

TRAINING ASSESSMENT PROJECT

TAP

METHODOLOGY NOTE

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Introduction

The Skills Team, in a joint effort between the Education and Social Protection, Labor & Jobs global practices at the World Bank, is launching a “Training Assessment Project” to identify the current conditions and common practices under which technical and vocational education and training institutions operate as well as those conditions and practices that contribute to good performance. This assessment aims to help the World Bank’s partner countries to fill an information gap regarding two questions: first, what are the conditions and practices that make a training provider successful in terms of generating graduates who are employable or able to enroll in further education or training activities; and second, what are the most common constraints that training providers face and how have successful institutions addressed them.

The Training Assessment Project (TAP) was developed under the Systems Approach for Better Education Results (SABER) Initiative. In 2011, this initiative introduced the SABER-Workforce Development (WfD) assessment, which focuses on the **policy intent** of national systems for workforce development, in other words, their policies, laws, regulations, and the practices of ministries and relevant government agencies when implementing and enforcing those. Applied in 35 countries, the SABER-WfD (Policy Intent) assessment is based on an analytical framework that identifies the policy areas in which the government can steer workforce development policies and institutions towards achieving their central aim: to bring skills supply into a dynamic alignment with skills demand. The analytical framework allows for the benchmarking of workforce development based on the existing literature and experiences of nations with successful workforce development systems. The benchmark system, which situates policies and institutional practices into four different levels of development (latent, emerging, established, and advanced), has not been used as a ranking system, but rather as a common frame to reference for policy discussion regarding current and desired policies.

TAP uses the conceptual framework of SABER-WfD (Policy Intent) to identify the actions that providers of training must undertake so that a workforce development system can move towards the desired alignment between skills demand and supply. In this sense, TAP is also a SABER-WfD assessment, but with a focus on **policy implementation**. TAP covers, then, the same policy areas identified as crucial for success by the SABER-WfD (Policy Intent) conceptual framework, and translates them into institutional actions. These SABER-WfD assessments are therefore complementary.

TAP, however, goes further by gathering information on the characteristics and institutional values of training providers, as they are important determinants of the extent to which these institutions are able or willing to take action. TAP also gathers data on the outcomes of training institutions in order to have an indication of their performance.

To get an accurate picture of the characteristics, actions, values and outcomes of training providers, TAP uses two different types of data collection instruments: a questionnaire for training institutions, and complementary focus group guides to gather qualitative data on the same subject matters from students, graduates and employers.

TAP can serve several purposes, from supporting the design of World Bank operations, to informing sector-specific or comprehensive TVET reforms. Consequently, although this note outlines the standard steps for the implementation of the assessment, there is room for flexibility to fit country- or team-specific objectives.

TAP has been designed not only to provide information to policy makers, but also to those responsible for managing public training institutions and even the institutions’ administrators

themselves (of either public or private establishments). The Skills Team recognizes that administrators play a fundamental role in ensuring that TVET programs are delivered at high quality and relevance standards and, by providing feedback on their institutions' performance, we hope to spark new ideas among administrators on how to move forward. However, it is important to highlight the need to build their capacity so that they can better embark on the changes their institutions need to achieve excellence. Although this task falls beyond the scope of TAP, it would certainly increase the effect of this assessment on the quality of education and training that students receive.

TAP was piloted in 2016 in Kenya and in early 2017 in Albania. The assessment is scheduled to be implemented in the second semester of 2017 in Moldova and Kazakhstan.

1 PREPARATION FOR APPLICATION OF TRAINING PROVIDER SURVEY

TAP consists of mapping the training landscape and applying quantitative and qualitative data collections tools for a more in-depth review of a selected sample of training providers. A survey of training providers will be conducted followed by a qualitative analysis of students¹, recent graduates² and employers who engage (or would like to engage) with training providers. This section covers how to prepare and implement the survey; Section 2 describes the preparation and implementation of focus groups discussions.

1.1 SAMPLE FRAME OF TRAINING PROVIDERS

One of the most important components of this survey is the identification of categories of respondents in order to design a sample that best represents the training institutions in the country. The first step consists in building a sample frame of training providers which in essence will yield a mosaic of training providers. To generate this mosaic, a preliminary analysis should be conducted to identify the different types of *formal*³ training providers that operate in the country. In the same line as the SABER-WfD (Policy Intent) Assessment, TAP focuses on institutions that provide technical and vocational education and training at the upper-secondary and post-secondary, non-tertiary education levels. As the educational levels structure changes across countries, the criteria to develop a sample frame of training providers will likely be adjusted on a case-by-case basis, but in general it should be limited to providers that fall into ISCED (2011) levels 3-35 and 4-45.

The sample frame can be developed using the “Mapping Tool” provided by the World Bank, which offers a space to collect information on a range of variables that can inform the selection of the sample. As the availability of information and purpose of the exercise can greatly vary across countries, this tool is designed to be easily adaptable. At a minimum, the mapping tool should allow to collect the name of institutions, their contact information (i.e. address/phone numbers), and their affiliation (e.g. public, private, not-for profit). Space to consider other variables, such as legal status, accreditation status, institutions’ size, program offerings, among others are also available on the “Mapping Tool” and can be used when the information is available or desired.

Statistical institutes and the ministries linked to the sphere of operations and regulation of training providers should be consulted to consolidate a first frame. The generated list of training providers should be verified using additional sources of information, for example school associations or professional studies associations and placement services or websites of training providers. The compiled list must be cleaned to avoid duplicates. The preparation of a usable sample frame can take anywhere between 6 weeks and 3 months.

Quality Assurance Procedures for the Frame

To ensure quality, the sample frame of training providers should be developed using readily available public information from reliable sources as well as entities that are classified as part of

¹ Students who are in their last term of training and on the verge of graduating irrespective of the duration of the program in which the student is enrolled in.

² Former students of the training institutions that complete the survey who graduated within three years prior to the application of TAP.

³ TAP does not cover informal provision of training. It is limited to the assessment of formal training providers that are registered as such in various registrars of established entities in the country.

the education sector. The data collection firm is expected to contact all firms via phone to confirm they are currently operating, that the contact information is accurate and to collect any additional information required to complete the mapping tool. Only training institutions that have accurate/reliable information should be included in the final sample frame.

Learning from the Past #1 – Building the sample frame for TAP-Kenya

After a preliminary analysis of the educational structure of Kenya, the data collection firm proceeded to identify the universe of training providers by first consulting documents prepared by the Kenya National Bureau of Statistics (KNBS), the TVET Authority, and the ministries of Education, Science and Technology (MoEST), Labor Social, Security and Services (MoLSS), and Devolution and Planning (MoDP). The following information was gathered for each institution:

- Institution name, location and contact information: the location information allowed identifying institutions that operate in Nairobi, Mombasa and Kisumu, the three selected cities where TAP was implemented. The contact information included phone number, institutional e-mail and website (if available).
- Institution type: the preliminary analysis showed that there are 4 types of institutions that provide training at ISCED (2011) levels 3-35 and 4-45 in Kenya: vocational training center, technical and vocational college, technical trainers college, and National polytechnics.
- Institution legal status: available information only allowed identifying public and private institutions. Further differentiations, such as not-for-profit or firm-owned were not possible across institutions and, therefore, not used.
- Licensing status: available information allowed identifying whether the institution was licensed and whether the supervising ministry was MoEST, MoLSS or MoDP.
- Program offerings: whenever available, information regarding the number of programs offered as well as the sectors under which they can be categorized was included in the sample frame.

