Results of the
Expert Online Consensus Methodology

Introduction

The elaboration of the Keyway Key Impact and Performance Database began with a document analysis of national and European resources of indicators related to academic and career guidance before an Indicator brainstorming session with the project partners as the Barcelona transnational meeting (held in June of 2017) using the nominal group technique.

The proposal of Key indicators was then validated through an Expert Online Consensus Methodology using an online survey. This survey was completed by professionals and experts in the field of academic and career guidance during October and November of 2017. This process had the objective of involving at least 40 stakeholders- 10 per country in an online survey to validate the proposed indicators. The partnership was able to involve 47 experts within this process.

The following report summarizes the feedback received from the experts and from this information the partnership revised the indicators – removing those with very low scores for utility and relevance. The expression of some indicators (many under the societal level) were then reviewed. Also, overlapping or repetitive indicators between the two main areas were removed.

Methodology

Technical characteristics:

Type of questionnaire: online semi-structured questionnaire
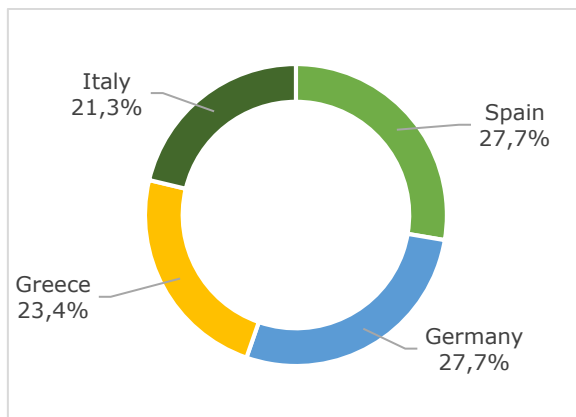
Number of experts contacted: 63
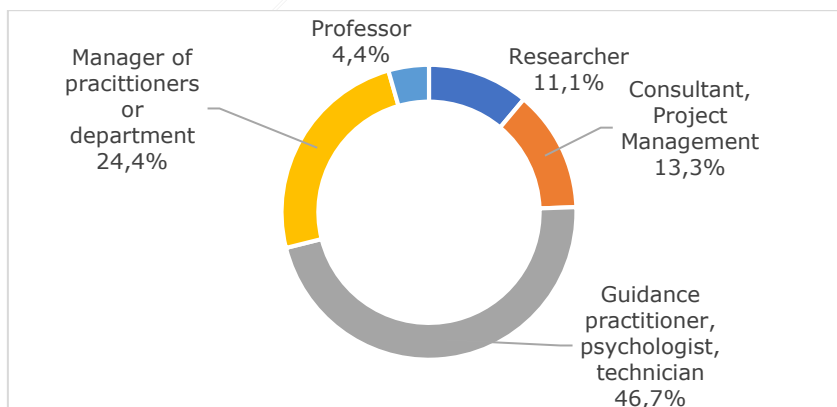
Valid responses: 47

Fieldwork dates: 31st of October to 28th of November 2017

Profile of respondents

Countries represented by the experts:

