



IVET MOBILITY SCOREBOARD – GENERAL METHODOLOGY

The Scoreboard provides five categories of tools, i.e. maps, indicators, scorecards, overview tables and country fiches.

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1. Maps

The maps are aimed to feature the variety of countries' situations with regard to IVET mobility issues. They were developed following the basics of *categorical data mapping (thematic mapping)*. The overall principle of thematic mapping is to represent the spatial distribution of categories (types) of a theme using numerical qualitative coding.

The procedure comprises four steps. In step 1, the various categories of a topic are listed and attributed numerical qualitative code numbers. For example, one category receives the code number 1 (e.g. countries with centralised provision information and guidance on mobility), while another category receives the code number 2 (e.g. countries with decentralised provision of information and guidance on mobility). These codes are numerical but not quantitative as 2 here is not the double of 1 (decentralisation does not amount to two times centralisation). In step 2, each geographical area to be represented is attributed the code number of the category to which it belongs (for example all countries where provision is decentralised receive the code number 2). In step 3, on the list of geographical areas with respective code numbers, each code number is assigned a distinct colour (all areas with same code number thus receive the same colour). In step 4, the map is produced (either manually or using a mapping software), with each geographical area receiving the colour attributed to its categorical code number.

It has to be outlined that, unless otherwise notified, and even when gradation in colour is used for two or more categories, colours and their gradations should not be interpreted as a relation of order (category A is not "more something" or "something less" than category B). Once again, different colours or nuances just mean different categories, nothing more.

Finally, since maps on the one hand, and indicators / scorecards / overview tables on the other hand have their own distinctive objectives and specific logics while colours could be used for each of both tool groups, the colours used for maps were different from those used for indicators / scorecards / overview tables, so as to avoid any misinterpretation.

2. Indicators, scorecards and overview tables

Indicators are aimed at identifying countries' performance with regard to developing IVET mobility along the lines prescribed by the "Youth on the move" Recommendation. The method used to build the indicators is the "Bologna Scorecard", which was set up in 2005 by the Bologna Follow-up Group (BFUG) for the monitoring of the Bologna Process¹. The Bologna Scorecard was also the method used by Eurydice (though with some adaptations) to build the indicators for the Mobility Scoreboard for Higher Education². This method was also adopted for the IVET Mobility Scoreboard, in order to keep consistency with these previous works.

The basic principles of the Bologna Scorecard are presented in Section 2.1 below. Sections 2.2 to 2.5 present the outputs which the method allows for. Section 2.6 explains how exactly these general methodological lines were applied to develop the indicators used in this IVET Scoreboard. Section 2.7 addresses the comparability issue.

¹ *Bologna Process Stocktaking*, Report from a working group appointed by the Bologna Follow-up Group to the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005.

<http://www.ehea.info/Uploads/Documents/BPStocktaking9May2005.pdf>

² European Commission – Eurydice (2013), *Towards a Mobility Scoreboard: Conditions for Learning Abroad in Europe*,

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/162EN.pdf

2.1. Reference method: The *Bologna Scorecard*

The method³ is based on five principles. An indicator is set for each thematic area of interest (a). Each indicator is based on several criteria which, when all fully met, represent the best possible situation in the area of interest, i.e. the reference goal to be reached (b). As a criterion might not be fully met, five possible levels of performance ("benchmarks") are defined for each criterion (c). The benchmarks are colour-coded (d) as shown in Table 2.1.1. A score is attributed to each benchmark (e) as also shown in the table.

Table 2.1.1. Benchmarks for criteria of indicators	
Scores and colour codes	Interpretation
5	Green: Excellent performance
4	Light green: Very good performance
3	Yellow: Good performance
2	Orange: Some progress has been made
1	Red: Little progress has been made yet

For example, in the 2005 BFUG report, the criterion "Stage of development of quality assurance system" used for the area "Quality assurance" was defined as shown in Table 2.1.2.

³ The general form of the model can be described as follows:

$$\left\{ \begin{array}{l}
 \forall C: C \rightarrow (S_{1_1}, S_{1_2}, \dots, S_{1_K}, S_{2_1}, S_{2_2}, \dots, S_{2_K}, \dots, S_{I_1}, S_{I_2}, \dots, S_{I_K}) / \\
 1 \leq S_{i_k} \leq B \quad , \quad S_{i_k} \in \mathbb{N} \quad , \quad B \in \mathbb{N} \\
 \text{and} \\
 S_i = \frac{\sum_{k=1}^K S_{i_k}}{K} \\
 S_C = \frac{\sum_{i=1}^I S_i}{I} \\
 \text{where} \\
 S_{i_k} \text{ represents the score in criterion } k \text{ of indicator } i; \\
 B, \text{ the maximum number of benchmarks per criterion} \\
 \quad (B \text{ is constant} = 5 \text{ in the Bologna Scorecard}); \\
 S_i, \text{ the average score in indicator } i; \\
 K, \text{ the number of criteria for indicator } i \\
 \quad (K \text{ may vary across indicators}); \\
 S_C, \text{ the overall average score obtained by country } C; \\
 I, \text{ the total number of areas of interest in the Scoreboard.}
 \end{array} \right.$$

Table 2.1.2. Definition of a criterion in terms of benchmarks Example of Criterion "Stage of development of quality assurance system" for Action line "Quality assurance"	
5	A Quality Assurance system is in operation at national level and applies to all Higher Education (as defined in the Lisbon Recognition Convention), with responsibilities of bodies and institutions clearly defined - Fully functioning dedicated QA agency in place, <u>OR</u> - Existing agencies have QA as part of responsibility
4	QA system is in operation, but it is not applied to all programmes
3	- Legislation or regulations prepared, awaiting implementation, <u>OR</u> - Existing system is undergoing review/ development in accordance with Bologna action lines
2	- Preliminary planning phase, <u>OR</u> - No QA system in place yet, but initial debate and consultation has begun
1	No QA system in place and no plan to initiate

It is therefore possible to set:

- For each country (see Table 2.2.1)
 - A scorecard;
 - An average score per indicator (indicator's score);
 - An overall average score (average of indicators' scores); and
- For the set of countries monitored
 - Tables of country *categorisation* and *distribution* per indicator (see Tables 2.4.1.1 and 2.4.1.2);
 - Overview tables (see Tables 2.5.1 to 2.5.4).

2.2. Scorecard, indicator's score and overall average score

Table 2.2.1 gives an illustration of a scorecard and how indicators' scores and overall average scores are calculated.

Table 2.2.1. Example of a scorecard with average scores per indicator and an overall average score for a country (Based on two indicators, i.e. I1 with 4 criteria and I2 with 2 criteria)			
Indicators	Criteria	Performance levels observed	Scores attributed
Indicator 1 (I1)	Criterion 1.1		1
	Criterion 1.2		5
	Criterion 1.3		2
	Criterion 1.4		4
	<i>Average score for I1</i>		3 $= (1+5+2+4)/4$
Indicator 2 (I2)	Criterion 2.1		5
	Criterion 2.2		3
	<i>Average score for I2</i>		4 $= (5+3)/2$
Overall average score for country			3.5 $= (3+4)/2$

It should be noted that, as indicators' scores may not be natural numbers, the scores corresponding to performance levels for indicators (see Table 2.2.2 below) are different from the benchmarks corresponding to criteria (Table 2.1.1 above). The performance levels (and corresponding scores and colour codes) for indicators are set as follows:

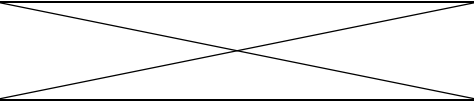
Table 2.2.2. Performance levels for indicators		
	$4.5 < \text{Indicator score} \leq 5$	Excellent performance
	$3.5 < \text{Indicator score} \leq 4.5$	Very good performance
	$2.5 < \text{Indicator score} \leq 3.5$	Good performance
	$1.5 < \text{Indicator score} \leq 2.5$	Some progress has been made
	$1 \leq \text{Indicator score} \leq 1.5$	Little progress has been made yet

2.3. Particular cases

The method is flexible and can be adapted to particular cases, i.e. (a) when a criterion cannot be split into five benchmarks; and (b) detailed information on the actual performance levels is missing.