The following data sources were also used to fill information gaps:

- Kenya Universities and colleges Placement Service (KUCCPS): a corporate body established under the Universities Act 2012 to succeed the Joint Admissions Board (JAB). It supplied lists of institutions including respective cities and license numbers.
- Kenya School Web directory: it provided information organized by location and type of institutions and allowed for research by desired categories without distinction for affiliation to a particular ministry or legal status (public, private, non-for-profit).
- SoftKenya: it provided a link to Kenyan institutions by location, including address and phone number, as well as offered programs and fields.

1.2 SAMPLING STRATEGY

1.2.1 Methodology, Size and Characteristics

After identifying the universe of training providers, a sample is selected to conduct in-depth interviews and gather information on participants for the focus groups. The size of the sample depends on the resources and interests of the task team. This note and accompanying budget estimate is calculated for a sample size of 50 training institutions. Ideally, the selection of these institutions should use probabilistic techniques (random selection). Depending on the interests

and needs of each case, such random selection could also be stratified by, for example, geographical location, size, sector of focus, etc. The advantage of using these techniques is that the resulting sample would be representative of the universe and, as such, the findings of the assessment could be interpreted as applicable to the universe of training institutions.

However, if the universe has a distribution that underrepresents institutions of interest to the task team, or if information is insufficient to construct a stratified sample, an initial randomly selected sample (bigger than 50 institutions plus replacements) could be subjected to a purposive sampling (typical case or heterogeneous) technique using local expert knowledge.⁴ This would allow building a sample that captures the types of institutions of interest to the task team. However, as this is a non-probability sampling method, the findings resulting from the assessment could not be generalized. Also, this sampling method is vulnerable to errors in judgement by those who build the sample.

Sampling activities should not take more than 2 weeks to be completed. Once drawn, the sample could be analysed to make sure it fits the expected distribution according to the interests of the task team. Although the sample characteristics to be inspected will vary, the characteristics observed so far have been:

- The size of the training institutions⁵ (ideally as measured by total enrollment or, alternatively, measured by one or various indicators of size such as number of programs, number of courses, number of employees, etc.)
- The nature of ownership (private/public at a minimum; further categories such as mixed, not-for-profit, etc. if information is available across all institutions)
- The duration of programs⁶ (short-term, long-term, or both)
- The type of institutions⁷
- Sector of focus⁸ (agriculture, carpentry, beauty, business, etc.)

The distribution for each category can vary, depending on the interests of the country team. It can be equally distributed (e.g. 50% public, 50% private), it could resemble distribution observed in the frame, or it could follow a different pattern that ensures the representation of institutions of interest for the analysis.

Learning from the Past #2 – Sampling for TAP-Kenya

TAP- Kenya focused on training providers distributed in the three major urban areas: Nairobi, Mombasa and Kisumu. For this reason, the sampling strategy consisted in a random draw of 50 training providers from the

⁴ Local knowledge is an important element as local experts can shed light on up-and-coming training providers that may perhaps not have a running website or not be linked to any associations yet. Local knowledge can equally point of which training providers are more aggressive in their marketing or to the contrary, they keep a low profile but are known to produce among the best graduates. This is knowledge that must be included in the efforts to create a relevant sample; particularly as with small samples, random selection does not necessarily produce representative results.

⁵ Thresholds to determine what can be considered large, medium and small will be determined in coordination with the World Bank country team for each specific country

⁶ Unless otherwise indicated by the task team, short term programs are those that last 6 months or less.

⁷ To be determined according to the regulations and TVET structure of each country.

⁸ To be determined by the World Bank task team.

sample frame using geographical location as the only strata.⁹ The targeted sample characteristics that TAP required prompted the use of purposive sampling to achieve the following sample structure:

- Distribution by geographic domains from large to small: Nairobi 50% (25 institutions), Mombasa 30% (15 institutions) and Kisumu 20% (10 training institutions).
- Distribution by size: Institutions were grouped into three size categories using at least one of three indicators (number of students enrolled, number of programs, or number of employees). The sample has 15 small, 18 medium and 17 large training institutions.
- Distribution by nature of ownership: institutions were selected to reflect, to the extent possible, the distribution in the frame (public 40% or 21 cases and private 60% or 29 cases).
- Distribution by duration of training: training institutions offering both long- and short-term programs were more represented to capture the complexities of offering a variety of program durations in the market place. About 50% of the sample offered both types, 30% offered only long-term and the remaining 20% offered only short-term programs.
- Distribution by 'types' of training institutions: the sample had at least one vocational training center, technical and vocational college, technical trainers college, industrial training center and national polytechnic.

1.2.2 Expected Non-Response Rate

Based on past experience in similar circumstances the expected non-response rate from training providers should not exceed 30%. Therefore, a replacement list of 20 training providers should be randomly selected from the onset. Ideally, replacements should follow the same structure as the targeted sample. The replacement institutions should be mobilized only once all efforts¹⁰ possible have been exhausted to obtain the participation of the target sample list of training institutions.

1.3 SURVEY INSTRUMENTS FOR TRAINING PROVIDERS

1.3.1 Training Provider Questionnaire (PAPI and CAPI)

The training provider questionnaire is a fundamental piece of TAP as it is designed to gather information on the inputs, practices, outputs and outcomes of training institutions as expressed by themselves. The literature¹¹ points that, although traditional assessments of quality are based on the inputs and outputs of education and training institutions, these type of data fall short in providing a full picture of the quality of the services that these institutions provide. Acknowledging this shortcoming, an important section of the training provider questionnaire is

⁹ This will mean that we can expect a plus or minus 12% error (for a 90% confidence interval) in a statistical population of 1,250 TPs. In fact, using the criteria of a plus or minus 7.5% interval range with a 90% confidence level, the sample size required to estimate a proportion with the maximum variance in the population (0.25) for a population of 1,250 elements (a similar size to that of the sample frame of TPs in Kenya) would be 110 (instead of the 50 that this ATP will target). Hence, in countries where budgets allow, the random sample size may be set at 110 for similar sample frame sizes as Kenya.

¹⁰ TAP relies on at least five trials to obtain the participation of selected TPs.

¹¹ See: Renaud, Robert, *Measuring Educational Quality in TVET*, in: Maclean and Wilson (Eds.) (2009), "International Handbook of Education for the Changing World of Work, Bridging Academic and Vocational Learning". Springer, Netherlands.

dedicated to exploring further characteristics, institutional actions and values that can also have an effect on the quality of education and training services.

A review of the literature found no other publically available tool that takes a look at these factors in a systematic and standardized manner. Instead, it found various tools used by government authorities to assess training providers during their licencing and/or accreditation processes. The development of the Training Assessment Project was partially informed by these documents, specifically from countries that the SABER-WfD (Policy Intent) assessment identified as advanced, namely South Korea, Ireland and Singapore, and other documents that outline the certification and licencing criteria used by other internationally recognized systems, including Germany, Denmark and Australia.