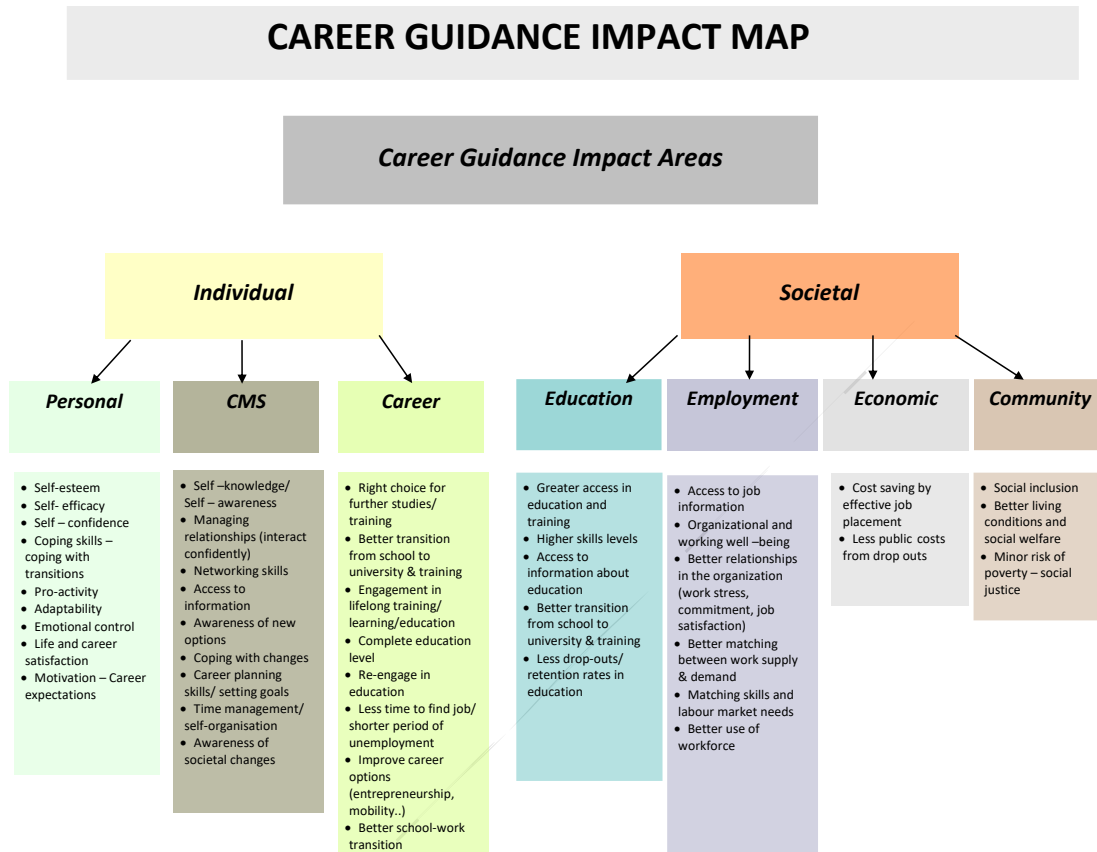
Professional profile of the experts:

Keyway Map of Impacts of academic and career guidance

The following is the Keyway map of the impacts of guidance services on the Individual throughout his/her life. The focus is on the impact of the three main elements of guidance services: career information, career education and career counselling.

Two broad levels of impact are differentiated:
- the micro level centered on the individual aspects (the main aim of guidance services) and
- the macro level that comprises all the societal aspects.

CAREER GUIDANCE IMPACT MAP

Career Guidance Impact Areas

Individual			Societal			
Personal	**CMS**	**Career**	**Education**	**Employment**	**Economic**	**Community**
• Self-esteem • Self- efficacy • Self – confidence • Coping skills – coping with transitions • Pro-activity • Adaptability • Emotional control • Life and career satisfaction • Motivation – Career expectations	• Self –knowledge/ Self – awareness • Managing relationships (interact confidently) • Networking skills • Access to information • Awareness of new options • Coping with changes • Career planning skills/ setting goals • Time management/ self-organisation • Awareness of societal changes	• Right choice for further studies/ training • Better transition from school to university & training • Engagement in lifelong training/ learning/education • Complete education level • Re-engage in education • Less time to find job/ shorter period of unemployment • Improve career options (entrepreneurship, mobility..) • Better school-work transition	• Greater access in education and training • Higher skills levels • Access to information about education • Better transition from school to university & training • Less drop-outs/ retention rates in education	• Access to job information • Organizational and working well –being • Better relationships in the organization (work stress, commitment, job satisfaction) • Better matching between work supply & demand • Matching skills and labour market needs • Better use of workforce	• Cost saving by effective job placement • Less public costs from drop outs	• Social inclusion • Better living conditions and social welfare • Minor risk of poverty – social justice

Do you have any initial comments on the Keyway Map of Guidance Impacts?

"At the individual level, I would also take into consideration factors such as resilience and the ability to recover from failures. At the soceital level, I would also like to emphasize the paths of vocational training and its informal and non-formal learning contexts." (Original in Italian)

"The importance of the "profession" for lifestyle and personality development is not sufficiently reflected here, especially in contrast to employability. The occupational concept, however, includes functionality (employability), personality development and the identification of the importance of individual employment for society. Vocational guidance must empower people to actively shape their work environment. In my opinion, CMS in the traditional definition (also in the ELGPN) involves too much adaptation to existing economic-social conditions and too few emancipatory aspects. Career counseling would do well to relativize the often very general talk about the "digitization" of our working world with a clear concept of

professionalism that puts the individual professional personality at the center."
(Original in German)

