



DEPARTMENT FOR VET SYSTEMS AND INSTITUTIONS

IVET MOBILITY SCOREBOARD – INTERPRETATION NOTE

Interpretation note for the criteria of the thematic indicators (criteria of indicators 1 to 10)

Although the colours used for labelling performance levels in criteria are the same as those used for performance in indicators and on overall average, the meaning of the colours differ when it comes to interpreting performance in criteria. A given colour has different meanings depending on the criterion considered. The table below presents all the criteria and the exact meaning of the colours used for labelling performance levels in these criteria. Blank cells mean that no benchmarks were defined.

Criteria of Indicator 1. Information and guidance

Criterion 1.1 – Target setting	Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of information and guidance for the international learning mobility of IVET learners	A process is in place			No such process exists but there is an intention to set up one	No such process exists and there is no intention to set up any
Criterion 1.2 – Action taking	A mechanism to provide IVET learners with information and guidance on international learning mobility is in place	Mechanisms to provide IVET learners with both information and guidance for their international learning mobility are in place	Mechanisms to provide IVET learners with information but no guidance for their international learning mobility are in place. Preliminary preparation (initial debate, consultation, design, planning, etc.) to develop guidance has begun.	Mechanisms to provide IVET learners with information but no guidance for their international learning mobility are in place. No plans for developing guidance are being prepared.	No mechanisms to provide IVET learners with information / information and guidance for their international learning mobility is in place, but preliminary preparation (initial debate, consultation, design, planning, etc.) to set up one has begun	No mechanisms to provide IVET learners with information / information and guidance for their international learning mobility is in place, and there is no plan to initiate any
Criterion 1.3 – Coordination	The provision of information / information and guidance to IVET learners for their international mobility is coordinated countrywide	Complete countrywide coordination of the existing provision of information / information and guidance to IVET learners for their international mobility is in place	Incomplete coordination of the existing provision of information / information and guidance is in place (elements of coordination exist, but no complete countrywide coordination of all players and/or actions). However, plans to develop complete coordination are being prepared.	Incomplete coordination of the existing provision of information / information and guidance is in place (elements of coordination exist, but no complete countrywide coordination of all players and/or actions). No plans to make the coordination complete are being prepared.	No countrywide coordination of the existing provision of information / information and guidance is in place, but preliminary preparation (initial debate, consultation, design, planning, etc.) to set up one has begun	No countrywide coordination of the existing provision of information / information and guidance is in place, and there is no plan to set up any

<p>Criterion 1.4 – Evaluation</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is subject to evaluation oriented to improving the next generation of actions in this policy strand</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is evaluated: not only is it monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed up along time for (re)adjustment as necessary.</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and no plan to develop any.</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is not monitored. A plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing provision of information / information and guidance to IVET learners for their international mobility is not monitored. There is no plan to develop any monitoring or evaluation process.</p>
<p>Criteria of Indicator 2. Administrative and institutional issues</p>						
<p>Criterion 2.1 – Target setting</p>	<p>Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of removing the administrative and institutional barriers which may hinder the international learning mobility of IVET learners</p>	<p>A process is in place</p>			<p>No such process exists but there is an intention to set up one</p>	<p>No such process exists and there is no intention to set up any</p>
<p>Criterion 2.2 – Action taking</p>	<p>The country allows for integrating international learning mobility experiences in the curricula of IVET</p>	<p>The country allows for integrating mobility experiences in curricula AND has taken measures that</p>	<p>The country allows for integrating mobility experiences in curricula AND while action was necessary</p>	<p>The country allows for integrating mobility experiences in curricula OR While action was</p>	<p>Measures were necessary in all three dimensions but the country has taken measures in only one dimension; OR</p>	<p>Measures where necessary in two or all of the three dimensions but the country has not taken any measures in any of the dimensions,</p>

