sup>7</sup> within six months of leaving the training course/ Number trainees that have been employed within six months after leaving the training course	4.5 means also helping people to come back to their local communities (not only prevention but also opposite to skills drain) 4.5 can be difficult and in Spain it's covered at regional level.	
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<sup>7</sup> The dimensions of the local labour market are defined by the official organizational system of the country where the VET provides is located (e.g. province, region, district, etc.)



Practices - Validation  
76,5%

**Axis 5** > Internal  
rate for the complete axis:

INDICATOR	CALCULATION	EXPERT'S REMARKS	PARTNER
5.1 Women in management	Number of women in management / Number of women in the organization	Nothing to report	Indicator Val
5.2 Absenteeism rate	Number of sick days / Number of working days people should have worked	Nothing to report	Indicator Val
5.3 Employees with disabilities	Number of disabled employees / total number of employees	Nothing to report	Indicator Val
5.4 Accident frequency index	(Number of accidents with at least one day of disability * 1.000.000)/ total number of hours worked by all employees	Nothing to report	Indicator Val
5.5 Job security	Number of permanent contracts / total number of contracts	not clearly defined	Permanent co change by Lo contract
5.6 Access to training	Number of employees who had access to training in a year / total number of employees	Nothing to report	Indicator Val
5.7 Internal mobility	Number of people who voluntarily change their job in a year / total number of employees	It depends on the size of the organization (and variety of different positions)	
5.8 Job promotion rate	Number of people were promoted during the last year / total number of employees	define promotion (enhanced responsibilities, enhanced salary (- any kind of recognition)	Taken into co
5.9 Employee turnover	Average number of years of seniority within the company	replace by employee turnover (Eurostat definition of turnover)	Taken into co
5.10 Employee satisfaction measurement	Yes/No: do you have an official system to measure employees' satisfaction?		



## list of selected indicators

The tables below present the final result of the indicators, their methods of calculation (ratio) and a brief description for each of the indicators selected.

### Axis 1 – Indicators of activities in favor of return to employment

Indicator	Calculation	Description & Comments
1.1. Employment rate in the medium-term (*)	<i>Number of graduates who found a job using all or part of the skills acquired during the training course / total number of graduates from a center</i>	<p><u>Data collected year N-1</u></p> <p>(*) Medium term means not less than 3 months and more than 1 year</p> <p>It is a question of measuring the number of graduates (by field of activity) having found a job in relation to the target qualification (area of activity)</p> <p>If, in addition to finding a job, the trainee finds it in the target qualification, this proves that the training center has the ability to guide its candidates by taking into account both the personal project of the person and the expectations of the companies, which in turn reinforces its social utility by satisfying the needs of both parties.</p>
1.2 Long-term employment	<i>Number of graduates who had a long-term contract / total number of graduates who found a job.</i>	<p><u>Data collected year N-1</u></p> <p>This indicator measures the employability of the graduates.</p> <p>A long-term contract is a contract between an employer and an employee, without any limitation of duration.</p>
1.3 Training related to skills shortage	<i>Number of trainees who entered the qualifying training course related to the top-10 most requested job profiles (at the national or regional level)/ Total number of trainees who entered the qualifying training course.</i>	<p><u>Data collected year N-1</u></p> <p>This indicator makes it possible to measure the adequacy of training with the needs of companies.</p> <p>The aim here is to measure the weight of people trained in the 10 most sought-after occupations in a territory, via job offers or identified labor needs.</p>
1.4 Job guidance (e.g. coaching, career guidance, etc.)	<i>Number of hours of guidance and counseling provided / total number of hours of training given by the training provider</i>	<p><u>Data collected year N-1</u></p> <p>It is a matter of measuring the degree of support for people both at the outset of the training course (career guidance for example) and during the training course.</p>
1.5 Volume of incoming trainees in CVET	<i>Number of people trained in CVET in a given domain / labor force in this domain from the territory<sup>8</sup></i>	<p><u>Data collected year N-1</u></p> <p>It is a question here of measuring the weight of the people trained for a trade and comparing them with the</p>

<sup>8</sup> The notion of territory refers to the official organization of the country. It can be the region, department, governorate...it corresponds to the geographical action field of the training center.