The SABER-WfD (Policy Intent) conceptual framework¹² was a fundamental piece to identify and formulate the questions regarding institutional characteristics and actions. This framework identifies a set of nine policy goals that, according to global good practices, workforce development systems should aim to achieve in order to build a workforce that is well equipped to meet the demand for skills in growing and changing economies. Taking those policy goals as a basis, the training provider questionnaire developed a set of nine corresponding institutional goals that training institutions should aim to achieve in order to provide better education and training services and facilitate the path of their students towards gainful and productive employment. These nine institutional goals are in turn unpacked into specific institutional actions that should lead training providers to achieve each goal. Questions are designed to explore the extent to which institutions carry out each action and if these actions are underpinned by institutional strategic thinking. The institutional goals and corresponding institutional actions explored in the training provider questionnaire are the following:

TABLE 1. FRAMEWORK FOR TRAINING PROVIDER QUESTIONNAIRE INSTITUTIONAL GOALS AND ACTIONS

Institutional Goal	Actions
To set a strategic direction	<ul style="list-style-type: none"> • Definition of mission and targets • Engagement of industry in governance • Engagement of students/community in governance
To develop a demand-driven approach to training	<ul style="list-style-type: none"> • Identification of market skill needs/constraints • Development of strategy to engage employers/industry
To establish a sustained relationship with authorities	<ul style="list-style-type: none"> • Participation in policy dialogue around training and skills development • Establishment of channels of interaction with authorities • Establishment of monitoring mechanisms to ensure compliance with regulations
To ensure institutional financial viability and efficiency	<ul style="list-style-type: none"> • Collection of financial resources • Use and management of financial resources
To fulfill national quality standards	<ul style="list-style-type: none"> • Use of competency standards in the curricula • Assessment and certification of student competency • Achievement and maintenance of institutional accreditation

¹² See: http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/WFD/Framework_SABER-WfD.pdf

Institutional Goal	Actions
To enable students to pursue education and training opportunities	<ul style="list-style-type: none"> • Recognition of prior learning • Recognition of certificates in national education system • Provision of flexible arrangements
To create a teaching/studying experience conducive to learning	<ul style="list-style-type: none"> • Informed decision-making regarding program introduction and closing • Design/adaptation of curricula in alignment with demand • Student participation and feedback • Recruitment and management of instructors
To prepare students for the world of work	<ul style="list-style-type: none"> • Establishment of partnerships with businesses • Internship/Apprenticeship placement support and assessment • Support services for students' career development
To gather and publicize data for informed decision-making	<ul style="list-style-type: none"> • Collection and management of data • Analysis of data • Use of data

The training provider questionnaire is structured in five sections: (I) Background Information, which includes basic identifiers, such as name, address, institution type; (II) Inputs, which covers basic characteristics of students, instructors, facilities and funding; (III) Institutional Actions, which examines the practices of training institutions using the SABER-WfD (Policy Intent) conceptual framework; (IV) Institutional Values, which explores the extent to which respondents agree or disagree with statements about the institutions' role or mandate to undertake certain actions, and (V) Outcomes, which aims to collect data on the employment status, income and educational status of graduates.

While the training provider questionnaire is designed to be applied in different countries, there is certainly room for adjustment to the context and information needs of each case. At the beginning of the exercise, a thorough review of the questionnaire is recommended to ensure that all questions are relevant and appropriate to the general characteristics of the country's training system. After the English version of the questionnaire is reviewed and adapted, a Paper Assisted Personal Interview (PAPI) should be designed in English and translated by qualified translators if required. Once the PAPI is finalized, a Computer Assisted Personal Interview (CAPI) tool should be developed to match the PAPI English version of the questionnaire. The CAPI version used during the survey must contain flags to alert interviewers of any apparent inconsistency in responses and allow corrections to be made accordingly, which will improve the overall quality of the data set in a systemic manner. The CAPI version must also contain all necessary skip patterns, legal value checking, and basic logic checks to verify consistency. Interviewers must always have the paper questionnaire to fall back on in the event that, for any reason, the CAPI program cannot be used.

A data entry set of guidelines must also be prepared – for those cases where PAPI is used. In general, most interviews should be captured in CAPI, and hence will not require data entry. The CAPI tool must contain basic data quality control procedures and automated validation routines to flag 'issues' as the interview proceeds. These CAPI routines will ensure that the data prepared and delivered requires a minimum amount of cleaning by the World Bank team.

1.3.2 Training Questionnaire and Interviewer Guide

In addition to the questionnaire, a training guide must be generated to prepare interviewers and focus groups moderators. The training guide should include:

- An explanation of the general structure of the questionnaire.
- General principles and proper conduct expected.
- An overview of psychological factors that influence the respondent and the interviewer in face-to-face interviews.
- Protocols that must be followed when filling questionnaires and the verification process before they are sent to the logistics coordinator or assistant country manager.
- An annotated training questionnaire where the most common difficulties will be identified and addressed; including the provision of hypothetical examples.
- A glossary of key terms used in the questionnaire.

The training material will have basic quality control instructions / procedures that should be carried out on all completed paper questionnaires before proceeding to data entry, if and when PAPI questionnaires are used. These procedures should include:

- General guidelines to verify that the interviewer is filling out the questionnaire correctly (specifically common errors to be checked/corrected);
- Simple internal consistency checks that can be caught before data entry, to be checked/corrected with the interviewer or the respondent;
- Field checks requiring a call-back.

These procedures should be carried out (to the extent possible) at the end of each day on submitted paper questionnaires before proceeding to the data entry process, if PAPI is used, or on exported data taken from CAPI.

Both the training materials on the questionnaire and the interviewer guide must be adapted to changes made in the training provider questionnaire. Furthermore, in countries where English is not the main spoken language, all tools must be translated into the locally spoken language. Interviewers will have the option to use the tools both English and the locally spoken language.

1.3.3 Quality Control Procedures

The quality control (QC) procedures correspond to a number of pro-active activities designed to control the data collection process and to ensure the highest quality possible of the data set, meaning the highest accuracy of responses. The QCs should be designed right after the completion the questionnaire for training providers. These QC procedures can be presented in the following levels:

- Level 1: List of all legal values for all variables in the questionnaire, list of all legal skips, and reverse skips (that should be disallowed), completion levels of individual variables (those that must be filled during interviews, and those for which item non-response can be tolerated), list of all variables that are interrelated in strict dependency (for instance, totals that have to yield 100%, 'parts' that have to be smaller than 'wholes' (such as 'how many students enrolled, of which how many 'female', etc.). These tests can be introduced directly in the CAPI, but interviewers should be made aware of their existence

to be able to smoothly use the CAPI during interviews and advise respondents of any contradiction.

- Level 2: List of all semi-strict tests that require flags – these alerts can be easily introduced in the CAPI but should be listed in a distinct document, to allow the revisions of any PAPI after the interview is completed.
- Level 3: Post data entry controls using meta-data if and when they apply (controlling for systematic mistakes coming from the same interviewers, the differences in the duration of interviews, etc.).
- Level 4: Post data entry controls testing for regular and unexpected patterns of responses, unusual answers, outliers and, more generally, unexpected correlations, and outliers.
- Level 5: Preparation of data and information from credible secondary sources (either from government sources or other internationally recognized sources), that could be used for sanity checks or cross-validation of results as the training provider survey unfolds.

Under normal circumstances, tool preparation/adaptation for the quantitative aspects of TAP should take 4 weeks.

1.4 AWARENESS CAMPAIGN

Once all survey instruments have been prepared and the sample drawn, it is advised to begin an awareness campaign among training providers. The goal of the awareness campaign is twofold: (1) to explain and promote the goals of TAP and (2) to get the buy-in of training providers and obtain their full participation. In view of the number of training institutions (50), the best approach would be to organize individual meetings between managers of the training institutions, and the senior staff responsible for implementing TAP. During these individual meetings, the data collection firm should provide managers: 1) an official invitation to participate in TAP (such as official letters from the WBG, national counterparts, and/or the firm in charge of TAP); 2) an explanation of the purpose of the assessment; (3) a detailed description of the process that will ensue (the length of the in-depth interview, the main topics covered and the type of information collected, the requirement to provide a list of employers, students and graduates for the focus group discussions). It is important to note that, while training institutions should receive as much information as necessary to be prepared for the interview, under no circumstance can the questionnaire be disclosed to the institution prior to the interview. This is important to avoid bias in responses and ensure accuracy. These individual meetings would last approximately an hour and would optimize the interview of the training institutions at a later stage. The awareness campaign is expected to take 3 weeks with 2 senior team members mobilized.