2.3.1. Case of incomplete number of benchmarks

This is the case in which the criterion can be split in three or four benchmarks only instead of five, and information on the identified levels of performance is available. The reference procedure applies except that any non-defined level of performance is disregarded. For example, in Table 2.3.1.1 below, Criterion 1 is defined with 4 benchmarks only.

Table 2.3.1.1. Example of an indicator with two criteria among which one is defined with 4 levels of performance only		
	Criterion 1 - A mechanism is in place	Criterion 2 – The mechanism is evaluated
5	Mechanism in operation with full-scale implementation	Mechanism is monitored, recommendations are drawn, implementation and results of recommendations are followed-up
4	Mechanism in operation with partial / incomplete implementation	Mechanism is monitored and recommendations are drawn, but no follow-up of implementation and results
3		Mechanism is monitored but no recommendations are drawn
2	No mechanism in place but preliminary preparation has begun, for example initial debate, consultation, preliminary design, planning, etc.	No evaluation at all but preliminary preparation (initial debate, consultation, design, planning, ...) to set one has begun
1	No mechanism in place and no plans to initiate any	No evaluation and no plan to initiate any

The country will anyway receive a mark for each criterion. The indicator's average score (and hence all other ensuing outputs, i.e. the overall average score, the country categorisation, etc.) can then be processed normally following the reference procedure. Table 2.3.1.2 provides an example.

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Table 2.3.1.2. Example of an average score for an indicator with two criteria among which the first one has no benchmark 3			
Indicator	Criteria	Performance levels	Scores
Indicator	Criterion 1		5
	Criterion 2		3
	<i>Indicator's average score</i>		4 $= (5+3)/2$

2.3.2. Case of lack of information on the actual levels of performance

If detailed information on the actual levels of performance for a criterion is systematically missing in most countries, the criterion can be expanded in only two benchmarks (instead of five), i.e. "Met" or "Not met" (Table 2.3.2.1).

Table 2.3.2.1. Benchmarks for criteria for which information on the actual levels of performance is missing	
5	Criterion met
1	Criterion not met

The average scores per indicator and the overall average scores are processed the same way as in the reference method (Table 2.3.2.2).

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Table 2.3.2.2.
Example of information on intermediary levels of performance missing for all criteria – Scorecard, average scores per indicator and overall average score (Example based on two indicators, i.e. I1 with 4 criteria and I2 with 2 criteria)

Indicators	Criteria	Performance levels	Scores
Indicator 1 (I1)	Criterion 1.1		1
	Criterion 1.2		5
	Criterion 1.3		5
	Criterion 1.4		5
	<i>Average score for I1</i>		4 $= (1+5+5+5)/4$
Indicator 2 (I2)	Criterion 2.1		5
	Criterion 2.2		1
	<i>Average score for I2</i>		3 $= (5+1)/2$
Overall average score for country			3.5 $= (4+3)/2$

2.4. Country categorisation and country distribution per indicator

Countries' average scores for an indicator allow for setting a country categorisation for this indicator (Table 2.4.1.1). Categories represent closeness/distance with respect to the reference goal. Closeness is maximum in the dark green category, and decreases downwards.

Table 2.4.1.1.
Example of a country categorisation table for an indicator
(Countries' positions result from countries' average scores for this indicator)

Countries per category	
	Austria, Croatia, etc.

Average EU 28	
Average EU 28+IS+NO	

This information can also be presented in the form of a *Country*

distribution Table (Table 2.4.1.2).

Table 2.4.1.2.		Example of a country distribution table for an indicator	
		Number of countries by performance level	
Degree of closeness / distance to full implementation of Recommendation		2 countries	Average EU 28
		3 countries	
		4 countries	
		20 countries	
		1 country	

Presenting in terms of distribution avoids having to name countries (which however veils in which countries exactly action would need to be taken), but still allows for assessing whether the majority of countries is in rather good or instead critical situation, and the overall amount of needed efforts ahead.

2.5. Overview of countries' performance

Countries' performance over all indicators can be synthesised in overview tables. Four types of overview tables can be set up.

The first type of overview table presents all countries, detailing for each of them the average performance for each indicator, and the country's overall average performance (Table 2.5.1). The table also presents the average performance for the whole group of countries monitored.

Table 2.5.1.				
Overview of countries' performance across indicators (Example)				
	Indicator 1	Indicator 2	...	Country overall average performance
Country A				
Country B				
⋮				
Average EU 28				
Average EU 28+IS+NO				

The second type of overview table is a bit more detailed. It presents, on top of the abovementioned information, the performance of countries for

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each criterion of each indicator (Table 2.5.2).

Table 2.5.2. Overview of countries' performance across indicators and criteria (Example)						
	Indicator 1	Criterion 1.1	Criterion 1.2	Indicator 2	...	Country overall average performance
Country A						
Country B						
⋮						
Average EU 28						
Average EU 28+IS+NO						

The third type of overview table present countries by categories of overall average performance (Table 2.5.3).

Table 2.5.3. Country categorisation in terms of overall average performance (Example)								
Levels of overall average performance		Countries						
		Country G, Country P		<table border="1"> <tr> <td>Average EU 28</td> <td style="background-color: #F1C40F;"></td> </tr> <tr> <td>Average EU 28+IS+NO</td> <td style="background-color: #E67E22;"></td> </tr> </table>	Average EU 28		Average EU 28+IS+NO	
		Average EU 28						
		Average EU 28+IS+NO						
		Country Y, Country M, etc.						
		Country B, Country F, etc.						
Country A, Country D, etc.								
		Country C						

Finally, Table 2.5.3 can also be presented in terms of country distribution (Table 2.5.4)

Table 2.5.4. Country distribution in terms of overall average performance (Example)								
Levels of overall average performance		Number of countries						
		2 countries		<table border="1"> <tr> <td>Average EU 28</td> <td style="background-color: #F1C40F;"></td> </tr> <tr> <td>Average EU 28+IS+NO</td> <td style="background-color: #E67E22;"></td> </tr> </table>	Average EU 28		Average EU 28+IS+NO	
		Average EU 28						
		Average EU 28+IS+NO						
		3 countries						
		14 countries						
10 countries								
		1 country						

2.6. Indicators of the IVET Scoreboard

14 indicators were defined for the IVET mobility scoreboard, i.e. ten thematic indicators (indicators 1 to 10) and four transversal indicators (indicators 11 to 14).