1.6 Volume of incoming training in IVET	<i>Number of people trained in IVET in a given domain / labor force in this domain from the territory</i>	declared workforce for the same trade on the territory through the professional classifications.  The interest of indicators n. 1.5 and 1.6 is to measure the capacity of training providers to position themselves and adapt their qualifications to the economic environment of the territory. The more people declared on a trade, the more we imagine a need for training.
1.7 Length of internships in courses that lead to a qualification	Total number of hours of internships / Total number of hours of training	<u>Data collected year N-1</u> It is a matter of 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 center 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>
1.8 Involvement of partners entities	Number of entities on the territory which hosted trainees / total number of entities able to host trainees on the territory. <sup>9</sup>	<u>Data collected year N-1</u> 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.  Entities are companies, associations, groups or individuals who can legitimately host trainees.
1.9 Weight of apprenticeship	Number of students who had an apprenticeship / total number of students eligible for an apprenticeship	There are different definitions of the term apprenticeship. In this case, apprenticeship is characterized by a work contract involving two parties (the apprentice master and the young apprentice).  Within an apprenticeship contract, the person benefits from vocational training partly provided in a company and partly in the training center.
1.10 Number of interns who were offered a job by their host company	Number of trainees who found a job (whatever the type of contract) in their hosting entity for internships / number of trainees who found a job	<u>Data collected year N-1</u> This indicator measures the impact of internships or apprenticeships on job placement  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

<sup>9</sup> Ibid. pag. 26



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activities in favor of

Indicator	Calculation	Description & Comments
2.1 Number of certifications	<i>Number of graduates / Number of trainees</i>	<p><u>Data collected year N-1</u></p> <p>According to the INSEE (French national institute for statistical and economic studies), the examination success rate is the ratio of the number of people who pass an exam to the total number of candidates.</p> <p>All types of trainees are included, job seekers as well as workers.</p> <p>This indicator measures the capacity of TVET providers to propose a satisfactory rate of graduates for the work market in relation to with the needs of the territory</p>
2.2 Recognition of competences	<i>Number of people who benefited from recognition of competences* activities / labor force (Number of people) from the territory<sup>10</sup></i>	<p><u>Data collected year N-1</u></p> <p>The ratio measures:</p> <ul style="list-style-type: none"> <li>• The capacity of the training center to support companies and employees in a process of certification</li> <li>• the ability of people to become involved in an evolution process through a certification</li> <li>• the willingness of companies to support their employees in a process of evolution and recognition of skills</li> </ul> <p><i>* the recognition of competences is the certification of competences acquired in an informal context (for example through professional experience) and issued by an approved external body.</i></p>
2.3 Number of trainees who completed short courses	<i>Number of trainees who attended short courses* / Total number of trainees</i>	<p><u>Data collected year N-1</u></p> <p>Short courses are for anyone wishing to acquire new skills or specific skills (technological, regulatory, etc.) in a short period of time.</p> <p><i>*(short courses do not lead to a qualification but to the updating of skills in a LLL perspective)</i></p> <p><u>These short courses have the advantage of:</u></p> <ul style="list-style-type: none"> <li>• improving employees' work and salary without interrupting their professional activity for too long.</li> <li>• updating jobseekers' skills in a short time, by identifying the training elements required to be competitive in the labor market.</li> </ul>
2.4 Number of trainees who completed refresher courses	<i>Number of trainees who attended refresher courses /total number of trainees</i>	<p><u>Data collected year N-1</u></p> <p>Refresher courses allow people who have left the school system early to upgrade their knowledge (languages / mathematics / logic reasoning, etc.) and to acquire basic technical skills related to a targeted vocational field.</p>