1.5 PROJECT TEAM FOR SURVEY

The team for the survey will be composed of the following persons:

- Project Director
- Project Data Manager
- Statistician

- Country Manager
- Assistant Country Manager
- Country Coordinator
- Senior Level Interviewers (3)

For a detailed description of the qualifications and roles of each team member, please refer to the section named “Team Composition” below.

1.6 CONDUCTING TRAINING SESSIONS

The team members involved in the training institutions survey should undergo a formal training session that should cover: the objectives of TAP, a review of the training institutions questionnaire question by question, the procedures to successfully complete the questionnaire, the potential issues that may arise when collecting data, important behavioral considerations, logistics and quality control objectives. The training will be held in one of the main locations (generally the capital of the country) where the survey for training providers is to be implemented. This training activity should not exceed 3 days.

The data collection firm should provide a conference room with all necessary facilities to develop the classroom-type sessions, related activities and CAPI-usage training. Each participant in training will receive a training package with presentation letters (by the WBG, the national counterpart or the firm itself introducing and explaining TAP), the training provider questionnaire, an interviewer guide, a data-entry and consolidation guide and a compiled¹³ version of CAPI-tool. At the end of this process, every participant will undergo a test to make sure that the practical tasks of the interview process are mastered.

1.7 PILOT IMPLEMENTATION

1.7.1 General

After the training sessions, a minimum of 5 training institutions should be chosen from the sample to pilot the questionnaire. The main goal during the pilot is to test the survey instrument to uncover any potential problems such as repetitiveness, poor response options or unclear formulation (especially if the questionnaire is translated). The survey is unique also in that during the pilot phase, particular attention should be paid to note if pertinent information to assess training providers seems missing from the questionnaire. This will be noted and reported back to the WBG team to discuss if the tools should be modified accordingly.

The criteria for choosing the pilot cases consist of sampling respondents with regards to the characteristics that will represent the variety of training providers as follows: 1 large, 1 small, 1 public, 1 private, 1 providing short-term training and 1 providing long-term training.

¹³ The compiled version of the CAPI is a non-editable format of the program. Also Interviewers will always have the paper (PAPI) version of the questionnaire (as computer can crash, battery can run out, etc.) to be ready to implement the interview in a traditional manner if technology fails.

1.7.2 Pilot Results and Tools Adjustments

Once the pilot completed, the collected data along with a 5 to 10-page report should be prepared and sent to the WBG. This report must identify if any of the following needs to be introduced:

- Changes to the training provider questionnaire;
- Modifications in the training/instruction materials provided to interviewers;
- Modifications to the data-entry and data-control procedures in order to address country-specific issues;
- Changes to the survey plan (based on duration of the interview and/or quality of interviewers, or any other factors);
- Any other changes to improve the delivery of the survey in general.

Changes that are discussed, and agreed upon with the WBG, must be carried out immediately and forwarded to the WBG for approval. The implementation manual and training program must also be adjusted accordingly. Furthermore, if as a result of the pilot, any changes are made on the questionnaire, associated adjustments to the data entry program as well as data quality control tools must be carried out accordingly. Finally, the pilot survey data may not be discarded; the answers from surveyed training providers can be part of the final training provider dataset. Should the modifications to the questionnaires require further visits to the piloted training institutions, these must be organized and added to the final dataset. The pilot process and revision should not exceed 1 week.

1.8 SURVEY DEPLOYMENT PLAN

Following the preparation of the post-pilot material and training sessions, a deployment plan in parallel with the distribution of training providers should be prepared (view Figure 1.). The data collection firm must follow-up on the awareness meetings and schedule interviews. If the persons targeted for the interview in each training institution agree, an appointment must be scheduled. If, on the other hand, despite efforts, the contacted respondent definitely refuses to be part of the survey, it should be noted as a refusal and an institution from the replacement sample must be selected. The invitation process must start over in such cases.

It is expected that with a field team of the size and qualifications defined in this methodology (as described in Table 3), the data/information collection of this assessment will take at least 4 weeks.

2 PREPARATION FOR FOCUS GROUPS WITH STUDENTS, GRADUATES AND EMPLOYERS

Training institutions are a fundamental component to this assessment as their characteristics, actions and values have a direct impact on the quality of training they provide. The recipients of training services, namely students, graduates and employers, are equally important for TAP as they can provide information to complement, corroborate and nuance the data gathered through the training provider questionnaire. This section presents the relevant aspects of the process to gather qualitative information from students, graduates and employers using focus groups sessions.

Assembling lists of potential participants to focus groups, and selecting, contacting and convincing them to join this activity will require about 3 weeks. In addition, under normal circumstances, tool preparation/adaptation for the qualitative aspects of TAP takes 2 weeks.

2.1 SELECTION OF STUDENTS, GRADUATES AND EMPLOYERS

2.1.1 Basis to Select Students and Graduates

Training institutions will be asked to provide two lists: One of students on the verge of graduating from different programs, and one of graduates who finished their studies within the three years prior to participating in TAP (either employed or unemployed). The data collection firm will merge the lists provided by approximately 10 institutions and, from the compiled list, it must select around 10 students and 10 graduates to participate in the first two focus groups. The process should be repeated with the remaining 40 institutions to identify the participants of additional focus group discussions. The selection must be done randomly and the list of graduates must include both employed and unemployed individuals.

2.1.2 Basis to Select Employers

The group of employers corresponds to the institutions that have partnerships with surveyed training providers or with whom these providers would like to establish partnerships. As such, the employer list must include institutions that either hire or provide internships to the graduates of surveyed training institutions (or collaborate with them in any other way) and others that do not. As a general rule, the survey team will ask each surveyed training provider to provide names and contact information of ten (10) employers (according to criteria mentioned previously). However, a more cautious projection would be to expect between 3 and 4 employer names per institution as some training providers will not be able to identify 10 employers and some employers may be listed by more than one provider. The data collection should merge the lists provided by approximately 10 institutions and carry out a random selection of employers to participate in the first focus group discussion. The process should be repeated for the remaining 40 institutions to identify the participants of the remaining 4 focus groups.

2.2 TARGETED PARTICIPANTS OF THE FOCUS GROUPS

The data collection firm must carry out 5 focus groups sessions with students, 5 with recent graduates, and 5 with employers.

2.2.1 Students and Graduates Focus Groups

From the institutions that will be surveyed, 50 students about to graduate will be randomly selected and invited to participate in 5 focus group discussions consisting each of a maximum of 10 persons. A variety of student participants is expected; as much as possible, each focus group will regroup students from different training providers.

Furthermore, 40 recent graduates, i.e. students who have graduated within the past three years from a training provider, will also be randomly selected and invited to participate in 5 focus group discussions consisting of 10 persons each. This sampling will be irrespective of whether or not graduates have found employment.

Finally, focus groups are successful when moderators ensure that participants feel comfortable voicing their opinion/perspective and that all voices are heard. Sometimes, cultural particularities may require having focus groups with homogeneous composition (by gender, by age, by region of origin, etc.). In those cases, the composition of the focus groups, and the selection of moderators and note-takers have to be adapted to the country-contexts.

2.2.2 Employers Focus Groups

A randomly selected group of 50 employers, from the consolidated list of employers provided by training providers, will also be invited to participate in 5 different focus groups. Targeted participants in this case are the main decision makers or company owners. They will be contacted and invited through either phone calls or visits by interviewers and focus groups moderators.