Individual - Career - Point 1: Who Defines Here What is "Meaningful" Individual -
Career - Point 5: (New) Interest in education seems too vague and also redundant,
insofar as participation in lifelong learning is already an aspect. Society - Education
- P1: How improved? Is this specifically about that, e.g. simplified entry-level
opportunities can also be used? Society - Occupation & Employment - P2: "Access"
seems difficult to evaluate. "Access" or "usage" seems more relevant to me. Society
- Occupation & Employment - P2: To what extent is this "well-being" "social" and
not "individual", such as: Society - Community - P3: Can "reduced poverty risk" be
equated with "social justice", or are they rather different aspects? Is not "social
justice" vaguely worded? (similar to "social inclusion") there is no need for more
concrete factors, e.g. Breaking down prejudices ...? And last but not least: Career
counseling often relies on discussions with parents or relatives, especially among
young people. It is precisely here that the aim is to give the young people more
room for their self-determination, to reduce misunderstandings, conflicts and
prejudices that may hinder the educational and career choices of young people. It
seems to me that the possible effects of such interventions are not taken into
account here, even though they are part of the existing ones" (Original in German)

"I do not know if it goes well in this section, in any case, perhaps in the most macro
part, at the societal level, I would include, in the community section, the role of the
close environment (thinking especially about families) and the importance of the
greatest knowledge they have of all the academic and professional itineraries"
(Original in Catalan)

"Advice seekers often hope for an improved overview and transparency about the
variety of educational and employment opportunities counselors can create. Advice
seekers often also expect a well-grounded introduction to particularly suitable
education and employment opportunities, which can be done by well-qualified and
experienced counselors to the satisfaction. In addition to the transition school -
work and school university, there are a variety of other transitions, which by
consulting can be improved. Transition from primary to secondary education,
transition from Bachelor to Master to PhD, transition from family time into
education and work, transition from unsatisfactory to better suited employment,
retention of employment, employment security or status, prevention of educational
crises in general, etc." (Original in German)

"I think the proposed map is very comprehensive, so I have no further comments
to propose" (Original in Italian)
"The initial Map is shared and confirmed." (Original in Italian)

"Very analytical that perhaps at some level theoretical. For example, the impact on
unemployment and, in particular, on public expenditure seems utopian to attribute
success or failure to professional guidance services" (Original in Greek)

"The benefits of Counseling services both at an individual and a social level are
clearly visible." (Original in Greek)

Keyway Key Performance and Impact Indicators

Each of the following pages presents an area of the Impact Map and its corresponding indicators. Please evaluate each proposed indicator on a **scale of 1 to 5, where 1 is "not at all useful" and 5 is "completely useful".**

Individual – Personal

Indicator Name – Definition -% of scale - Mean

	Name	Definition	1	2	3	4	5	Mean
1	**Self-efficacy**	% of individuals who report higher self-efficacy	0	10,6	14,9	29,8	44,7	4,1
2	**Optimism**	% of individuals who report a more positive attitude about work	0	12,8	27,7	36,2	23,4	3,7
3	**Career optimism**	% of individuals who report a more positive attitude about their career	0	4,3	21,3	44,7	29,8	4,0
4	**Motivation about training**	% of individuals who report being more motivated	0	2,1	6,4	46,8	44,7	4,3
5	**Motivation about work**	% of individuals who report being more motivated	0	2,1	17,0	31,9	48,9	4,3
6	**Coping with transitions**	% of individuals who report being more able to cope with adversities	0	4,3	10,6	29,8	55,3	4,4
7	**Pro-activity**	% of individuals who report being more pro-active	0	2,1	19,1	36,2	42,6	4,2
8	**Career adaptability work related**	% of individuals who report being more adaptable to diverse work settings	0	6,4	19,1	55,3	19,1	3,9
9	**Career adaptability in general**	% of individuals who report adapting better to change in career plans	0	14,9	10,6	46,8	27,7	3,9
10	**Emotional control**	% of individuals who report being more able to control their emotions	8,5	10,6	36,2	25,5	19,1	3,4
11	**Life satisfaction**	Mean level of life satisfaction	2,1	17,0	23,4	29,8	27,7	3,6
12	**Job satisfaction**	Mean level of job satisfaction	2,1	8,5	25,5	38,3	25,5	3,8
13	**Career satisfaction**	Mean level of career satisfaction	0	10,6	23,4	36,2	29,8	3,9

Do you have any suggestions or comments on a specific indicator?