The thematic indicators account for countries' performance in a given thematic area. There is one thematic indicator by thematic area:

- Indicator 1 – Information and guidance
- Indicator 2 – Administrative and institutional issues
- Indicator 3 - Recognition of learning outcomes
- Indicator 4 - Partnerships and funding
- Indicator 5 – Motivating for mobility
- Indicator 6 – Long-term preparation for mobility
- Indicator 7 - Quality of mobility
- Indicator 8 - Portability of grants and loans
- Indicator 9 – Specific support to disadvantaged learners
- Indicator 10 – Involving multipliers

The transversal indicators account for countries' performance in setting up targets for mobility policy, coordinating and evaluating mobility policy, and approaching mobility policy in a "strategic" way:

- Indicator 11 – Setting up targets for the mobility policy
- Indicator 12 – Coordinating the mobility policy
- Indicator 13 – Evaluating the mobility policy
- Indicator 14 – Transversal performance in terms of strategy

2.6.1. Thematic indicators: indicators 1 to 10

2.6.1.1. Indicator 1 – Information and guidance

The 2011 Council Recommendation "*Youth on the move*" assigns to countries the objective of putting in place and improving provision of information and guidance on international learning mobility for IVET learners.

The indicator for monitoring the provision of information and guidance, and how it is improved, is defined based on the following four criteria:

- (a) 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;

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- (b) A mechanism to provide IVET learners with information and guidance on international learning mobility is in place;
- (c) The provision of information / information and guidance to IVET learners for their international mobility is coordinated countrywide⁴ thus ensuring consistent and convergent policies and practices; and
- (d) The provision of information / information and guidance to IVET learners for their international mobility is evaluated.

Table 2.6.1.1.1 presents the indicator in terms of criteria and benchmarks.

⁴ There is countrywide coordination of a process when, for all existing actions related to the process, both regulation and implementation of the process are arranged through / underpinned by

- Either top-down guidelines followed by all stakeholders/players; or
- Any form of cooperation and dialogue involving all stakeholders/players and leading to convergent practices and approaches.

Countrywide coordination may be partial / incomplete when it applies only to part of the actions or players related to the process.

Table 2.6.1.1.1.				
Indicator 1 – Information and guidance				
	Criterion 1.1 – Target setting	Criterion 1.2 – Action taking	Criterion 1.3 – Coordination	Criterion 1.4 – Evaluation
	Description of criteria			
	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 mechanism to provide IVET learners with information and guidance on international learning mobility is in place	The provision of information / information and guidance to IVET learners for their international mobility is coordinated countrywide	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 this policy strand
	Description of benchmarks			
5	A process is in place	Mechanisms to provide IVET learners with both information and guidance for their international learning mobility are in place	Complete countrywide coordination of the existing provision of information / information and guidance to IVET learners for their international mobility is in place	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.

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4	X	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.	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.	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.
3	X	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.	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.	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.
2	No such process exists but there is an intention to set up one	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 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	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

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				/ consultation / design, etc.
1	No such process exists and there is no intention to set up any	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	No countrywide coordination of the existing provision of information / information and guidance is in place, and there is no plan to set up any	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.

Calculation of indicator's average score per country leads to the *Country categorisation* of Table 2.6.1.1.2 type below.

Table 2.6.1.1.2. Indicator 1 – Information and guidance: Country categorisation by level of performance				
		Countries per category		
		<table border="1"> <tr> <td>Average EU 26</td> <td style="background-color: #c6e0b4;"></td> </tr> <tr> <td>Average EU 26+IS+NO</td> <td style="background-color: #c6e0b4;"></td> </tr> </table>	Average EU 26	
Average EU 26				
Average EU 26+IS+NO				
Degree of closeness / distance to full implementation of Recommendation		Finland, France, Germany, Luxembourg, Malta, Netherlands, Norway, Sweden, United Kingdom		
		Austria, Belgium-DE, Belgium-FR, Bulgaria, Cyprus, Estonia, Ireland, Latvia, Spain		
		Belgium-All, Croatia, Czech Republic, Denmark, Greece, Hungary, Iceland, Italy, Romania, Slovakia, Slovenia		
		Belgium-NL		
		Portugal		

2.6.1.2. Indicator 2 – Administrative and institutional issues

The 2011 Council Recommendation "*Youth on the move*" assigns to countries the objective of reducing the administrative and institutional obstacles that can hinder the international learning mobility of IVET learners.

The indicator for monitoring this field of action is based on the following four criteria:

- (a) 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;
- (b) Countries have taken steps to allow and facilitate the international learning mobility of IVET learners through:
 - Allowing the integration of international learning mobility experiences in the curricula of IVET programmes;

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- Putting in place – where necessary⁵ – measures to ensure the delivery of visas and residency permits without difficulties to IVET learners from third countries, or assist learners (and/or their institutions) in their application process;
 - Putting in place – where necessary⁶ – measures to alleviate the administrative burdens that may hinder the international mobility of IVET learners, or assist learners (and/or their institutions) in their application process;
 - Putting in place – where necessary⁷ – measures to remove the legal obstacles that may prevent the international learning mobility of IVET learners aged below 18, or assist learners (and/or their institutions) in their mobility process.
- (c) The existing facilitation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing facilitation actions are subject to evaluation oriented to improving the next generation of this policy strand;

Table 2.6.1.2.1 presents the indicator in terms of criteria and benchmarks.

⁵ Measures are considered un-necessary where fully-fledged investigations / research / studies / users or stakeholders surveys targeted at checking the need for such measures on the ground have been carried out and came to the conclusion that no such needs exist.

⁶ Measures are considered un-necessary where fully-fledged investigations / research / studies / users or stakeholders surveys targeted at checking the need for such measures on the ground have been carried out and came to the conclusion that no such needs exist.

⁷ Measures are considered un-necessary where fully-fledged investigations / research / studies / users or stakeholders surveys targeted at checking the need for such measures on the ground have been carried out and came to the conclusion that no such needs exist.

Table 2.6.1.2.1.

Indicator 2 – Administrative and institutional issues

	Criterion 2.1 – Target setting	Criterion 2.2 – Action taking	Criterion 2.3 – Coordination	Criterion 2.4 – Evaluation
	Description of criteria			
	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	The country allows for integrating international learning mobility experiences in the curricula of IVET 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	The existing facilitation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing facilitation actions are subject to evaluation oriented to improving the next generation of this policy strand
	Description of benchmarks			
5	A process is in place	The country allows for integrating mobility experiences in curricula <u>AND</u> has taken measures that 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), <u>OR</u> - All of these other three dimensions where measures were necessary	Complete countrywide coordination of actions takes place through a countrywide framework which is set by regulations and/or arrangements agreed between players.	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.

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4		<p>The country allows for integrating mobility experiences in curricula</p> <p><u>AND</u></p> <p>while action was necessary</p> <ul style="list-style-type: none"> ▪ in all other three dimensions, the country has taken measures in only two of them; <u>OR</u> ▪ in two dimensions, measures were taken in one only; <u>OR</u> ▪ in one dimension, no measure was taken 	<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 complete coordination are being prepared.</p>	<p>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 has been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.</p>
3		<p>The country allows for integrating mobility experiences in curricula</p> <p><u>OR</u></p> <p>While action was necessary</p> <ul style="list-style-type: none"> ▪ in all other three dimensions, the country has taken measures in only two of them; <u>OR</u> ▪ in two dimensions, measures were taken in one only; <u>OR</u> ▪ in one dimension, no measure was taken 	<p>Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.</p>	<p>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.</p>
2		<p>No such process exists but there is an intention to set up one</p>	<p>Measures were necessary in all three dimensions but the country has taken measures in only one dimension;</p> <p><u>OR</u></p> <p>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</p>	<p>No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun.</p>

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		debate, consultation, design, planning, etc.) to develop at least one measure has begun		
1	No such process exists and there is no intention to set up any	Measures where necessary in two or all of the three dimensions but the country has not taken any measures in any of the dimensions, and no measure is in preparation	No countrywide coordination of actions, and there is no plan to set up any.	The existing facilitation actions are not monitored, and there is no plan to develop any monitoring or evaluation process.