	programmes and, where necessary, has taken measures to ensure the delivery of visas and residency permits without difficulties to IVET learners from third countries; alleviate the administrative burdens induced by arranging mobility; and remove the legal barriers to the mobility of minors	cover: - The other three dimensions (i.e. facilitating the access to visas and residency permits, alleviating the administrative burdens, and easing the mobility of minors), OR - All of these other three dimensions where measures were necessary	- in all other three dimensions, the country has taken measures in only two of them; OR - in two dimensions, measures were taken in one only; OR - in one dimension, no measure was taken	necessary in all other three dimensions, the country has taken measures in only two of them; OR in two dimensions, measures were taken in one only; OR in one dimension, no measure was taken	Measures were necessary in two or all of the three dimensions but the country has not taken any measures in any of the dimensions. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun	and no measure is in preparation
Criterion 2.3 – Coordination	The existing facilitation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	Complete countrywide coordination of actions takes place through a countrywide framework which is set by regulations and/or arrangements agreed between players.	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for complete coordination are being prepared.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun.	No countrywide coordination of actions, and there is no plan to set up any.
Criterion 2.4 – Evaluation	The existing facilitation actions are subject to evaluation oriented to improving the next generation of this policy strand	The existing facilitation actions (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed up along time for (re)adjustment as necessary.	The existing facilitation actions (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process	The existing facilitation actions (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and no plan to develop any.	The existing facilitation actions are not monitored. A plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	The existing facilitation actions are not monitored, and there is no plan to develop any monitoring or evaluation process.

			has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.			
Criteria of Indicator 3. Recognition of learning outcomes						
Criterion 3.1 – Target setting	Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of recognition of learning outcomes acquired abroad by IVET learners	A process is in place			No such process exists but there is an intention to set up one	No such process exists and there is no intention to set up any
Criterion 3.2 – Scope of recognition	The recognition mechanism can take into account courses, credit points, units, modules, programmes, and qualifications / diplomas / degrees	The recognition mechanism can take into account courses, credit points, units, modules, programmes, and qualifications / diplomas / degrees	The recognition mechanism can take into account only five of the six learning components	The recognition mechanism can take into account only four of the six learning components	The recognition mechanism can take into account only three of the six learning components	The recognition mechanism can take into account no more than two of the six learning components
Criterion 3.3 – Coordination	The approach to recognition is coordinated countrywide	Complete countrywide coordination of the approach to recognition (recognition is processed within a countrywide framework which is set by regulations and/or arrangements agreed between players)	Incomplete coordination of the recognition mechanism is in place (elements of coordination exist, but no complete countrywide coordination of all players or actions). However, plans for complete coordination are being prepared.	Incomplete coordination of the recognition mechanism is in place (elements of coordination exist, but no complete countrywide coordination of all players or actions). No plans to make the coordination complete are being prepared.	No countrywide coordination of the approach to recognition is in place, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	No countrywide coordination of the approach to recognition is in place, and there is no plan to set up any
Criterion 3.4 - Evaluation	The approach to recognition is subject to evaluation oriented to	The approach to recognition is evaluated: not only is it monitored (e.g.	The approach to recognition is monitored (e.g. through reports, audits, user	The approach to recognition is monitored. But there is no	The approach to recognition is not monitored. A plan to develop a monitoring or	The approach to recognition is not monitored, and there is no plan to develop any

	improving it in future	through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed up along time for (re)adjustment as necessary.	surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	systematic process of setting up recommendations oriented towards future improvement, and no plan to develop any.	evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	monitoring or evaluation process.
Criterion 3.5 – Time frame	After the end of the mobility period or upon submission of a request for recognition, there is a short (six weeks or less) regulatory time limit for granting recognition or processing applications for recognition	Regulatory time limit of six weeks or less	Regulatory time limit of seven to 12 weeks	Regulatory time limit of more than 12 weeks	There is no regulatory time limit but in practice recognition takes 12 weeks or less	There is no regulatory time limit but in practice recognition takes more than 12 weeks, or there is no particular time limit
Criterion 3.6 – Visibility policy	Where necessary, there is an evaluated policy for making more visible contact points where IVET learners can obtain information on recognition	A visibility policy is not necessary or, if it is, has been put in place and is subject to regular evaluation which translates in implemented recommendations oriented towards reforms	A visibility policy is in place and subject to monitoring that does not systematically translate in implemented recommendations oriented towards reforms	A visibility policy is in place but is not monitored	There is no visibility policy, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	There is no visibility policy, and no plan to set any
Criterion 3.7 – Use of EU tools	The Europass Mobility Document, Europass Certificate Supplement, ECVET, the EQF/NQF, and the learning outcomes approach are used in the country for	The five EU tools are used	Four of the five EU tools are used	Three of the five EU tools are used	Two of the five EU tools are used	One or none of the five EU tools is used