 "1,2,4,5,9,10,11,12,13 are indicators of dubious correlation with guidance services for the amount of uncontrollable variables and in addition the data are obtained by declaration of the individuals in concepts of difficult interpretation. What do I understand by self-efficacy? We would change the word adversities to difficulties." (Original in Catalan)

"General: The maturities of the success are not sufficiently considered, d. H. Output and transfer should be considered more!" (Original in German)

"Deterioration of self-esteem due to a long-term unemployment. Deterioration of the social bond due to not having jobs or very precarious jobs that do not allow the establishment of social welfare. It would be good to measure the involvement in municipal activities to see social integration as a factor that is better employability" (Original in Italian)

"Items 1, 2, 5, 8, 9, 11, 12, 13 are difficult to value because they do not fit the profile of users that have a Youth Office" (Original in Catalan)

"Indicator 10, regarding emotional control, I have valued it with a 3 because I believe that the absolute control of emotions does not seem to be necessarily very useful at work level ... I think at certain times it can be good to show Emotions or show more feelings ...." (Original in Catalan)

"Indicators 2 and 3: the optimistic attitude is influenced by numerous contextual variables, therefore it may not be a useful indicator for the evaluation of the effectiveness of an orientation service Indicators 8 and 9: it depends on what is meant by "adaptability" with respect to certain working conditions."

"Career optimism depends in my experience very much on the age. The older the client, the more difficult it is to arouse optimism." (Original in German)

"I did not quite understand how to evaluate when reading. However, they seem to be aggregates. Of course, it does not just matter how many people claim to be more motivated (pre-post?), But hopefully also the reduction in the number of people who are less motivated after counseling (u.a.)" (Original in German)

"no, I would have added the sense of work" (Original in Italian)

"If what you want is to measure the effect of the action of the service (that is, a process), it must be clear when it is measured and with respect to the initial moment." (Original in Catalan)

"They are difficult to quantify" (Original in Catalan)

Individual - CMS (Career Management Skills)

Indicator Name – Definition -% of scale - Mean

	Name	Definition	1	2	3	4	5	Mean
14	**Self-knowledge**	% of individuals who report knowing better themselves	0	4,3	8,5	38,3	48,9	4,3
15	**Self-knowledge of strengths and weaknesses**	% of individuals who report being more aware of strengths and weaknesses	0	4,3	4,3	21,3	70,2	4,6
16	**Interaction skills**	% of individuals who report interacting more confidently	0	8,5	14,9	51,1	25,5	3,9
17	**Networking skills**	% of individuals who report having extended their professional network among economically active population	0	0	12,8	40,4	46,8	4,3
18	**Access to information**	% of individuals who report having improved their access to information about work or education	0	0	12,8	36,2	51,1	4,4
19	**Search for new options**	% of individuals who report being more aware of new career options	0	2,1	12,8	38,3	46,8	4,3
20	**Coping with changes related to the life project**	% of individuals who report being more able to cope with changes/transitions in education and work	0	4,3	19,1	29,8	46,8	4,2
21	**Setting career goals and career planning skills**	% of individuals who report having improved their career planning skills	0	2,1	12,8	21,3	63,8	4,5
22	**Self-organisation**	% of individuals who report having improved their career-life balance	2,1	6,4	21,3	48,9	21,3	3,8
23	**Awareness of societal changes**	% of individuals who report being more aware of how changes in society affect their career	4,3	12,8	21,3	44,7	17,0	3,6
24	**Awareness of learning and work changes**	% of individuals who report being more aware of changes in learning and work over time	0	8,5	23,4	40,4	27,7	3,9

Do you have any suggestions or comments on a specific indicator?

 "23 Is not understood and 24 is appropriate" (Original in Catalan)

"The items are z. They are formulated in very general terms and the answers run the risk of reflecting social desirability." (Original in German)

"The items 20,21,22,23 are difficult to evaluate because it does not fit the profile of users that have a Youth Office" (Original in Catalan)

"It is sometimes very difficult to make an assessment. All indicators can be very relevant in counseling and, ideally, lead to significantly positive changes in the

clientele in all areas, but it is also very important for the counselors and what they address, e.g. Point 23." (Original in German)

"It should be kept in mind that pre-post deterioration in some of these items may well be a counseling success, e.g. if a person has overestimated their career planning ability, and through the counseling has gained a more realistic picture of their own competence. A positive impact of counseling might well be that someone attends a course to develop their career development skills or seek further guidance. For 22. Are there unvalidated items, e.g. to experienced Bore-out or Burn-Out? Work-life balance seems to me more of a shimmering term too" (Original in German)