2.2.3 Expected No-show Rate

A non-participation rate of 50% is to be expected due to time and travel constraints, lack of motivation to participate, quality of lists/contacts of lists of students, graduates or employers. In fact, due to such a high expected non-participation rate, the original groups should consist of 100 students, 100 recent graduates and 100 employers. In order to avoid non-participation, a financial compensation will be offered to all participants as section 2.5.1 explains.

2.3 INSTRUMENTS FOR FOCUS GROUPS

2.3.1 Focus-group Guides, Questionnaire and Discussion Agenda

To assess training provider performance from the perspective of students, graduates and employers, focus group guides have been prepared. These guides cover the following topics:

- Screener introduction: project summary, firm presentation, objectives, and importance of participation in the survey to motivate cooperation of selected respondents.
- Invitations to participate and validation: verification that participants meet the criteria to take part in the focus groups, description of session procedures, detailed manner of participation, rules and conditions for receiving attendance incentives and requirements.
- Questions to determine the conceived notions about the quality of the services provided by training institutions from the perspective of targeted participants.

- Discussion agenda: order and roles in the sessions, detailed outlines of the discussions, special techniques or procedures, method and stimulus materials to be presented in the sessions, possible concerns and proposed solutions to handle the sessions.

2.3.2 Tools to Consolidate Data from Focus Groups

As part of the focus groups guides, the WBG provides tools where focus groups moderators and note-takers can enter detailed notes of the comments or results of the discussions during each session for the purpose of analysis.

2.4 PROJECT TEAM FOR FOCUS GROUP SESSIONS

2.4.1 Team in charge of Focus Group Activities

The team in charge of the focus group sessions will be composed by:

- Statistician
- 1-2 Focus Group Moderator(s) (1-2)
- Note-takers (2-3)
- Translators (if and when necessary)

For a detailed description of the qualifications and roles of each person, please view Table 33. This section will furthermore clarify how team members have roles and responsibilities in both quantitative and qualitative activities of TAP.

2.4.2 Team Training for Focus Group Sessions

Prior to commencing the focus group sessions, the team will go over screening—invitation—confirmation process, motivation techniques, purpose of focus groups, dynamics of the discussions, expected outcomes, the focus groups guides and data collection tools. Simulated discussions and role-play will be used to anticipate and address problems that may be encountered, thus preparing both focus group moderators and note-takers to handle different situations. This practice will be held in the same location and time chosen for the training of interviewers for the quantitative survey (see Section 1.6). This training will be implemented in two days after the training of interviewers. The data collection firm must provide a conference room with all facilities to develop simulated discussions and role-play. Each participant must receive a copy of the training provider questionnaire, focus groups guides including questionnaires for each targeted group (students, graduates and employers) and focus group data collection tools.

2.5 FOCUS GROUPS IMPLEMENTATION

2.5.1 Participant Recruitment Process and Definition of Incentives

2.5.1.1 *Participants Recruitment Process*

The method to recruit students, recent graduates and employers to participate in focus groups occurs in four-phases: (i) screener introduction (ii) invitation by phone to participate (iii) validation and (iv) confirmation. The protocol for each phase is summarized below:

TABLE 2. PROTOCOL FOR THE IMPLEMENTATION OF FOCUS GROUPS IN KENYA

PHASE	ACTIONS
<p>Screener introduction: potential participants will be contacted by phone to ask them concrete questions that will either qualify or disqualify them</p>	<ul style="list-style-type: none"> • Introduce the WBG as sponsor of the project and the survey firm as responsible for the collection of data. • Explain the purpose of the call and verify identification of potential participant (i.e. ask specifically whether (1) potential participant is currently enrolled in a training institutions and about to graduate; (2) graduated from a training institution in the past three years; (3) if company collaborates/has hired TVET graduates). • Present the goals and subject of the research study in general and brief terms. • Describe the nature of the discussions and the procedure to participate. • Highlight that the participation is voluntary and there is a monetary incentive (without specifying the amount) to compensate for the cooperation.
<p>Invitation to participate: screening introduction will determine if a potential participant effectively qualifies for the targeted focus group. After this first phase, an invitation to participate will be extended.</p>	<ul style="list-style-type: none"> • Introduce the WBG as sponsor of the project and the survey firm as responsible for the collection of data. (This action applies for the employers if the screener introduction was made with a different interlocutor). • Cross-verify that potential participant (1) does in fact attend a training institution and is about to graduate; (2) graduated from a training institution in the past three years; (3) company collaborates/has hired TVET graduates) to determine if person qualifies for focus group and specifically for which focus group. • Detail the project, the focus groups procedures and the manner of participation to allow the participants to understand the importance of their role in the study. • Describe the benefits of their participation and mention that everything shared during participation will remain confidential and anonymous. • Provide date, time of session, exact location and the necessary information to access or find the meeting facility. • Describe the monetary incentive that will be provided and the conditions required to receive it. • Indicate that replacements will not be allowed (i.e. identification will be required when the participant arrives at the discussion). • Provide information about the data collection firm and the name of the person who will be authorized to answer questions or concerns or staff members who should be notified in case the participant is not able to attend. • When the participant accepts the invitation, it is necessary to obtain his/her consent to be contacted again during the validation and confirmation phases.

PHASE	ACTIONS
Validation: this phase will verify that participants meet criteria for participation in the targeted focus group. This phase could be finished in screening and invitation phases	<ul style="list-style-type: none"> • Focus group moderators will ensure that the participants' validation will be completed before focus group sessions commence. • Focus group moderators will do a last verification the day of the discussion before the session begins.
Confirmation: this phase will confirm that the students or graduates or employers are still willing to participate and able to attend.	<ul style="list-style-type: none"> • The participants will be contacted by phone one last time before the sessions to confirm attendance. • An e-mail (if the participant approves it) will be sent providing logistical information, project summary, expected outlines and benefit of the participation. If e-mail-option is not accepted, all this information will be provided during the call. • Focus group moderators will ensure that confirmation process is made in advance of the discussions to allow finding another participant (replacement) when the original is not able to attend.
(Invitation is not accepted)	<ul style="list-style-type: none"> • When a potential participant does not accept the invitation in the second phase, the Logistics Coordinator will contact him/her to follow up on the process. If the potential participant continues to reject the invitation after this interaction, a replacement participant will be contacted (recruitment process begins again). • If the refusal is known in the confirmation phase, the participant will be immediately excluded from the corresponding list and a replacement participant will be contacted (recruitment process begins again).

2.5.1.2 Incentives

To motivate potential participants to take part in focus group discussions a monetary incentive may be offered in line with national practice¹⁴. This incentive should be paid at the end of each focus group session. Each participant must sign a form, previously prepared, to declare that he/she received the established amount. Everyone will be informed about this procedure in the invitation phase (see section 2.5.1.1). The amount of the incentive will correspond to average rate of a workday in the market of the country. The amount of the incentive for students and graduates will be equivalent to average workday rate of a junior employee. The amount of the incentive for representatives of employers will be equivalent to an average compensation for a manager.

2.6 FOCUS GROUP SESSIONS

Consolidation and verification of contact information about targeted participants are a critical component for the focus groups. The process of screening, invitations to participate, validation and confirmation will start as soon the lists from training providers are consolidated. The survey firm must provide a conference room with all facilities to carry out the focus groups sessions. Refreshments and Internet should be available.

¹⁴ If any incentive is required, it will be paid-out by the data collection firm.

2.6.1 Focus Groups Data Consolidation and Management

As a general note for note-takers during focus groups, it is recommended to write the answer of questions from each respondent on individual cue cards. In this manner, we are able to track the characteristics of respondents with answers given. Furthermore, as all questions asked in focus groups are open-ended, anticipated responses will be written on cue cards to both facilitate the process of note-taking and, later on, the process of consolidating the information collected.