	visibility, transfer and recognition in IVET international mobility					
Criteria of Indicator 4. Partnerships and funding						
Criterion 4.1 – Target setting	Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of Partnerships and funding	A process is in place			No such process exists but there is an intention to set up one	No such process exists and there is no intention to set up any
Criterion 4.2 – Action taking	Countries have in place actions to - Support companies and institutions in the creation of mobility partnerships and networks; - Fund the international learning mobility of IVET learners; - Provide companies and IVET institutions involved in organising mobility projects with financial and/or non-financial support.	The country has taken actions that cover the following three dimensions: - Support companies and institutions in the creation of mobility partnerships and networks; - Fund the international learning mobility of IVET learners; - Provide companies and IVET institutions involved in organising mobility projects with financial and/or non-financial support.	The country has taken measures in only two of the three dimensions	The country has taken measures in only one of the three dimensions.	The country has not taken any measures in any of the three dimensions. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun	The country has not taken any measures in any of the dimensions, and no measure is in preparation.
Criterion 4.3 - Coordination	The existing partnerships and funding actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	Complete countrywide coordination of actions in all dimensions is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for setting up complete coordination are being prepared.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	No countrywide coordination of actions, and there are no plans to set up any

<p>Criterion 4.4 - Evaluation</p>	<p>The existing partnerships and funding actions are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing partnerships and funding actions (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing partnerships and funding actions (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing partnerships and funding actions (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing partnerships and funding actions are not monitored. A plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing partnerships and funding actions are not monitored, and there is no plan to develop any monitoring or evaluation process.</p>
<p>Criteria of Indicator 5. Motivating for mobility</p>						
<p>Criterion 5.1 – Target setting</p>	<p>Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of motivating IVET learners for going on mobility</p>	<p>A process is in place</p>			<p>No such process exists but there is an intention to set up one</p>	<p>No such process exists and there is no intention to set up any</p>
<p>Criterion 5.2 – Action taking</p>	<p>Countries have in place actions to raise awareness of IVET learners and stakeholders on the added value of learning mobility; and foster a mobility culture in IVET</p>	<p>Actions are in place for both awareness raising and promoting a mobility culture.</p>	<p>Actions are in place EITHER for awareness raising OR promoting a mobility culture. A plan to develop the missing dimension has been at least initiated, e.g. in the form of preliminary preparation,</p>	<p>Actions are in place EITHER for awareness raising OR promoting a mobility culture. There is no plan for developing the missing dimension.</p>	<p>There are no actions for awareness raising or promoting a mobility culture. However, a plan to develop at least one of the two dimensions has been at least initiated, e.g. in the form of preliminary preparation, initial</p>	<p>There are no actions for awareness raising or promoting a mobility culture. There is no plan for developing any of the two dimensions.</p>

			initial debate / consultation / design, etc.		debate / consultation / design, etc.	
Criterion 5.3 – Coordination	The existing awareness raising and/or mobility culture actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	Complete countrywide coordination of actions takes place through a countrywide framework which is set by regulations and/or arrangements agreed between players.	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for complete coordination are being prepared.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun.	No countrywide coordination of actions, and there is no plan to set up any.
Criterion 5.4 – Evaluation	The existing awareness raising and/or mobility culture actions are subject to evaluation oriented to improving the next generation of this policy strand	The existing awareness raising and/or mobility culture actions (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed up along time for (re)adjustment as necessary.	The existing awareness raising and/or mobility culture actions (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	The existing awareness raising and/or mobility culture actions (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and no plan to develop any.	The existing awareness raising and/or mobility culture actions are not monitored. A plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	The existing awareness raising and/or mobility culture actions are not monitored, and there is no plan to develop any monitoring or evaluation process.