<sup>10</sup> Ibid. pag.26



		The interest of these refresher courses is to prepare the person for the envisaged certification course and / or to adapt his professional orientation.
2.5 Number of trainees involved in interregional or international mobility experiences	Number of trainees involved in mobility experiences / total number of trainees	<p><u>Data collected year N-1</u></p> <p>This indicator measures the level of awareness of training centers for the need to introduce their trainees to new horizons and their desire to give an international experience to those who often have little experience of mobility.</p> <p>Interregional or international mobility is especially a major asset for learners in the fields of food trades (cooks, waiters) or tourism.</p> <p>This allows learners to increase their career opportunities, to compare learning methods and work methods, to learn a foreign language and to understand different cultures</p>
2.6 Number of training courses related to digital competences	Number of hours dedicated to digital information and communication technologies (ICT) / Total number of hours of training	<p><u>Data collected year N-1</u></p> <p>Nowadays, social adaptation and social insertion capacities need easy access to digital tools and to master their use.</p> <p>The indicator shows the time spent on the use of digital tools, 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>



*Axis 3 – Fight Indicators  
inequalities*

*against exclusion, social*

Indicator	Calculation	Description & Comments
3.1 School drop-out youth admitted to vocational training	Number of school drop-outs admitted to vocational training / total number of trainees	<p><u>Data collected year N-1</u></p> <p>It is a matter of evaluating the capacity of training centers to integrate people without qualifications into qualifying vocational training courses by adapting courses to people's knowledge gaps.</p> <p>School drop-out is the discontinuation of school before obtaining any qualification or diploma.</p> <p>Drop-out youth are particularly exposed to unemployment.</p> <p>Vocational training is a second chance and is supposed to guarantee everyone opportunities for success.</p>
3.2 Number of NEETS admitted to training	Number of NEETs / total number of trainees	<p><u>Data collected year N-1</u></p> <p>NEETS are young people aged (15–29) not in employment, education or training.</p> <p>A 2008 report by the OECD said that the NEET rates for people aged 16–24 in the majority of OECD countries fell in the past decade, attributed to increased participation in education.</p> <p>One of the priorities of vocational training is to contribute to the reintegration of the public furthest from employment.</p>
3.3 Drop-out rate	Number of trainees who leave the training before the end / total number of trainees	<p><u>Data collected year N-1</u></p> <p>Dropping out means leaving the training program for personal reasons, or disinterest, resulting in the individual leaving the course.</p> <p>Training centers must aim to reduce the drop-out rate because drop-outs are a failure for both the individual and the community ("waste" of available resources).</p> <p>Depending on the causes of the drop-out, this allows us to address</p> <ul style="list-style-type: none"> <li>• The relevance of the career guidance at the outset of the training course</li> <li>• The personalized support and assistance provided during training course</li> </ul>
3.4 Number of courses tailored to migrants (refugees, asylum seekers)	Number of courses tailored to migrants / total number of courses	<p><u>Data collected year N-1</u></p> <p>The term migrant is used in accordance with the IOM definition of:</p> <p>Any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.</p>





3.5 Success rate of courses tailored to migrants (refugees, asylum seekers)	Number of trainees completing courses tailored to migrants / total number of trainees following those courses	<p>Depending on the reasons why some people choose to leave their country, the success of the adaptation process may differ.</p> <p>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.</p> <p>In the frame of their social utility TVET providers must contribute to the insertion of this category of the public furthest from employment.</p>
3.6 Integration of disabled trainees in training	Number of disabled trainees / total number of trainees	<p><u>Data collected year N-1</u></p> <p>The term “disabled” is used in accordance with the WHO definition of:</p> <p>According to W.H.O, “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.</p> <p>Disabled persons are more exposed to unemployment than others for different reasons:</p> <ul style="list-style-type: none"> <li>• Depending on their disability, companies are not always equipped to integrate them</li> <li>• The disabled are sometimes less qualified than others in the labor market, because of previous integration difficulties at school</li> </ul> <p>In the frame of their social utility TVET providers must contribute to the insertion of this category of people, who is furthest from employment.</p>
3.7 Integration of disabled trainees in jobs after training	Number of disabled trainees getting a job after training / total number of disabled trainees	<p><u>Data collected year N-1</u></p> <p>In France, the Higher Council for Professional Equality notes that vocational training does not benefit women as much as men, and wishes to make it 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 (hours, ease of access, on-site childcare, possibility of taking distance-learning courses).</p>
3.8. Female participation	Number of female trainees / total number of trainees	<p><u>Data collected year N-1</u></p> <p>In France, the Higher Council for Professional Equality notes that vocational training does not benefit women as much as men, and wishes to make it 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 (hours, ease of access, on-site childcare, possibility of taking distance-learning courses).</p>