2.6.1.3. Indicator 3 – Recognition of learning outcomes

The 2011 Council Recommendation "*Youth on the move*" assigns to countries the objective of promoting the international mobility of IVET learners through enhancing the recognition of learning outcomes based on the use of existing EU tools and by improving the recognition procedures.

The indicator for monitoring developments in this area is based on the following seven criteria:

- (a) 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;
- (b) The recognition mechanism can take into account the six following types of learning components and outcomes: courses, credit points, units, modules, programmes, and qualifications / diplomas / degrees;
- (c) The approach to recognition is coordinated countrywide⁸;
- (d) The existing approach to recognition is subject to evaluation oriented to improving the next generation of this policy strand;
- (e) 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;
- (f) Where necessary⁹, there is an evaluated¹⁰ policy for making more

⁸ There is countrywide coordination of a process when, for all existing actions related to the process, both regulation and implementation of the process are arranged through / underpinned by

- Either top-down guidelines followed by all stakeholders/players; or
- Any form of cooperation and dialogue involving all stakeholders/players and leading to convergent practices and approaches.

Countrywide coordination may be partial / incomplete when it applies only to part of the actions or players related to the process.

⁹ Visibility policy is deemed un-necessary in three cases: (a) recognition is automatic so the learner does not have to take any action for requiring it; (b) recognition is dealt with by teachers / trainers / schools which learners can approach on a day-to-day basis to get information, which makes a visibility policy un-necessary; or (c) fully-fledged investigations / research / studies / users or stakeholders surveys targeted at checking the need for a visibility policy on the ground have been carried out and came to the conclusion that no such needs exist.

¹⁰ Evaluation goes beyond monitoring in that it includes translating the conclusions of monitoring in recommendations that are implemented in the perspective of improving the next generation of actions.

visible contact points where IVET learners can obtain information on how learning outcomes and qualifications acquired abroad can be recognised and certified;

- (g) The Europass Mobility Document, Europass Certificate Supplement, ECVET, the EQF/NQF, and the learning outcomes approach are in use in the country for purposes of visibility, transfer and recognition in IVET international mobility.

Table 2.6.1.3.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.3.1.

Indicator 3 – Recognition of learning outcomes

	Criterion 3.1 – Target setting	Criterion 3.2 – Scope of recognition	Criterion 3.3 – Coordination	Criterion 3.4 – Evaluation	Criterion 3.5 – Time frame	Criterion 3.6 – Visibility policy	Criterion 3.7 – Use of EU tools
	Description of criteria						
	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	The recognition mechanism can take into account courses, credit points, units, modules, programmes, and qualifications / diplomas / degrees	The approach to recognition is coordinated countrywide	The approach to recognition is subject to evaluation oriented to improving it in future	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	Where necessary, there is an evaluated policy for making more visible contact points where IVET learners can obtain information on recognition	The Europass Mobility Document, Europass Certificate Supplement, ECVET, the EQF/NQF, and the learning outcomes approach are used in the country for visibility, transfer and recognition in IVET international mobility
	Description of benchmarks						
5	A process is in place	The recognition mechanism can take into account courses, credit points, units, modules, programmes, and qualifications / diplomas / degrees	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)	The approach to recognition 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	Regulatory time limit of six weeks or less	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	The five EU tools are used

				(re)adjustment as necessary.			
4		The recognition mechanism can take into account only five of the six learning components	Incomplete coordination of the recognition mechanism is in place (elements of coordination exist, but no complete nationwide coordination of all players or actions). However, plans for complete coordination are being prepared.	The approach to recognition 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.	Regulatory time limit of seven to 12 weeks	A visibility policy is in place and subject to monitoring that does not systematically translate in implemented recommendations oriented towards reforms	Four of the five EU tools are used
3		The recognition mechanism can take into account only four of the six learning components	Incomplete coordination of the recognition mechanism is in place (elements of coordination exist, but no complete nationwide coordination of all	The approach to recognition is monitored. But there is no systematic process of setting up recommendations oriented towards future	Regulatory time limit of more than 12 weeks	A visibility policy is in place but is not monitored	Three of the five EU tools are used

			players or actions). No plans to make the coordination complete are being prepared.	improvement, and no plan to develop any.			
2	No such process exists but there is an intention to set up one	The recognition mechanism can take into account only three of the six learning components	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	The approach to recognition 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.	There is no regulatory time limit but in practice recognition takes 12 weeks or less	There is no visibility policy, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	Two of the five EU tools are used
1	No such process exists and there is no intention to set up any	The recognition mechanism can take into account no more than two of the six learning components	No countrywide coordination of the approach to recognition is in place, and there is no plan to set up any	The approach to recognition is not monitored, and there is no plan to develop any monitoring or evaluation process.	There is no regulatory time limit but in practice recognition takes more than 12 weeks, or there is no particular time limit	There is no visibility policy, and no plan to set any	One or none of the five EU tools is used

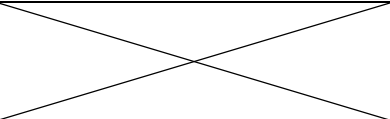
2.6.1.4. Indicator 4 – Partnerships and funding

The 2011 Council Recommendation "*Youth on the move*" assigns to countries the objective of developing the international learning mobility of IVET learners through supporting partnerships between private and public actors, and providing mobility incentives to participants and stakeholders.

The indicator for monitoring the development of partnerships and funding in countries is based on the following four criteria:

- (a) Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of Partnerships and funding;
- (b) 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;
- (c) The existing partnerships and funding actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing partnerships and funding actions are subject to evaluation oriented to improving the next generation of this policy strand.

Table 2.6.1.4.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.4.1.				
Indicator 4 – Partnerships and funding				
	Criterion 4.1 – Target setting	Criterion 4.2 – Action taking	Criterion 4.3 - Coordination	Criterion 4.4 - Evaluation
	Description of criteria			
	Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of Partnerships and funding	Countries have in place actions to <ul style="list-style-type: none"> - 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 existing partnerships and funding actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing partnerships and funding actions are subject to evaluation oriented to improving the next generation of this policy strand
	Description of benchmarks			
5	A process is in place	The country has taken actions that cover the following three dimensions: <ul style="list-style-type: none"> - 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. 	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	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
4		The country has taken measures in only two of the three dimensions	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of	The existing partnerships and funding actions (or at least some of them) are monitored (e.g. through reports,

			all players or actions in a given dimension; or not all dimensions are coordinated). However, plans for setting up complete coordination are being prepared.	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.
3		The country has taken measures in only one of the three dimensions.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	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.
2	No such process exists but there is an intention to set up one	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	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	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.
1	No such process exists and there is no intention to set up any	The country has not taken any measures in any of the dimensions, and no measure is in preparation.	No countrywide coordination of actions, and there are no plans to set up any	The existing partnerships and funding actions are not monitored, and there is no plan to develop any monitoring or evaluation process.