Criteria of Indicator 6. Long-term preparation for mobility

Criterion 6.1 – Target setting	Countries have in place a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of preparing IVET learners for going on mobility	A process is in place			No such process exists but there is an intention to set up one	No such process exists and there is no intention to set up any
Criterion 6.2 – Action taking	<p>Countries have in place actions to</p> <ul style="list-style-type: none"> - Encourage quality linguistic and intercultural preparation of IVET learners for mobility from the early stages of education; - Foster the acquisition of basic digital competencies by IVET learners; - Encourage internationalisation of IVET curriculum through introducing methods and practices that are in use abroad. 	<p>The country has taken actions that cover the following three dimensions:</p> <ul style="list-style-type: none"> - Encourage quality linguistic and intercultural preparation of IVET learners for mobility from the early stages of education; - Foster the acquisition of basic digital competencies by IVET learners; - Encourage internationalisation of IVET curriculum through introducing methods and practices that are in use abroad. 	The country has taken measures in only two of the three dimensions	The country has taken measures in only one of the three dimensions.	The country has not taken any measures in any of the three dimensions. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun	The country has not taken any measures in any of the dimensions, and no measure is in preparation.
Criterion 6.3 – Coordination	The existing linguistic, intercultural, digital and internationalisation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	Complete countrywide coordination of actions in all dimensions is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for complete coordination are underway.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	No countrywide coordination of actions, and there is no plan to set up any

<p>Criterion 6.4 – Evaluation</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions are not monitored. A plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing linguistic, intercultural, digital and internationalisation actions are not monitored, and there is no plan to develop any monitoring or evaluation process.</p>
<p>Criterion 6.5 – Involving learners and stakeholders</p>	<p>Learners and stakeholders are involved in making the preparation policy effective and better over time. Their involvement is ensured through: - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.</p>	<p>The country has taken measures of the following three types - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.</p>	<p>The country has taken measures of two of the three types.</p>	<p>The country has taken measures of one of the three types.</p>	<p>The country has not taken any measures of any of the three types. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun</p>	<p>The country has not taken any measures in any of the three types, and no measure is in preparation.</p>

Criteria of Indicator 7. Quality of mobility

<p>Criterion 7.1 – Target setting</p>	<p>Countries have in place a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of quality learning mobility in IVET</p>	<p>A process is in place</p>			<p>No such process exists but there is an intention to set up one</p>	<p>No such process exists and there is no intention to set up any</p>
<p>Criterion 7.2 – Action taking</p>	<p>Countries have in place actions for - Ensuring language / intercultural preparation and setting up learning agreements in the phase of preparing the stay abroad (“Before” period); - Monitoring the stay process, providing learners with assistance / mentoring / guidance and ensuring their integration in the host country or institution during the stay abroad (“During” period); - Collecting feedback for future improvement and helping with reintegration as necessary upon return from mobility (“After” period); - Ensuring access of mobile learners to convenient and affordable facilities for housing, catering and transport all along the stay process (“All along” period);</p>	<p>The country has taken actions that cover the four dimensions.</p>	<p>The country has taken actions in three of the four dimensions.</p>	<p>The country has taken actions in two of the four dimensions.</p>	<p>The country has taken actions in one of the four dimensions.</p>	<p>The country has not taken any actions in any of the four dimensions.</p>

<p>Criterion 7.3 – Coordination</p>	<p>The existing Before, During, After and All along actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness</p>	<p>Complete countrywide coordination of actions in all dimensions is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players</p>	<p>Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for setting up complete coordination are being prepared.</p>	<p>Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.</p>	<p>No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun</p>	<p>No countrywide coordination of actions, and there is no plan to set up any</p>
<p>Criterion 7.4 – Evaluation</p>	<p>The existing Before, During, After and All along actions are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing Before, During, After and All along actions (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing Before, During, After and All along actions (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing Before, During, After and All along actions (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing Before, During, After and All along actions are not monitored. However, a plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing Before, During, After and All along actions are not monitored, and there is no plan to develop any monitoring or evaluation process.</p>
<p>Criterion 7.5 – Involving learners and stakeholders</p>	<p>Learners and stakeholders are involved in making the Quality policy effective and better over time. Their involvement is ensured through:</p>	<p>The country has taken actions of the following three types - A visibility and access policy; - Learners and stakeholders surveys; and</p>	<p>The country has taken measures of two of the three types.</p>	<p>The country has taken measures of one of the three types.</p>	<p>The country has not taken any measures in any of the three types. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun</p>	<p>The country has not taken any measures in any of the three types, and no measures are being prepared.</p>