3 TEAM COMPOSITION

Prior to the mobilization of services, every member of the data collection firm involved in TAP should be asked to sign a non-disclosure agreement which will also contain declarations outlining details of ethical behaviors that are to be followed. The table below outlines the positions, qualifications and activities as they were structured for the implementation of TAP in Kenya. Such structure does not need to be duplicated for all assessments, but is rather presented as an example:

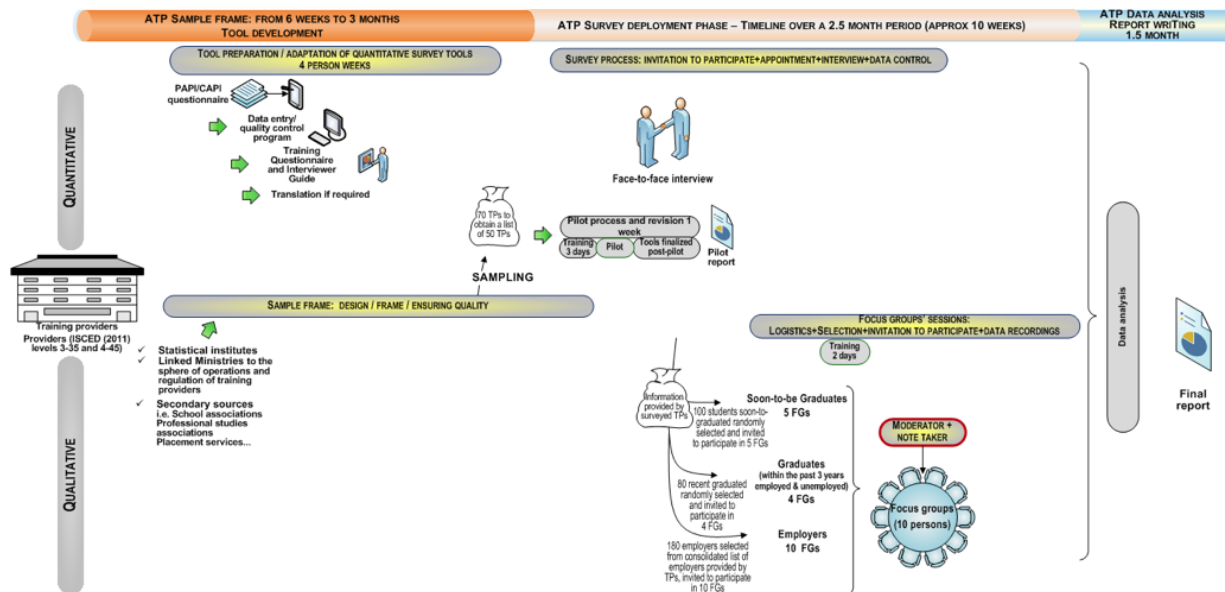
TABLE 3. ACTIVITY DESCRIPTION OF TAP TEAM

Position	Qualification	Description of Activities	
		Quantitative Part (Survey)	Qualitative Part (Focus Groups)
Project Director	Minimum 20 years' experience in survey implementation and management. Strong knowledge of applied economics and education policies.	Manages project (allocates resources, monitors deadlines, and prepares deliverables). Validates all tools' development. Sets all information collection protocols and ensures that they are respected. Validates final data set. Prepares estimations and key aspects of report. Responsible of relations with WBG.	Verifies tools development thoroughness. Verifies qualitative information obtained and analyses it. Assures report preparation and interaction with project stakeholders/ WBG.
Project Data Manager	Minimum 15 years' experience in survey data management. Strong knowledge of applied economics and education policies.	Conceives CAPI tools, and data quality control routines to be integrated in CAPI, run on data sets post data-entry, and manages, validates and prepares dataset for review by the Project Director.	Design note-taking tools during FGs and interviews in a manner such that they are conducive to easy synthesis, without full verbatim recordings.
Project Statistician	Minimum 15 years' experience in statistical analysis.	Designs sampling strategy, draws sample and computes weight computation for generalizations	Develops criteria of selection of participants to FGs and reviews generalizations to identify limitations.
Country Manager	Minimum 10 years' experience in survey implementation and management. Strong knowledge of applied economics and education policies.	Manages team locally. Leads training of all local team. Maps implementation plan for data collection. Manages the unfolding of all interviews with training providers. Conducts interviews.	Plans the participation of individuals to FGs, identifies venues for FGs. Moderates focus groups and writes first draft of summary notes synthesizing FGs.
Assistant Country Manager	Minimum 5 years' experience in survey implementation and management. Strong knowledge of applied economics and education policies.	Assists country manager with all tasks, including training and managing local team and conducting interviews. Replaces Country Manager when required. Manages and participates to any call-back process.	Assists country manager with all tasks, including training and managing local team and conducting interviews. Replaces Country Manager when required. Participates to focus groups moderation or note-taking, as well as to interviews. Contributes to summary notes synthesizing FGs and interviews.
Country Coordinator	Minimum 5 years' experience in survey coordination and well aware of culture/ ins-outs of country in which project is located. Strong training in applied economics.	Provide assistance to the Country Manager and Assistant Country Manager, and more particularly coordinates awareness activity and solicits individual participation of training institutions. Assists in interviews.	Provide assistance to the Country Manager and Assistant Country Manager, and more particularly coordinates awareness activity and solicits individual participation to FGs or interviews. Assists in mediating focus groups or note-taking.
3 Senior Level Interviewers	Minimum of BA degree in related fields such as Education or Sociology. Minimum of 7 years in surveying.	Conduct interviews and enter qualitative inputs of interviews.	Contact/invite potential focus group participants. Note-taking during focus groups and write summary of focus group notes.
Translator	Minimum of BA in Translation. Minimum 5-10 years' experience in translation.	Translate any documents that may be required from English to the local language/dialect and back to English for review and feedback purposes.	Ensure that no one will be excluded from the discussions due to language barriers.

4 TIMELINE

Figure 1 represents the overall timeframe envisaged for TAP and the interconnectedness of the major activities of the project.