2.6.1.5. Indicator 5 – Motivating to participate in transnational learning mobility

The “*Youth on the move*” Recommendation invites Member States to:

(a) promote the added value of learning mobility among learners, their families, teachers, trainers, youth workers and employers in terms of self-fulfilment and the development of professional, linguistic, social and intercultural competencies, creativity, active citizenship and future employability, in particular in the context of an increasingly global labour market;

(b) encourage networking between the relevant organisations, stakeholders and other actors, in order to ensure a coordinated approach to motivating young people;

(c) encourage peer exchange between mobile and not yet mobile learners in order to improve motivation;

(d) foster a ‘mobility culture’, for example by mainstreaming mobility opportunities into all learning contexts and by promoting greater social recognition of the value of learning mobility.

Out of these requirements, two¹¹ major dimensions are kept as constituting the reference behaviour which countries are invited to develop. From this perspective, countries should:

- Raise awareness of learners and all stakeholders (families, teachers, trainers, youth workers and employers) on the added value of learning mobility (self-fulfilment, development of professional, linguistic, social and intercultural competencies, creativity, active citizenship, future employability);
- Foster a ‘mobility culture’ whether through mainstreaming mobility opportunities into all learning contexts, promoting greater social recognition of the value of learning mobility, or any other approach.

The indicator for measuring how this reference behaviour is applied is defined based on the following four criteria:

- (a) 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;

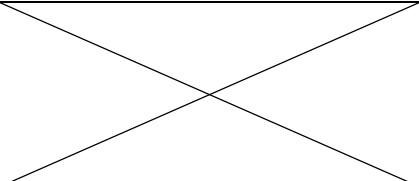
¹¹ Ensuring a coordinated approach (paragraph (b)) is not kept as part of the reference behaviour but instead within the frame of the Type 2 criterion (coordination). Encouraging peer exchange – paragraph (c) – rather refers to involving multipliers and is covered by Indicator 10.

- (b) 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;
- (c) The existing awareness raising and/or mobility culture actions are coordinated nationwide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing awareness raising and/or mobility culture actions are subject to evaluation oriented to improving the next generation of this policy strand.

Table 2.6.1.5.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.5.1.

Indicator 5 – Motivating for mobility

	Criterion 5.1 – Target setting	Criterion 5.2 – Action taking	Criterion 5.3 – Coordination	Criterion 5.4 – Evaluation
	Description of criteria			
	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	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	The existing awareness raising and/or mobility culture actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing awareness raising and/or mobility culture actions are subject to evaluation oriented to improving the next generation of this policy strand
	Description of benchmarks			
5	A process is in place	Actions are in place for both awareness raising and promoting a mobility culture.	Complete countrywide coordination of actions takes place through a countrywide framework which is set by regulations and/or arrangements agreed between players.	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.
4		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	Coordination of actions is incomplete (elements of coordination exist, but no complete countrywide coordination of all players or actions in a given	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

		preliminary preparation, initial debate / consultation / design, etc.	dimension; or not all dimensions are coordinated). However, plans for complete coordination are being prepared.	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.
3		Actions are in place EITHER for awareness raising OR promoting a mobility culture. There is no plan for developing the missing dimension.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	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.
2	No such process exists but there is an intention to set up one	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 debate / consultation / design, etc.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun.	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.
1	No such process exists and there is no intention to set up any	There are no actions for awareness raising or promoting a mobility culture. There is no plan for developing any of the two dimensions.	No countrywide coordination of actions, and there is no plan to set up any.	The existing awareness raising and/or mobility culture actions are not monitored, and there is no plan to develop any monitoring or evaluation process.

2.6.1.6. Indicator 6 – Long-term preparation for mobility

The “*Youth on the move*” Recommendation invites Member States to:

(a) acknowledge the importance of language learning and acquiring intercultural competencies starting at early stages of education, by encouraging quality linguistic and cultural preparation for mobility in both general and vocational education;

(b) encourage teachers to use more innovative methods for the delivery of language learning, including those based on ICTs. Particular attention should be given to disadvantaged learners and their specific needs;

(c) foster the acquisition of basic digital competencies by young people so as to ensure that they can prepare their mobility in optimal conditions, as well as take advantage of new opportunities for virtual mobility, which complement physical mobility;

(d) encourage the development of partnerships and exchanges between education institutions, as well as between providers of non-formal learning, in order to better prepare periods of mobility.

Out of these requirements, three¹² major dimensions are kept as constituting the reference behaviour which countries are invited to develop. From this perspective, countries should:

- Encourage quality linguistic and intercultural preparation for mobility from the early stages of education;
- Foster the acquisition of basic digital competencies by young people so as to ensure that they can prepare their mobility in optimal conditions;
- Encourage internationalisation of IVET curriculum through introducing methods and practices that are in use abroad.

The indicator for measuring how this reference behaviour is applied is defined based on the following five criteria:

¹² Using innovative teaching methods with particular attention to specific needs of disadvantaged learners is covered by indicator 9.

- (a) Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of preparing IVET learners for future mobility;
- (b) Countries have in place actions to:
 - 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;
- (c) The existing linguistic, intercultural, digital and internationalisation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing linguistic, intercultural, digital and internationalisation actions are subject to evaluation oriented to improving the next generation of this policy strand;
- (e) Involvement of learners and stakeholders in making the Preparation policy effective and better over time is ensured through:
 - A visibility and access policy by which learners and stakeholders are informed about the actions/mechanisms put in place for them and how to access them;
 - Learners and stakeholders surveys are carried out to check their satisfaction with the Preparation policy and get their feedback in view of taking account of it in the evaluation process;
 - Impact measurement / Assessment of the extent of use of the Preparation mechanisms is in place and part of the evaluation process.

Table 2.6.1.6.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.6.1.

Indicator 6 – Long-term preparation for mobility

	Criterion 6.1 – Target setting	Criterion 6.2 – Action taking	Criterion 6.3 – Coordination	Criterion 6.4 – Evaluation	Criterion 6.5 – Involving learners and stakeholders
	Description of criteria				
	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	Countries have in place actions to - 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 existing linguistic, intercultural, digital and internationalisation actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing linguistic, intercultural, digital and internationalisation actions are subject to evaluation oriented to improving the next generation of this policy strand	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.
	Description of benchmarks				
5	A process is in place	The country has taken actions that cover the following three dimensions: - 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.	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	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	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.

4		The country has taken measures in only two of the three dimensions	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.	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.	The country has taken measures of two of the three types.
3		The country has taken measures in only one of the three dimensions.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	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.	The country has taken measures of one of the three types.
2	No such process exists but there is an intention to set up one	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	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	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.	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
1	No such process exists and there is no intention to set up any	The country has not taken any measures in any of the dimensions, and no measure is in preparation.	No countrywide coordination of actions, and there is no plan to set up any	The existing linguistic, intercultural, digital and internationalisation actions are not monitored, and there is no plan to develop any monitoring or evaluation process.	The country has not taken any measures in any of the three types, and no measure is in preparation.