	- A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.	- Impact measurement / Assessment of the extent of use.				
Criteria of Indicator 8. Portability of grants and loans						
Criterion 8.1 – Target setting	Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of the portability of grants and loans in IVET	A process is in place			No such process exists but there is an intention to set up one	No such process exists and there is no intention to set up any
Criterion 8.2 – Action taking	Countries have in place mechanisms that ensure the portability of those of IVET learners' grants, loans and benefits that are not mobility-related.	The country has in place mechanisms that ensure the portability of those of IVET learners' grants, loans and benefits that are not mobility-related.			The country does not have mechanisms for the portability of those of IVET learners' grants, loans and benefits that are not mobility-related. However, a plan to set up such a mechanism has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	The country does not have mechanisms for the portability of those of IVET learners' grants, loans and benefits that are not mobility-related. There are no plans for putting in place such mechanisms.
Criterion 8.3 – Coordination	The existing portability mechanisms are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	Complete countrywide coordination of all portability mechanisms is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players	Coordination of portability mechanisms is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or mechanisms). However, plans for setting up complete coordination are being prepared.	Coordination of portability mechanisms is incomplete, and there are no plans to complete it.	No countrywide coordination of portability mechanisms, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	No countrywide coordination of portability mechanisms, and there is no plan to set up any

<p>Criterion 8.4 – Evaluation</p>	<p>The existing portability mechanisms are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing portability mechanisms (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing portability mechanisms (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing portability mechanisms (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing portability mechanisms are not monitored. However, a plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing portability mechanisms are not monitored, and there are no plans to develop any monitoring or evaluation process.</p>
<p>Criterion 8.5 – Involving learners and stakeholders</p>	<p>Learners and stakeholders are involved in making the portability mechanisms effective and better over time. Their involvement is ensured through:</p> <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use. 	<p>The country has taken actions of the following three types:</p> <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use. 	<p>The country has taken actions of two of the three types.</p>	<p>The country has taken actions of one of the three types.</p>	<p>The country has not taken any actions of any of the three types. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun.</p>	<p>The country has not taken any actions of any of the three types, and there are no plans for developing any such measure.</p>

Criteria of Indicator 9. Specific support to disadvantaged learners

<p>Criterion 9.1 – Target setting</p>	<p>Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of the specific support to disadvantaged IVET learners</p>	<p>A process is in place</p>			<p>No such process exists but there is an intention to set up one</p>	<p>No such process exists and there is no intention to set up any</p>
<p>Criterion 9.2 – Action taking</p>	<p>Countries have in place actions to provide disadvantaged learners with support tailored to their specific needs, in particular in the areas of: - Information and guidance, including targeted information on available programmes; - Funding, including portability; - Motivation; - Preparation; - Use of multipliers.</p>	<p>The country has taken actions that cover the following five dimensions: - Information and guidance, including targeted information on available programmes; - Funding, including portability; - Motivation; - Preparation; - Use of multipliers.</p>	<p>The country has taken actions in four of the five dimensions.</p>	<p>The country has taken actions in three of the five dimensions.</p>	<p>The country has taken actions in two of the five dimensions.</p>	<p>The country has taken actions in one or none of the five dimensions.</p>
<p>Criterion 9.3 – Coordination</p>	<p>The existing support actions to disadvantaged learners are coordinated countrywide so as to ensure their consistency, convergence and effectiveness</p>	<p>Complete countrywide coordination of support actions in all dimensions is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players</p>	<p>Coordination of support actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for setting up complete coordination are being prepared.</p>	<p>Incomplete coordination of support actions / dimensions. There are no plans to make the coordination complete.</p>	<p>No countrywide coordination of support actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun</p>	<p>No countrywide coordination of support actions, and there is no plan to set up any</p>

<p>Criterion 9.4 – Evaluation</p>	<p>The existing support actions to disadvantaged learners are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing support actions to disadvantaged learners (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing support actions to disadvantaged learners (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing support actions to disadvantaged learners (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing support actions to disadvantaged learners are not monitored. However, a plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing support actions to disadvantaged learners are not monitored, and there are no plans to develop any monitoring or evaluation process.</p>
<p>Criterion 9.5 – Involving learners and stakeholders</p>	<p>Learners and stakeholders are involved in making the support to disadvantaged learners effective and better over time. Involvement is ensured through:</p> <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use. 	<p>The country has taken actions of the following three types:</p> <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use. 	<p>The country has taken actions of two of the three types.</p>	<p>The country has taken actions of one of the three types.</p>	<p>The country has not taken any actions of any of the three types. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one measure has begun.</p>	<p>The country has not taken any actions of any of the three types, and there are no plans for developing any such measure.</p>