"There are indicators (14,15,16,17,22) that correspond to a work on competencies (that can be linked to the orientation work) but that can hardly be done from an orientation service unless it is Many hours can be spent for each user." (Original in Catalan)

Individual – Career

Indicator Name – Definition -% of scale - Mean

			1	2	3	4	5	Mean
25	**Engagement in lifelong learning**	% of adults (25-64) who report having participated in education or training in the four weeks preceding the survey	2,1	10,6	27,7	38,3	21,3	3,7
26	**Early school leavers**	(Reversed) % of individuals aged 18-24 with at most lower secondary education and are no longer in education or training during the last four weeks preceding the survey	2,1	12,8	25,5	25,5	34,0	3,8
27	**Abandonment**	(Reversed) % of adults (25-64) that have abandoned a formal qualification	2,1	12,8	23,4	34,0	27,7	3,7
28	**Re-engaging in education**	% of individuals aged 18-24 with at most lower secondary education that after a period of at least 6 months not being in education or training re-engage in education	0	6,4	8,5	42,6	42,6	4,2
29	**Right choice of studies**	% of individuals who report having make the right choice of studies, education or training	0	2,1	12,8	46,8	38,3	4,2
30	**Entrepreneurship**	% of adults (25-64) entrepreneurs (freelance, setting up own business) during the last year	2,1	10,6	29,8	38,3	19,1	3,6
31	**International mobility**	% of individuals enrolling on international mobility programmes or labour mobility	2,1	10,6	29,8	36,2	21,3	3,6
32	**Reduced unemployment periods**	(Reversed) Mean number of months of unemployment among economically active population during the last year	0	10,6	38,3	29,8	21,3	3,6
33	**Transition time**	(Reversed) Mean number of months not in education or training after finishing compulsory education among individuals enrolling in post-compulsory education	2,1	10,6	34,0	34,0	19,1	3,6

34	Transition decision-making	% of individuals who report knowing what to study after compulsory education	0	4,3	17,0	38,3	40,4		4,1
35	NEET	(Reversed) % of young people (15-24 years) neither in employment nor in education and training (NEET)	2,1	4,3	21,3	36,2	36,2		4,0
36	School-Work transition	(Reversed) Number of months for first employment after graduation among economically active population	0	10,6	19,1	48,9	21,3		3,8

Do you have any suggestions or comments on a specific indicator?

"# 25: The period "four weeks" I consider too short." (Original in German)

"25. "within 4 weeks" seems to ask me a lot. I myself am certainly one of those people who take lifelong learning seriously, but I probably less than 12 times a year to complete a course offer. 30. You should also be satisfied with setting up a business (see 29) 36. Here, more meaningful comparison categories than the total population should be used. Humanities and social scientists need e.g. comparatively long to arrive at work." (Original in German)

"25. We would change to have participated in researching / proving to have done research. It is conditioned on the offer and 4 weeks in the Catalan case is no time. In general, at least 3 months ... 26: The concept (reverse) is not understood. In any case, how can we correlate the ESL with the operation or impact of the guidance services? In ESL, newcomers are counted, for example ... What is the significance we attribute to diagnostic services such as learning disorders, or the educational model? ... 29. We would add "Good decision as to the choice ... Once the training is complete" 32. Population "Economically" active = active population? 33 In our context, the direct step of those who graduate ESO in high school (post compulsory) with a guaranteed place deviates the indicator ... In general, we see confusing relevance indicators to evaluate the impact of guidance services, but which are relevant to policy- orientation ... what does it mean (reverse)?" (Original in Catalan)

"27. Have I rated the demolition because I do not understand the indicator correctly, when did someone drop out of formal education? 26. + 28. Here, from my point of view, graduates of secondary education and graduates of non-marketable training occupations (for example technical assistants) should be involved. All indicators 25.-36. pose a high risk of creating misguided incentives: 25. I primarily seek advice from counselors who are safely in education or training, for example. directly at educational institutions, at information fairs, etc.; 26. I avoid the advice of highly demolition-prone; 27. I do not cancel the student until the 6 months have passed ... 34. High-quality career and career counseling also has the effect that those seeking advice, especially before the first threshold, do not commit themselves unnecessarily too early, but, according to decision theories, remain open for a long time for the information and consideration phase.33. + 36. The transition from school to training also offers scope for competence acquisition,