2.6.1.7. Indicator 7 – Quality of mobility

The “*Youth on the move*” Recommendation invites Member States to:

(a) use existing quality charters, such as the European Quality Charter for Mobility and national and regional-level charters, in order to ensure that mobility is of high quality, and promote quality assurance for each aspect of mobility;

(b) encourage continuous dialogue and clear arrangements between the sending and the hosting institutions, for example by using learning agreements. Encourage the recognition of knowledge, skills and competencies acquired, transparent selection procedures, peer exchange and structured learner support;

(c) encourage regular feedback mechanisms following a period of learning mobility, in order to ensure the high quality of the experience;

(d) encourage mentoring and peer learning schemes to ensure the integration of mobile learners in the host country or institution;

(e) encourage the provision of convenient and affordable facilities, such as housing, catering and transport, for mobile learners;

(f) encourage the provision of guidance to learners on how to make the best use of learning mobility in order to develop their knowledge, skills and competencies;

(g) encourage the provision of guidance to mobile learners after their return on how to make use of the competencies acquired during their stay abroad. Provide help with reintegration after a long stay abroad.

Out of these requirements, four¹³ major dimensions are kept as constituting the reference behaviour which countries are invited to develop. From this perspective, countries should:

- Have in place regular feedback mechanisms following a period of learning mobility, so as to take account of users' feedback to improve the quality of the mobility scheme;

¹³ The use of quality charters is not kept as a criterion because use can be anything and is difficult to assess (and in addition the use of a quality charter is anyway now a requirement under Erasmus+). Paragraph (b) is already covered more or less by Indicator 3 on Recognition. Paragraph (f) is covered by Indicator 1 on Information and guidance.

- Develop mentoring and peer learning schemes to ensure the integration of mobile learners in the host country or institution;
- Ensure that mobile learners have access to convenient and affordable facilities for housing, catering and transport;
- Provide mobile learners with help for reintegration after a long stay abroad.

The indicator for measuring how this reference behaviour is applied is defined based on the following five criteria:

- (a) Countries have a process for setting up countrywide policy targets (whether quantitative or qualitative) in the area of quality learning mobility in IVET;
- (b) Countries have in place actions for:
 - Ensuring language / intercultural preparation and setting up learning agreements during 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);
- (c) The existing Before, During, After and All along actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing Before, During, After and All along actions are subject to evaluation oriented to improving the next generation of this policy strand;
- (e) Involvement of learners and stakeholders in making the Quality policy effective and better over time is ensured through:
 - A visibility and access policy by which learners and stakeholders are informed about the Quality mechanisms put in place for them and how to access them;
 - Learners and stakeholders surveys are carried out to check their satisfaction with the Quality mechanisms and get their

feedback in view of taking account of it in the evaluation process;

- Impact measurement / Assessment of the extent of use of the Quality mechanisms is in place and part of the evaluation process.

Table 2.6.1.7.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.7.1.

Indicator 7 – Quality of mobility

	Criterion 7.1 – Target setting	Criterion 7.2 – Action taking	Criterion 7.3 – Coordination	Criterion 7.4 – Evaluation	Criterion 7.5 – Involving learners and stakeholders
Description of criteria					
	<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>Countries have in place actions for</p> <ul style="list-style-type: none"> - Ensuring language / intercultural preparation and setting up learning agreements during the phase of <u>preparing the stay abroad</u> ("Before" period); - Monitoring the stay process, providing learners with assistance / mentoring / guidance and ensuring their integration in the host country or institution <u>during the stay abroad</u> ("During" period); - Collecting feedback for future improvement and helping with reintegration as necessary <u>upon return from mobility</u> ("After" period); - Ensuring access of mobile learners to convenient and affordable facilities for housing, catering and transport <u>all along the stay process</u> ("All along" period); 	<p>The existing Before, During, After and All along actions are coordinated countrywide so as to ensure their consistency, convergence and effectiveness</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>Learners and stakeholders are involved in making the Quality policy 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.
Description of benchmarks					
5	<p>A process is in place</p>	<p>The country has taken actions that cover the four dimensions.</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>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 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.

4		The country has taken actions in three of the four dimensions.	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.	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.	The country has taken measures of two of the three types.
3		The country has taken actions in two of the four dimensions.	Incomplete coordination of actions / dimensions. There are no plans to make the coordination complete.	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.	The country has taken measures of one of the three types.
2	No such process exists but there is an intention to set up one	The country has taken actions in one of the four dimensions.	No countrywide coordination of actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	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.	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
1	No such process exists and there is no intention to set up any	The country has not taken any actions in any of the four dimensions.	No countrywide coordination of actions, and there is no plan to set up any	The existing Before, During, After and All along actions are not monitored, and there is no plan to develop any monitoring or evaluation process.	The country has not taken any measures in any of the three types, and no measures are being prepared.

2.6.1.8. Indicator 8 – Portability of grants and loans

The “*Youth on the move*” Recommendation invites Member States to:

promote the portability of grants, loans and appropriate access to relevant benefits, in order to facilitate the learning mobility of young people.

The indicator for measuring how this reference behaviour is applied is defined based on the following five criteria:

- (a) 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;
- (b) Apart from the specific mobility-oriented funding provided to mobile learners, countries have in place mechanisms that ensure the portability of those of their grants, loans and benefits that are not mobility-related;
- (c) The existing portability mechanisms are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing portability mechanisms are subject to evaluation oriented to improving the next generation of this policy strand;
- (e) Involvement of learners and stakeholders in making the Portability policy effective and better over time is ensured through:
 - A visibility and access policy by which learners are informed about the portability mechanisms put in place for them and how to access them;
 - Learners and stakeholders surveys are carried out to check their satisfaction with the Portability policy and get their feedback in view of taking account of it in the evaluation process;
 - Impact measurement / Assessment of the extent of use of the portability mechanisms is in place and part of the evaluation process.

Table 2.6.1.8.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.8.1.

Indicator 8 – Portability of grants and loans

	Criterion 8.1 – Target setting	Criterion 8.2 – Action taking	Criterion 8.3 – Coordination	Criterion 8.4 – Evaluation	Criterion 8.5 – Involving learners and stakeholders
	Description of criteria				
	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	Countries have in place mechanisms that ensure the portability of those of IVET learners’ grants, loans and benefits that are not mobility-related.	The existing portability mechanisms are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing portability mechanisms are subject to evaluation oriented to improving the next generation of this policy strand	Learners and stakeholders are involved in making the portability mechanisms effective and better over time. Their involvement is ensured through: <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.
	Description of benchmarks				
5	A process is in place	The country has in place mechanisms that ensure the portability of those of IVET learners’ grants, loans and benefits that are not mobility-related.	Complete countrywide coordination of all portability mechanisms is ensured through a countrywide framework which is set by regulations and/or arrangements agreed between players	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	The country has taken actions of the following three types: <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.
4	 	 	Coordination of portability	The existing portability mechanisms (or	The country has taken actions of

			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.	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.	two of the three types.
3			Coordination of portability mechanisms is incomplete, and there are no plans to complete it.	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.	The country has taken actions of one of the three types.
2	No such process exists but there is an intention to set up one	The country does not have mechanisms for the portability of not-mobility-related grants, loans and benefits. 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.	No countrywide coordination of portability mechanisms, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	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.	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.
1	No such process exists and there is no intention to set up any	The country does not have mechanisms for the portability of not-mobility-related grants, loans and benefits. There are no plans for putting in place such mechanisms.	No countrywide coordination of portability mechanisms, and there is no plan to set up any	The existing portability mechanisms are not monitored, and there are no plans to develop any monitoring or evaluation process.	The country has not taken any actions of any of the three types, and there are no plans for developing any such measure.