Criteria of Indicator 10. Involving multipliers

<p>Criterion 10.1 – Target setting</p>	<p>Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of using multipliers to promote learning mobility in IVET</p>	<p>A process is in place</p>			<p>No such process exists but there is an intention to set up one</p>	<p>No such process exists and there is no intention to set up any</p>
<p>Criterion 10.2 – Action taking</p>	<p>Countries have taken initiatives to:</p> <ul style="list-style-type: none"> - Encourage the use of 'multipliers', such as teachers, trainers, families, youth workers and young people who have participated in a mobility experience, to exchange with not yet mobile learners and inspire and motivate them to become mobile; - Encourage IVET institutions to recognise and value teachers', trainers' and youth workers' commitment to learning mobility; - Mainstream learning mobility as a component in the initial training and continuous professional development of heads of IVET institutions, teachers, trainers, administrative staff and youth workers. 	<p>The country has taken initiatives in the following three dimensions:</p> <ul style="list-style-type: none"> - Encouraging the use of 'multipliers' to exchange with not yet mobile learners and inspire and motivate them to become mobile; - Encouraging IVET institutions to recognise and value teachers', trainers' and youth workers' commitment to learning mobility; - Mainstreaming learning mobility as a component in the initial training and continuous professional development of heads of IVET institutions, teachers, trainers, administrative staff and youth workers. 	<p>The country has taken initiatives in two of the three dimensions.</p>	<p>The country has taken initiatives in one of the three dimensions.</p>	<p>The country has not taken any initiatives in any of the three dimensions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one action has begun.</p>	<p>The country has not taken any initiatives in any of the three dimensions, and there are no plans to develop any.</p>

<p>Criterion 10.3 – Coordination</p>	<p>The existing initiatives to develop and involve multipliers are coordinated countrywide so as to ensure their consistency, convergence and effectiveness</p>	<p>Complete countrywide coordination of initiatives to develop and involve multipliers is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players</p>	<p>Coordination of initiatives to develop and involve multipliers is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or initiatives in a given dimension; or not all dimensions are coordinated). However, plans for setting up complete coordination are being prepared.</p>	<p>Incomplete coordination of initiatives / dimensions. There are no plans to make the coordination complete.</p>	<p>No countrywide coordination of initiatives, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun</p>	<p>No countrywide coordination of initiatives, and there is no plan to set up any coordination</p>
<p>Criterion 10.4 – Evaluation</p>	<p>The existing initiatives to develop and involve multipliers are subject to evaluation oriented to improving the next generation of this policy strand</p>	<p>The existing initiatives to develop and involve multipliers (or at least some of them) are evaluated: not only are they monitored (e.g. through reports, audits, user surveys, etc.), but also recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary</p>	<p>The existing initiatives to develop and involve multipliers (or at least some of them) are monitored (e.g. through reports, audits, user surveys, etc.). But there is no systematic process of setting up recommendations for future improvement, implementing them, and following them up along time for (re)adjustment. However, a plan to set up such a systematic process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing initiatives to develop and involve multipliers (or at least some of them) are monitored. But there is no systematic process of setting up recommendations oriented towards future improvement, and there are no plans to develop any.</p>	<p>The existing initiatives to develop and involve multipliers are not monitored. However, a plan to develop a monitoring or evaluation process has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>	<p>The existing initiatives to develop and involve multipliers are not monitored, and there is no plan to develop any monitoring or evaluation process.</p>
<p>Criterion 10.5 – Involving learners and stakeholders</p>	<p>Learners and stakeholders are involved in making the Multipliers initiatives effective and better over time. Involvement is ensured</p>	<p>The country has taken initiatives of the following three types: - A visibility and access policy; - Learners and</p>	<p>The country has taken initiatives of two of the three types.</p>	<p>The country has taken initiatives of one of the three types.</p>	<p>The country has not taken any initiative of any of the three types. However, preliminary preparation (initial debate, consultation, design, planning, etc.) to develop at least one</p>	<p>The country has not taken any initiative of any of the three types, and no measure is in preparation.</p>

	through: - A visibility and access policy; - Learners and stakeholders surveys; - Impact measurement / Assessment of the extent of use.	stakeholders surveys; and - Impact measurement / Assessment of the extent of use.			measure has begun	
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