3.9 Senior participation	Number of people aged of 55 and over admitted to training courses / total number of trainees	<p><u>Data collected year N-1</u></p> <p>A report of “France Stratégie” highlights that seniors encounter specific difficulties in finding a job. Indeed, job recovery prospects decline sharply with age, especially because of less access to vocational training.</p> <p>Integrating this category into vocational training programs is an important contribution to social utility.</p>
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#### Axis 4 - indicators in territorial and regional development

Indicator	Calculation	Description & Comments
4.1 Cross-border or interregional cooperation	<i>Number of projects dealing with cross-border or interregional cooperation in the last 5 years</i>	<p><u>Data collected year N-1</u></p> <p>Interregional and international cooperation allows us to measure the contribution of vocational training as a unifying institution between the people.</p>
4.2 Participation in local and regional development	<i>Number of local and regional networks/committees, etc. in which the organization participates</i>	<p><u>Data collected year N-1</u></p> <p>It is a matter of measuring how the TVET provider is embedded in the local and regional development to support its social role.</p>
4.3 Environmental sustainability courses	<i>Number of hours dedicated to environmental sustainability / Total number of hours of training</i>	<p><u>Data collected year N-1</u></p> <p>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.</p>
4.4 Environmental sustainability initiatives	<i>Number of initiatives or projects dealing with environmental sustainability</i>	<p>Sustainable development must be taken up by society as a principle guiding the choices that each citizen makes every day.</p> <p>Vocational training is, and must be, a vehicle for disseminating values such as sustainability, but also, for example, well-being, and citizenship.</p>

#### Axis 5 – Internal Practices

Indicator	Calculation	Description & Comments
5.1 Women in management	<i>Number of women in management / Number of women in the organization</i>	<p><u>Data collected year N-1</u></p> <p>This involves measuring the ability of companies to integrate and / or promote women in management positions.</p> <p>Indeed, promotion (classification, progression, management) appears to be the topic that crystallizes the most women / men inequalities within companies: two thirds of companies recognize that the highest positions are occupied by men rather than by women.</p>



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5.2 Absenteeism rate	<i>Number of sick hours / Number of working hours people should have worked</i>	<u>Data collected year N-1</u>  It is a question of understanding working conditions through absences. Absenteeism is a factor in assessing the atmosphere within the company and the capacity of workers to adapt to the constraints linked to working situations (workload, hierarchical relations...)
5.3 Employees with disabilities	<i>Number of disabled employees / total number of employees</i>	<u>Data collected year N-1</u>  It is a question of measuring the social utility of a training provider through its ability to integrate a specific category of people in order to combat exclusion of individuals and inequalities.
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>	<u>Data collected year N-1</u>  Regular monitoring of this indicator makes it possible to assess the ability of companies to protect their employees by preventing and / or correcting risks.
5.5 Job Security	Number of Long term contracts / total number of contracts	<u>Data collected year N-1</u>  It is a question of highlighting the stability of the company, its sensitivity to fluctuations of the workload and its concern provide job security to its employees thereby facilitating social integration (acquisition or rental of housing, implication in local life...).
5.6 Access to training	Number of employees who accessed training in a year / total number of employees	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.
5.7 Job promotion rate	Number of people who were promoted in the last year / total Number of employees	This involves measuring the company's ability to value and recognize the skills of its employees. The notion of promotion can be understood as obtaining a new, higher classification position with new responsibilities, with a salary increase or various benefits.
5.8 Employee turnover	Average number of years of seniority	This involves measuring the company's ability to retain its employees (either through the use of long-term contracts or the establishment of good working conditions).



At the end of partners' exchanges and reflections, the key indicators enabling all VET providers to measure their social utility were defined. (See tables of chapter VI)

Now these indicators will be integrated and developed in a system hosted on a web platform.

This designed system will be assessed by VET experts and tested in 2 training centers in each of the project partner countries (Germany, Belgium, France, Italy), then adjusted – if necessary – before opening it to the public.