2.6.1.9. Indicator 9 – Specific support to disadvantaged learners

The “*Youth on the move*” Recommendation invites Member States to:

provide disadvantaged learners, who may be deprived of opportunities for learning mobility, with targeted information on available programmes and support tailored to their specific needs.

The indicator for measuring how this reference behaviour is applied is defined based on the following five criteria:

- (a) 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;
- (b) Countries have in place peculiar actions to provide disadvantaged learners with support tailored to their specific needs, in particular in the areas of
 - Information and guidance for international learning mobility (including provision of targeted information on available programmes);
 - Funding supporting mobility (including portability);
 - Motivation to participate in mobility;
 - Preparation for mobility;
 - Using multipliers (people with mobility experience who inspire and motivate not yet mobile learners to become mobile).
- (c) The existing support actions for disadvantaged learners are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;
- (d) The existing support actions to disadvantaged learners are subject to evaluation oriented to improving the next generation of this policy strand;
- (e) Involvement of learners and stakeholders in making the support to disadvantaged learners effective and better over time is ensured through:
 - A visibility and access policy by which learners and stakeholders are informed about the support mechanisms for disadvantaged groups and how to access them;
 - Learners and stakeholders surveys are carried out to check their satisfaction with the support mechanisms for

disadvantaged groups and get their feedback in view of taking account of it in the evaluation process;

- Impact measurement / Assessment of the extent of use of the support mechanisms for disadvantaged learners is in place and part of the evaluation process.

Table 2.6.1.9.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.9.1.

Indicator 9 – Specific support to disadvantaged learners

	Criterion 9.1 – Target setting	Criterion 9.2 – Action taking	Criterion 9.3 – Coordination	Criterion 9.4 – Evaluation	Criterion 9.5 – Involving learners and stakeholders
	Description of criteria				
	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	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.	The existing support actions to disadvantaged learners are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing support actions to disadvantaged learners are subject to evaluation oriented to improving the next generation of this policy strand	Learners and stakeholders are involved in making the support to disadvantaged learners effective and better over time. Involvement is ensured through: - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.
	Description of benchmarks				
5	A process is in place	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.	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	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	The country has taken actions of the following three types: - A visibility and access policy; - Learners and stakeholders surveys; and - Impact measurement / Assessment of the extent of use.

4		The country has taken actions in four of the five dimensions.	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.	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.	The country has taken actions of two of the three types.
3		The country has taken actions in three of the five dimensions.	Incomplete coordination of support actions / dimensions. There are no plans to make the coordination complete.	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.	The country has taken actions of one of the three types.
2	No such process exists but there is an intention to set up one	The country has taken actions in two of the five dimensions.	No countrywide coordination of support actions, but preliminary preparation (initial debate, consultation, design, planning, etc.) to develop one has begun	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.	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.
1	No such process exists and there is no intention to set up any	The country has taken actions in one or none of the five dimensions.	No countrywide coordination of support actions, and there is no plan to set up any	The existing support actions to disadvantaged learners are not monitored, and there are no plans to develop any monitoring or evaluation process.	The country has not taken any actions of any of the three types, and there are no plans for developing any such measure.

2.6.1.10. indicator 10 – Involving multipliers

The “*Youth on the move*” Recommendation invites Member States to:

(a) encourage the use of ‘multipliers’ such as teachers, trainers, families, youth workers and young people who have participated in a mobility experience to inspire and motivate young people to become mobile. Encourage employers in the field of education to recognise and value teachers’, trainers’ and youth workers’ commitment to learning mobility;

(b) promote and support opportunities for learning mobility as a component in the initial training and continuous professional development of heads of educational institutions, teachers, trainers, administrative staff and youth workers.

The indicator for measuring how this reference behaviour is applied is defined based on the following five criteria:

(a) 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;

(b) Countries have in place actions to:

- 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;

(c) The existing initiatives to develop and involve multipliers are coordinated countrywide so as to ensure their consistency, convergence and effectiveness;

(d) The existing initiatives to develop and involve multipliers are subject to evaluation oriented to improving the next generation of this policy strand;

(e) Involvement of learners and stakeholders in making the Multipliers initiatives effective and better over time is ensured through:

- A visibility and access policy by which learners and stakeholders are informed about the initiatives to develop and involve multipliers and how to access them;
- Learners and stakeholders surveys are carried out to check their satisfaction with the initiatives to develop and involve multipliers and get their feedback in view of taking account of it in the evaluation process;
- Impact measurement / Assessment of the extent of use of the initiatives to develop and involve multipliers is in place and part of the evaluation process.

Table 2.6.1.10.1 presents the indicator in terms of criteria and benchmarks.

Table 2.6.1.10.1.

Indicator 10 – Involving multipliers

	Criterion 10.1 – Target setting	Criterion 10.2 – Action taking	Criterion 10.3 – Coordination	Criterion 10.4 – Evaluation	Criterion 10.5 – Involving learners and stakeholders
	Description of criteria				
	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	Countries have taken initiatives to: <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. 	The existing initiatives to develop and involve multipliers are coordinated countrywide so as to ensure their consistency, convergence and effectiveness	The existing initiatives to develop and involve multipliers are subject to evaluation oriented to improving the next generation of this policy strand	Learners and stakeholders are involved in making the Multipliers initiatives effective and better over time. Involvement is ensured through: <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; - Impact measurement / Assessment of the extent of use.
	Description of benchmarks				
5	A process is in place	The country has taken initiatives in the following three dimensions: <ul style="list-style-type: none"> - Encouraging the use of 'multipliers' to exchange with not yet mobile learners and inspire 	Complete countrywide coordination of initiatives to develop and involve multipliers is ensured through a countrywide framework which is set by	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	The country has taken initiatives of the following three types: <ul style="list-style-type: none"> - A visibility and access policy; - Learners and stakeholders surveys; and

		<p>and motivate them to become mobile;</p> <ul style="list-style-type: none"> - 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. 	regulations and/or arrangements agreed between players	recommendations for future improvement are set up, implemented and followed-up along time for (re)adjustment as necessary	- Impact measurement / Assessment of the extent of use.
4		The country has taken initiatives in two of the three dimensions.	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.	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.	The country has taken initiatives of two of the three types.
3		The country has taken initiatives in one of the three dimensions.	Incomplete coordination of initiatives / dimensions. There are no plans to make the coordination complete.	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.	The country has taken initiatives of one of the three types.
2	No such process exists but there is an intention to set up one	The country has not taken any initiatives in any of the three dimensions, but preliminary preparation (initial debate,	No countrywide coordination of initiatives, but preliminary preparation (initial debate, consultation, design, planning,	The existing initiatives to develop and involve multipliers are not monitored. However, a plan to develop a monitoring or evaluation process has	The country has not taken any initiative of any of the three types. However, preliminary preparation (initial debate, consultation, design,

		consultation, design, planning, etc.) to develop at least one action has begun.	etc.) to develop one has begun	been at least initiated, e.g. in the form of preliminary preparation, initial debate / consultation / design, etc.	planning, etc.) to develop at least one measure has begun
1	No such process exists and there is no intention to set up any	The country has not taken any initiatives in any of the three dimensions, and there are no plans to develop any.	No countrywide coordination of initiatives, and there is no plan to set up any coordination	The existing initiatives to develop and involve multipliers are not monitored, and there is no plan to develop any monitoring or evaluation process.	The country has not taken any initiative of any of the three types, and no measure is in preparation.