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e.g. FSJ, stays abroad, special work experience, which does not negatively affect this" (Original in German)

"Here are many factors that do not depend on the guiding action. They are interesting by context and by trajectory, but they do not help to know if the action has taken effect. Others have long-term looks." (Original in Catalan)

"from 25 to 26 -> are these indicators referring to the population as a whole on a given territory? If so, I do not understand why I'm in the "individual career" section. In any case, I consider them to be of little use in measuring the impact of services or policies for guidance if not within an extremely complex model that takes into account context indicators (economy, geography, characteristics and organization of the educational system; transformations and labor policies, etc.)." (Original in Italian)

"Scaling barely matches the items!" (Original in German)

"Indicator 32 I have not seen its utilization clearly. A short time of unemployment means that the active population has been unoccupied for a short time, but it does not say anything about the quality of this occupation, etc.; It can be an indicator that if it is not defined well maybe it can hide a lot of precariousness, I would say" (Original in Catalan)

"For indicators 25 and 26 I suggest a longer reference time period (eg six months)." (Original in Italian)

"These are very useful issues for the provision of a guidance service. However, it is not clear whether this part aims to: - assess the ability of the guidance service to intercept groups of individuals with certain guidance needs (before the service is provided) or- evaluate the ability of the guidance service to affect the listed variables (after service delivery)" (Original in Italian)

Societal – Education

Indicator Name – Definition -% of scale - Mean

			1	2	3	4	5	Mean
37	**Early School Leaving**	(Reversed) % of individuals aged 18-24 with at most lower secondary education and are no longer in education or training during the last four weeks preceding the survey	2,1	8,5	21,3	31,9	36,2	3,9
38	**Upper secondary qualification**	% of people aged 20-24 who have successfully completed at least upper secondary education	2,1	4,3	19,1	42,6	31,9	4,0
39	**Tertiary qualification**	% of the population aged 30-34 who have successfully completed tertiary studies (e.g. university, higher	0	6,4	8,5	51,1	34,0	4,1

		technical institution, etc.).						
40	**Access to learning**	% of adults (25-64) obtaining a qualification	0	6,4	12,8	42,6	38,3	4,1
41	**Access to Education information**	% of individuals who report finding the needed information about education/training courses or internships/traineeships/apprenticeships	0	4,3	10,6	36,2	48,9	4,3
42	**Transition to Tertiary education/Time**	(Reversed) Mean number of months not in education or training after finishing compulsory education among individuals enrolling in post-compulsory education	0	17,0	17,0	42,6	23,4	3,7
43	**Transition to Tertiary education/Decision-making**	% of individuals who report knowing what to study after compulsory education in the context (local, regional, country)	0	12,8	12,8	36,2	38,3	4,0

These indicators seek to incorporate into the Keyway KPI vision the societal context of the individual. The source of these indicators would be local, regional or country-level statistics.

Do you have any suggestions or comments on a specific indicator?

"37. The statement is not understood even though the ESL indicator is very relevant38. Does it mean you have a Baccalaureate or a medium-level vocational training course? Specify in our context39. University degrees, CFGS or level 4 or higher? 42. It is not understood and depends on supply ..." (Original in Catalan)

"38. Many acquire a secondary qualification II without subsequently using it. Switzerland has a much higher transition rate in vocational education, which is also more socially useful in high-quality company training courses (often higher-quality than the upper secondary level) .43 It makes more sense to me: % of the people who say they have comprehensively informed about different training occupations / fields of study and the respective requirements and individual access opportunities in good time and are interested in at least one." (Original in German)

"42. Personally, I think it is good practice for young people, for example, to finish school after graduation. complete a social year or even complete an internship abroad. It may well be a wise decision to want to see something of the world, or to do something social, before they return, to young people who have not quite grasped what they want to study plunge into education. We must be aware that these indicators could also lead young people to premature decisions. At the very least, it should also be examined to what extent, if necessary, persons undertake further activities that serve their professional orientation and personality development instead of initial training or studies" (Original in German)

"As context indicators are correct, but not to evaluate the guiding action." (Original in Catalan)