FIGURE 1. PROJECT TIMELINE



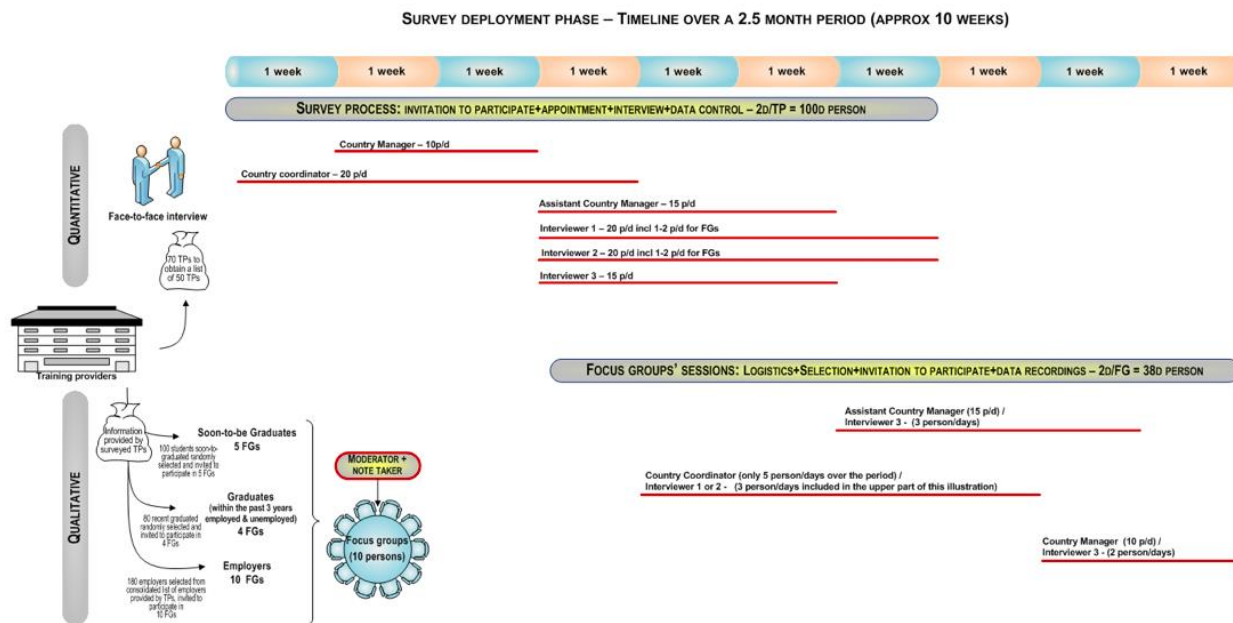
4.1 OVERVIEW OF PRE-DEPLOYMENT AND EARLY-STAGE DEPLOYMENT ACTIVITIES

In sum, the quantitative aspect / of TAP requires the following activities:

- Preparation of a usable sample frame for the quantitative portion of the project (from 6 weeks to 3 months)
- Sampling (1 week)
- Tool preparation/adaptation for the quantitative aspects of TAP (20 days)
- Awareness campaign (3 weeks)
- Training of enumerators (3 days)
- Pilot and revision (1 week)
- For the qualitative portion of the survey, assembling lists of potential participants to focus groups, and selecting, contacting and convincing them to join this activity will require about 3 weeks that will be triggered once the targeted training institutions are met and accept to provide the information from which participants to the FGs will be selected. Tool preparation/adaptation for the qualitative aspects of TAP should take 1 week and is done in parallel with the adaptation of TAP's quantitative tool.

4.2 SURVEY DEPLOYMENT

FIGURE 2. DEPLOYMENT PHASE



As illustrated above in Figure 2, the entire survey deployment phase (i.e. awareness phase and survey implementation) will take approximately 10 weeks. The duration of time required by senior person involved during that phase is also represented in that illustration.

During the first two weeks, the Country Coordinator and Country Manager will reach out to the training providers, as part of the awareness campaign described in Section 1.4, to inform them of the purpose and goals of TAP, an important step to incite the willing participation of selected training providers and obtain their buy-in which will likely lead to more accurate results.

Face-to-face interviews will also be conducted by the assistant country manager and senior level interviewers between the fourth and seventh week.

In the focus group sessions, the country manager, assistant country manager and country coordinator will act as moderators and interviewers will act as note takers (thus alternating between interviewing and note taking). TAP relies on the use of the same small senior group of persons to conduct the survey and lead the focus groups, to ensure more well-rounded information.

Focus groups moderators and note-takers will implement 15 focus group sessions during a six-week period, a slightly longer period than that allocated for the implementation of the survey because focus group participants should include people from all surveyed training providers. Focus group moderators will ensure that all the topics identified in the focus group guides are covered and that all participants' voices are heard.

Suggested roles and responsibilities for the implementation of TAP within the WBG are shown in the following table (for more information, please contact [vvroseth](mailto:vvroseth@worldbank.org), [avalerio](mailto:avalerio@worldbank.org), or [msanchezpuerta](mailto:msanchezpuerta@worldbank.org)):

Implementation Phases	Responsibilities / Tasks	Country Task Team	SABER-WfD Team		Survey Firm
			SABER-WfD TTL	SABER-WfD Project Coordinator	
		<i>Coordinates with government; contracts firm and project coordinator; manages budget and contracts; supervises implementation</i>	<i>Provides guidance and background materials to the Country Task Team</i>	<i>Provides technical assistance, ensures implementation in compliance with TAP's technical standards; coordinates team work</i>	<i>Adapts materials to local context, collects and analyzes data, writes country report and institutional notes</i>
		Days	Days	Days	Days
Phase 1 Preparation	Coordinating with government	1	2	2.25	0
	Contracting a survey firm	2	0	2	0
	Contracting technical assistance	0.25	1	0.25	0
	Designing implementation of TAP Tool	0.75	0	5	7
	Developing sample	0.75	0	5	33
	Reviewing tools	0.5	0	5.5	27
	Selecting interviewers	0	0	1	12
	TOTAL DAYS PHASE I	4.5	3	16	72
Phase 2 Data Collection	Planning data collection	0.25	0	1	7
	Conducting pilot	0.25	0	1	4
	Fieldwork (for a sample size of 50)	1	0	11	55
	Process and data management	2	1	9	14
	TOTAL DAYS PHASE II	3.5	1	22	80

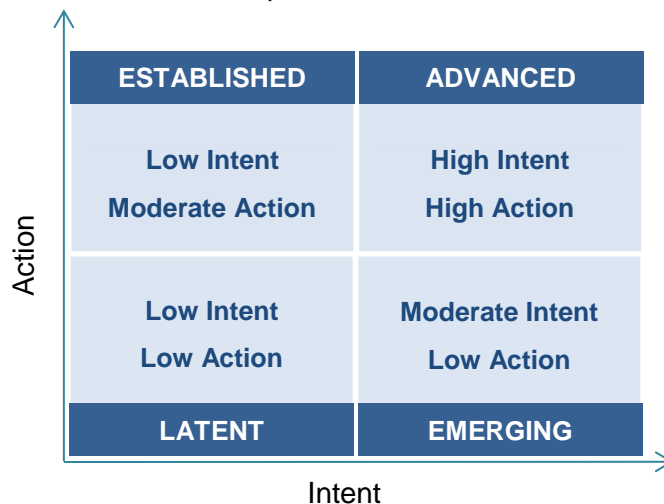
Phase 3 Data Analysis and Writing	Producing training landscape report (d)	0.25	1	1.5	5
	Analyzing data	0.75	3	5.5	25
	Preparation of report and institutional notes (d)	1	2	5	15
	TOTAL DAYS PHASE III	2	6	12	45
Total # Days		10	10	50	197

Note: The distribution of roles, responsibilities and workload outlined above responds to a scheme where data collection is conducted by an external firm, technical feedback and coordination is provided by the GEAK unit under the supervision of Task Teams. It assumes that government counterparts are only tangentially involved during the implementation and are expectant of a fully vetted end product. Although this is the standard for the implementation of TAP, it certainly is adaptable to cases in which, for example, task teams or government counterparts wish to be more actively involved in the assessment.

5 ANALYSIS OF DATA

Once the data from training providers has been compiled, validated by different quality control mechanisms and confirmed as final, it will go through different types of analyses. To start a series of simple descriptive statistics will be calculated by the WBG to identify averages and medians whenever relevant, as well as distribution of responses for each question. Depending on the interests of the country implementing the assessment, the data collection firm will prepare different cross-tabulations by, for example, type of institution, size (as defined during the sampling stage), and geographical location, just to mention some. These steps will yield valuable information on main trends with regards to inputs, actions and outcomes of training institutions.

The data collected on the actions of training institutions will also be scored to place their management practices into one of four possible levels:



To that effect the Skills Team developed a scoring methodology that consists on assigning a value to each answer regarding institutional actions provided by the training institution using a set of scoring rules. These rules were defined using as a basis the SABER-WfD conceptual framework and the policy actions it deems as valuable and necessary for good system performance. The score of each institutional action is composed of a set of questions that seek to understand the extent to which training institutions have a strategic intent and act upon it with regards to each one of the nine Institutional Actions that TAP assesses.