The SOLITY website will provide a user-friendly interface containing all the useful information about the SOLITY model: what it is, what its goals are, how to implement it.

The platform will also possibly host the public consultation service that will be used to weight the indicators and the axes.

### The main elements of the platform will be:

- An open section describing the SOLITY framework and the results that the tool is able to provide;
- A registered access section (access and use of the template are free of charge, but users will need to create an account and accept the license agreement) allowing all interested parties to access and use the SOLITY framework and download instructions for use.
- This will also allow, if the user agrees, to get a feedback on the results of its social utility performances, with also benchmarking values set out at different levels;
- An open section devoted to communication and dissemination activities.

An online communication campaign at EU level designed by a professional agency will also be implemented.

### This communication plan will focus on:

- European and national networks of schools, trainers, training providers and others;
- European and national decision-makers,
- Relevant European and national stakeholders
- European and national public/private funding entities.

Local Events will be organized in each partner country to promote the project.



## experts that to the meeting in Brussels to validate the axes and indicators proposed in the SOLITY framework

### Appendix – List of managed to come

<i>Country</i>	<i>Name</i>	<i>Surname</i>	<i>Organisation</i>	<i>Position</i>
Sweden	Shawn	Mendes	Swedish Council for Higher Education ENIC-NARIC Sweden Unit for post-secondary and vocational education	Head of Unit
Romania	Emilia	Pecheanu	Universitatea Dunarea de Jos Galati   UGAL · Department of Computing and Information Technology	Head of Departement
Netherlands	Rob	Versteeg	Endurance	CEO
Spain	Alejandro	Rodríguez González	Universidad Politécnica de Madrid  ETS Ingenieros Informáticos Center for Biomedical Technology	Associate professor
Hungary	Ferenc	Kiss	Budapest Metropolitan University	Vice-Rector for Research
Cyprus	Vasilis	Oxinos	Human Resource Development Authority of Cyprus	Human Resource Officer
Slovenia	Aleksandar	Sladojevic	Institute of the Republic of Slovenia for VET Department for vocational qualification development	Project Manager
Greece	Vasilis	Siomadis	Small Enterprises' Institute of the Hellenic Confederation of Professionals Craftsmen & Merchants (IME GSEVEE)	Scientific Expert
Finland	Petri	Sotara	Teacher & Project manager	Länsirannikon Koulutus Oy Winnova
Croatia	Maja	Jukic	director and consultant in education	Victor d.o.o. Croatia
Slovakia	Diana	Kozakova	human resources & labour market senior consultant	Trexima Bratislava
Ireland	Yvonne	Emmett	Lecturer in Education Learning & Teaching and Education Programmes	National College of Ireland
Lithuania	Salavejiene	Danguolė Bylaite	Expert	Vytautas Magnus University. Academy of Education. Institute for Professional Development
Austria	Frank	Sebastian	Project Manager / National projects and European	Educational Training Center Vienna

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			Cooperations	Occupation educational institute ÖJAB
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<b>Country</b>	<b>Name</b>	<b>Surname</b>	<b>Organisation</b>	<b>Position</b>
Malta	Pierre	Dalmas	College of Arts, Science and Technology	Director   Quality Assurance
Poland	Małgorzata	Szpilska	Institute for Sustainable Technologies - National Research Institute Centre for the Research and Development of Vocational Education	Senior researcher
Latvia	Ilze	Buligina	Ministry of Education and Science Department of Vocational and Adult Education	Senior Expert
Estonia	Karmen	Trasberg	University of Tartu	Lecturer and Programme Coordinator of VET Teacher Education
Bulgaria	Ana	Nikolaeva Velcheva	SE BGCPD	Trainer & Project Manager
Czech Republic	Josef	Vochozka	Educa International, o.p.s.	Director
CEDEFOP	Tina	Bertzeletou	CEDEFOP - European Centre for the Development of Vocational Training, Department for VET Systems and Institutions	Expert
Lifelong Learning Platform (LLLP)	Andrea	Lapegna	Lifelong Learning Platform (LLP)	Communication and Campaign Officer