2.6.2. Transversal indicators: Indicators 11 to 14

2.6.2.1. Indicator 11 – Transversal performance in target setting

Transversal indicator 11 focuses on countries' performance in having in place processes for setting up targets for mobility policies. The indicator takes into account the extent to which the country has a complete process for setting up overall targets for mobility policy in general, and whether targets / target setting mechanisms are in place in all ten thematic areas of mobility.

Indicator 11 (noted I_{11}) for a country is defined as the average of the country's scores in (a) having a process for setting up overall targets for mobility policy in general (noted P_{11}); and (b) target-setting-related criteria (noted $C_{1.1}$ to $C_{10.1}$) of the ten thematic areas:

$$I_{11} = \frac{P_{11} + C_{1.1} + C_{2.1} + C_{3.1} + C_{4.1} + C_{5.1} + C_{6.1} + C_{7.1} + C_{8.1} + C_{9.1} + C_{10.1}}{11}$$

The score in having a process for setting up overall targets for mobility policy in general (P_{11}) is defined as described in Table 2.6.2.1.1 below.

Table 2.6.2.1.1. Scores in having a process for setting up overall targets for IVET mobility policy in general	
Scores	Description of performance
5	An overall process is in place
4	There is a partial process with intention to make it overall
3	There is a partial process but with no plan for making it overall
2	No such process exists but there is an intention to set up one
1	No such process exists and there is no intention to set up any

2.6.2.2. Indicator 12 – Transversal performance in coordinating mobility policies

Transversal indicator 12 focuses on countries' performance in coordinating mobility policies. The indicator takes into account the extent to which the country has a complete process for coordinating mobility policy in general, and whether coordination mechanisms are in place in all ten thematic areas of mobility.

Indicator 12 (noted I_{12}) for a country is defined as the average of the country's scores in (a) having a process for coordinating mobility policy in general (noted P_{12}); and (b) coordination-related criteria (noted $C_{1.3}$ to $C_{10.3}$) of the ten thematic areas:

$$I_{12} = \frac{P_{12} + C_{1.3} + C_{2.3} + C_{3.3} + C_{4.3} + C_{5.3} + C_{6.3} + C_{7.3} + C_{8.3} + C_{9.3} + C_{10.3}}{11}$$

The score in having a process for coordinating mobility policy in general (P_{12}) is defined as described in Table 2.6.2.2.1 below.

Table 2.6.2.2.1. Scores in having a process for coordinating IVET mobility policy in general	
Scores	Description of performance
5	An overall process is in place
4	There is a partial process with intention to make it overall
3	There is a partial process but with no plan for making it overall
2	No such process exists but there is an intention to set up one
1	No such process exists and there is no intention to set up any

2.6.2.3. Indicator 13 – Transversal performance in evaluating mobility policies

Transversal indicator 13 focuses on countries' performance in evaluating mobility policies. The indicator takes into account the extent to which the country has a complete process for evaluating mobility policy in general, and whether evaluation mechanisms are in place in all ten thematic areas of mobility.

Indicator 13 (noted I_{13}) for a country is defined as the average of the country's scores in (a) having a process for evaluating mobility policy in general (noted P_{13}); and (b) evaluation-related criteria (noted $C_{1.4}$ to $C_{10.4}$) of the ten thematic areas:

$$I_{13} = \frac{P_{13} + C_{1.4} + C_{2.4} + C_{3.4} + C_{4.4} + C_{5.4} + C_{6.4} + C_{7.4} + C_{8.4} + C_{9.4} + C_{10.4}}{11}$$

The score in having a process for evaluating mobility policy in general (P_{13}) is defined as described in Table 2.6.2.3.1 below.

Table 2.6.2.3.1. Scores in having a process for evaluating IVET mobility policy in general	
Scores	Description of performance
5	An overall process is in place
4	There is a partial process with intention to make it overall
3	There is a partial process but with no plan for making it overall
2	No such process exists but there is an intention to set up one
1	No such process exists and there is no intention to set up any

2.6.2.4. Indicator 14 – Transversal performance in terms of strategy

Transversal indicator 14 measures countries' performance in terms of the presence of a national overall strategy in mobility policy. It averages indicators 11 to 13, and accounts for the performance in terms of having at the same time target setting, coordination and evaluation processes.

Indicator 14 (noted I_{14}) for a country is defined as the average of the country's scores in the indicators for target setting processes (I_{11}), coordination (I_{12}) and evaluation (I_{13}):

$$I_{14} = \frac{I_{11} + I_{12} + I_{13}}{3}$$

2.7. The comparability issue

The method is essentially targeted at checking a country's situation against a reference goal. It aims to measure the distance between an actual position and a reference, i.e. the distance at which a country stands from a reference performance which it is supposed to reach. As outlined in the BFUG 2005 report¹⁴, although this method allows for a broad comparative picture, its comparability potential is limited as it is not designed to make comparisons between countries. Beyond the criterion level, two countries may reach the same average score/colour for an indicator but through different combinations of achievement per criteria. This also holds true for overall average scores (see example in Table 2.7.1). Therefore, it should not be expected too much of the Scoreboard in terms of cross-country comparability.

¹⁴ Pages 6, 13 and 24.

Table 2.7.1. Example of countries with contrasted profiles but similar scores per indicator and same overall average score					
		Country 1		Country 2	
Indicators	Criteria	Performance levels	Scores	Performance levels	Scores
Indicator 1 (I1)	Criterion 1.1		1		3
	Criterion 1.2		5		3
	Criterion 1.3		2		3
	Criterion 1.4		4		3
	<i>Average score for I1</i>			3	
Indicator 2 (I2)	Criterion 2.1		5		3
	Criterion 2.2		3		5
	<i>Average score for I2</i>		4		4
Overall average score for country			3.5		3.5

3. Country fiches

Country fiches are aimed to identify country-specific policy suggestions which Member States could consider and take into account to better meet in future the requirements of the “*Youth on the move*” Recommendation. One fiche is set up for each EU Member State (for Belgium 3 fiches are set up corresponding to the three communities/regions); one for Iceland and one for Norway.

The country fiches are set up in three steps.

First, country data on IVET-mobility-related policies and structures in countries are collected. The main data collection channel used is ReferNet. Complementary sources can be used as well, e.g. existing reports on specific IVET-mobility-related issues. Cedefop submits to ReferNet requests for country data, processes the responses, requests for the necessary clarifications and complements, and finally receives data validated by a country representative.

Then, based on the information collected, countries' situations are analysed against the requirements of the "*Youth on the move*" Recommendation. The analysis leads to outlining countries' strengths but also weaknesses in terms of the requirements set out by the Recommendation.

Finally, based on the weaknesses observed, suggestions are formulated for future country progress towards the full implementation of the Recommendation.

This approach translates in the structure of fiches. Each fiche is divided into Parts, one Part per thematic area of the Recommendation. Each Part contains two Sections, the first one devoted to describing the country's structures and policy initiatives in the area considered, and the second focusing on the analysis of country's strengths and weaknesses with reference to the Recommendation. At the end of the fiche, a "*Synthesis – Policy Suggestions*" section points out steps that the country could consider for further progress.