"That which is highlighted in the previous note is valid. It is probably trivial, but these indicators can be extremely useful for assessing the social impact only if the population "touched" by the various guidance services covers almost all or most of the population of a given territory, and only if within the model of impact assessment are inserted indicators that can take into account measures or policies that can "dirty" the effect of the measure to be evaluated. E.g. indicator 43: the rate of transition to university cannot say anything about the effectiveness of guidance services if, for example, I do not take into consideration that over the last ten years university fees have increased by almost 60% nationally." (Original in Italian)

Societal – Employment

Indicator Name – Definition -% of scale - Mean

			1	2	3	4	5	Mean
44	**Lower unemployment rate**	(Reversed) % of unemployed persons among active population	0	14,9	12,8	44,7	27,7	3,9
45	**Reduced unemployment periods**	(Reversed) Mean number of months of unemployment among economically active population during the last year	2,1	21,3	25,5	31,9	19,1	3,4
46	**Overqualification**	(Reversed) % of workers who are overqualified (comparing each worker's highest educational attainment to the educational attainment that the worker deems necessary to get his or her own job)	4,3	14,9	25,5	42,6	12,8	3,4
47	**Underqualification**	(Reversed) % of workers who are underqualified (comparing each worker's highest educational attainment to the educational attainment that the worker deems necessary to get his or her own job)	4,3	12,8	25,5	42,6	14,9	3,5
48	**Overskilled**	(Reversed) % of workers who are overskilled	6,4	19,1	27,7	34,0	12,8	3,3
49	**Underskilled**	(Reversed) % of workers who are underskilled	6,4	17,0	29,8	29,8	17,0	3,3
50	**Matching work supply and demand**	(Reversed) JVR = number of job vacancies / (number of occupied posts + number of job vacancies) * 100.	4,3	10,6	21,3	40,4	23,4	3,7
51	**Working well-being**	% man-days or hours lost due to absenteeism in the period among total number of man-days or hours available in the period	8,5	14,9	21,3	40,4	14,9	3,4
52	**Access to Work information**	% of individuals who report finding the information for job-seeking	2,1	6,4	8,5	38,3	44,7	4,2

Do you have any suggestions or comments on a specific indicator?

"45. Is not it difficult to obtain data in our context? 48 and 49. We do not understand ... 51. Do we have this data in Catalonia? To what extent absenteeism is related to labor welfare and not to other factors?" (Original in Catalan)

"46-49. I am a little unclear what role guidance should play here. Yes, there is competition for well-paid, often academic, jobs, and there are often more capable applicants than vacancies. This is not necessarily bad, because a high level of education of the total population also has other advantages, e.g. Civic engagement skills that are desirable. Also, competition, under fair conditions, can contribute to greater social benefits. After all, over-qualified people are not necessarily unhappy with their job. Of course, it is nice to have counseling that helps people to be happy with what they are doing, but over- / under-qualification is not necessarily the problem here (it could be natural, of course)" (Original in German)

"46th-49th Considering that only 2-20% of the training content is relevant to the future career path, over-qualification or imparting more skills than necessary is not only normal but probably also necessary for inter-disciplinary mobility. Rather, it now seems advisory no longer advisable to automatically combine higher professional opportunities with the completion of graduation and / or studies than to combine them with company-based training offers. Therefore, the indicator would be more useful: % of graduates who claim to have gained access to the hoped-for / expected field of employment; % of graduates who declare that they have already been properly informed about the conditions of subsequent employment prior to the beginning of their education." (Original in German)

"48.49. The term "work skills" may need to be further clarified to better clarify the content of the indicator." (Original in Greek)

"The 48/49 indicators, overcapacity and underskilled did not quite understand them ... I think the definition is not clear enough" (Original in Catalan)

"I do not understand point 50." (Original in German)

"For questions 44, 45, 48-51 how can they be evaluated?" (Original in Greek)

"Question 50 is incomprehensible. The mathematical formula confuses." (Original in Greek)

Societal – Economic

Indicator Name – Definition -% of scale - Mean

			1	2	3	4	5	Mean
53	**Cost saving by effective job placement**	Estimate of costs for the organisation from % of individuals leaving their jobs	4,3	19,1	29,8	31,9	14,9	3,3
54	**Public costs of ESL**	Estimate of public costs from % of Early School Leavers & Cost per Early School Leaver (lifetime)	4,3	8,5	23,4	25,5	38,3	3,9

Do you have any suggestions or comments on a specific indicator?

53. In my view, estimating costs does not yet say anything about their effectiveness, perhaps they are unavoidable, necessary, sensible or inefficient ...
54. Here, too, the consideration of educational efficiency is not only lacking in terms of dropouts. e.g. is someone who begins after 9 years of school initially several training and breaks off again and only the fourth then probably still more cost effective, as someone who the same education after graduation or the conclusion of a non-marketable assistant career abso" (Original in German)

"53. Savings (+) are expressed with a cost (-) cost indicator ... What does it mean that individuals resign in the workplace? Voluntary leave for job change ?. The indicator is not yet understood, although it is clear that saving by effective allocation of jobs can be very relevant to evaluate the impact and performance of labor intermediation services." (Original in Catalan)

"53. I do not understand. Title seems to contradict my wording. 54. Seems incomplete to me. What about social costs? What about the cost of unemployment? What about the cost of a shortage of skilled labor in certain areas?" (Original in German)

"53) and 54) are not relevant for our educational counseling" (Original in German)

"This indicator is fundamental to relaunch orientation policies, as in Italy the cost of dispersion and school dropout has never been calculated, the gap between skills required by the world of work and the skills acquired in schools, of young people out of the school and training circuits, of the brain drain. etc" (Original in Italian)

"Theoretical effect level. It is no longer guaranteed that professional guidance is solely responsible for these influences." (Original in Greek)

Societal – Community

Indicator Name – Definition -% of scale - Mean

			1	2	3	4	5	Mean
55	**Knowledge of social resources**	% of individuals that report knowing well community social services or resources	2,1	10,6	19,1	34,0	34,0	3,9
56	**Work intensity**	(Reversed) % of people aged 0-59 living in households where the adults (aged 18-59) work 20% or less of their total work potential during the past year.	10,6	21,3	31,9	23,4	12,8	3,1
57	**Risk of poverty**	(Reversed) % of persons and share of persons with an equivalized disposable income below the risk-of-poverty threshold, which is set at 60 % of the national median equivalized disposable income (after social transfers)	10,6	10,6	27,7	25,5	25,5	3,4

Do you have any suggestions or comments on a specific indicator?

56. I cannot understand the rigid limit of 20%. (Original in German)

56. The statement or relationship with the impact of services is not understood, although it is relevant to identify, for example, how to plan policies or define specific actions aimed at specific groups. (Original in Catalan)

56. Do I not understand at all: Persons who are between 0-59 and at the same time 18-25 years old? Basically, when we talk about inclusion and social justice, we should not shuffle all citizens together. That is certainly not intended; however, it seems important to me that you also look at individual groups separately, or at least some risk factors, e.g. Age, gender, educational attainment of parents, disability, linguistic competence" (Original in German)

Indicator n. 56 is not particularly clear. Perhaps it is possible to reformulate? (Original in Italian)

Please add any comments or feedback to improve the activities undertaken within the Keyway project.

"Some of these indicators will then be very difficult to quantify. It would be impossible to compare the indicators that the institutions that subsidize programs also compel (SOC, forcem, conforced, teaching departments, etc.) to be aligned and not to do double work. I do not know if it is very obvious or I have skipped it, but I would miss a very basic indicator of the socio-occupational insertion rate and the continuity rate of training. I would not know how to obtain the data from certain indicators that seem "difficult" to obtain a priori." (Original in Catalan)

"Congratulate you on making evaluation tools in this area as you have to move forward" (Original in Catalan)

"I wish you every success in the evaluation and in the organization of the conference! The topic is important, and I generally think that you are considering the most important aspects. It only seems to me that some rather sociocultural contributions and effects of counseling are not given due consideration, e.g. When I

think of gender issues: what about tech-savvy women who think they are not suitable for "male" jobs? Or with "working children" whose parents are against them studying? So what about eliminating stereotypes that prevent people from making professional use of their talents and interests? What about reducing resistance in the family - or employers - that can be achieved through a mediating role for the counselor (and often achieved in practice)" (Original in German)

"The assessment of the impact of a guidance service is a complex process, on which various variables act. From a sociological point of view, we should reflect not only on the influence of the broader socio-economic context (labor market dynamics, quality and quantity of the educational offer, etc.), but also on the action of other factors linked to family and school environment." (Original in Italian)

"Partial duplication of indicators (reverse indicators, differences between some indicators not very clear), ambiguity about how evaluation should look and therefore it is difficult to assess the relevance of each indicator - is it possible, for example? for a long-term or short-term evaluation?" (Original in German)

"Improving the polarity of the scales; the items appear z. T. too far-fetched." (Original in German)