The scoring system is designed to provide two scores per Institutional Action between 1 and 10, one for “intent” and one for “action”. The combination of these two scores places the training institution into one of four quadrants to reflect the existence (or absence) of strategic intent and action. Consistent with the SABER-WfD Framework, each quadrant reflects a level of management: latent, emerging, established or advanced. The team has also developed a set of rubrics that explains in general terms the practices that an institution has in each level.

To set a strategic direction	<p>Institutions set targets, have a formal vision statement and a governance board, but do not collect data to monitor target achievement and do not involve the community (students, employers) in the development of their strategic vision. Management staffs are not accountable to the governance board.</p>	<p>Institutions set a broad range of targets and collect data at least twice a year to monitor target achievement. They have a formal vision statement that includes the community's perspective (students, employers). Management staffs are accountable to the governance board, which includes representatives of employers.</p>
	<p>Institutions do not set targets and do not have internal mechanisms to ensure accountability of management staff. Institutions may or may not have a formal vision statement, but do not include the community's perspective (students, employers).</p>	<p>Institutions may or may not set targets, have a formal vision statement and a governance board. They nevertheless collect data to monitor performance at least once a year and have internal mechanisms to ensure accountability of management staff. They do not engage the community (students, employers) in the development of their strategic vision or their accountability mechanisms.</p>

To develop a demand-driven approach to training	<p>Institutions have a strategy to involve employers in decision making, but no staff member is responsible for its implementation. The skills taught in their training programs are likely to be determined on the basis of government requirements and internal factors. Institutions are unlikely to assess the performance of training programs and, if they do, they use administrative and student/teacher performance data.</p>	<p>Institutions have a strategy to involve employers in decision making and a staff member is responsible for its implementation. The skills taught in their training programs are likely to be determined on the basis of both internal factors and skills needs as expressed by employers or formal skills needs assessments. Institutions assess the performance of training programs using administrative and teacher performance data, as well as data on student performance in the institution and on the labor market.</p>
	<p>Institutions do not have a strategy to involve employers in decision making. The skills taught in their training programs are determined on the basis of government requirements only. Institutions are not likely to assess the performance of training programs and, if they do, they use mostly administrative data.</p>	<p>Institutions may or may not have a strategy to involve employers in decision making and are likely to manage the relationship with employers in a fragmented manner. The skills taught in their training programs are likely to be determined on the basis of government requirements and internal factors. Institutions may or may not assess the performance of training programs; if they do, they use administrative and student/teacher performance data.</p>

To establish a sustained relationship with authorities	Institutions are likely to have participated in policy dialogue in the last three years and have interacted with authorities by hosting and/or attending meetings at least once a year. They have a mechanism in place to occasionally assess compliance with regulations, but do not have a designated liaison to collaborate with authorities. Institutions may or may not undergo financial auditing and, if they do, it is likely conducted internally.	Institutions have participated in policy dialogue in the last three years and have varied open channels of communication with government officials. They have various mechanisms in place to regularly assess compliance with regulations and a designated liaison to collaborate with authorities. Institutions undergo internal and external financial auditing.
	Institutions have not participated in policy dialogue in the past three years and their interaction with authorities is non-existent. They do not have mechanisms in place to ensure compliance with regulations nor a designated liaison to collaborate with authorities. Institutions are unlikely to undergo financial auditing.	Institutions are not likely to have participated in policy dialogue in the past three years and have non-existent to sporadic interaction with authorities. They have a mechanism in place to occasionally assess compliance with regulations and may or may not have a designated liaison to collaborate with authorities. Institutions undergo financial auditing which is likely conducted internally.

To ensure institutional financial viability and efficiency	Institutions ensure continued access to financial resources mainly by complying with government regulations or closely monitoring tuition payment. They may or may not seek funding from potential employers; if they do, the collaboration is limited to financial contributions. Institutions prepare an institutional budget to guide fund management decisions and also take into consideration student assessments (i.e. fund allocation towards programs that are more/less promising) or profitability criteria.	Institutions ensure continued access to financial resources through several methods, including offering training/research services to business and/or organizing fundraising events with employers and the community. They have established a rich collaboration with employers, which provide not only financial resources, but also in-kind donations (e.g. equipment, supplies, training facilities, on-the-job learning) and services (e.g. technical personnel, governance, testing). Institutions prepare an institutional budget to guide fund management decisions and also take into consideration various factors including profitability and program requests from students/employers.
	Institutions ensure continued access to financial resources mainly by complying with government regulations or closely monitoring tuition payment; they do not seek funding from potential employers. They do not use an operational budget to guide fund management decisions, but rather decide based on what is most urgently needed.	Institutions ensure continued access to financial resources through several methods, including offering training/research services to business and/or organizing fundraising events with employers and the community. They have established a somewhat varied collaboration with employers, which provide not only financial resources, but also in-kind donations (e.g. equipment, supplies, training facilities, on-the-job learning). Institutions do not use an operational budget to guide fund management decisions, but rather criteria related to urgency or funding sources.

To fulfill national quality standards	<p>Institutions conduct annual internal reviews to ensure that the quality of training is up to par with national quality standards. If accreditation is mandated, institutions has acquired or renewed their accreditation within the last 10 years. The curriculum of the program with highest enrollment uses competency standards (as defined internally or by a national framework); institutions are unlikely to also use employer or industry standards. If institutions have autonomy to design and adjust end-of-program assessments, these are reviewed occasionally and are used to certify students upon cycle completion.</p>	<p>Institutions conduct annual external reviews to ensure that the quality of training is up to par with national quality standards. If accreditation is mandated, institutions have acquired or renewed their accreditation within the last 5 years. The curriculum of the program with highest enrollment uses competency standards (as defined internally or by a national framework); institutions also take into consideration industry/employer standards. If institutions have autonomy to design and adjust end-of-program assessments, these are reviewed annually and are used to certify students upon cycle completion, to monitor quality of training and for accountability purposes.</p>
	<p>Institutions do not have mechanisms in place to ensure that the quality of training is up to par with national quality standards. If accreditation is mandated, institutions have not acquired their accreditation or processed a renewal in the last 10 years. Institutions' curricula do not use any form of competency or employer/industry standards. If institutions have autonomy to design and adjust end-of-program assessments, these are not reviewed periodically and are used only to certify students upon cycle completion.</p>	<p>Institutions do not have mechanisms in place to ensure the quality of training is up to par with national quality standards. However, if accreditation is mandated, institutions have acquired or renewed their accreditation within the last 10 years. Institutions adapt curricula to fit industry/employer standards but do not use competency standards (as defined internally or by a national framework). If institutions have autonomy to design and adjust end-of-program assessments, these are reviewed once every five years and are used to certify students upon cycle completion and to monitor the quality of training.</p>
To enable students to pursue education and training opportunities	<p>Institutions may or may not evaluate student competency prior to admission; if they do so, they use competency standards. They have flexible arrangements to accommodate students' needs, including schedule alternatives and remote training. Institutions may or may not have standardized exams to test student competency before granting certification. Their certificates are nationally recognized.</p>	<p>Institutions evaluate student competency prior to admission using standards determined at a national level. They have a wide range of flexible arrangements to accommodate students' needs, including daily schedule alternatives, remote training, and intensive or credit-stacking programs. Institutions have standardized exams to test student competency before granting certification and certificates are nationally recognized.</p>
	<p>Institutions do not evaluate student competency prior to admission nor do they have flexible arrangements to accommodate students' needs. They may or may not have standardized exams to test student competency before granting certification. Their certificates may or may not be nationally recognized.</p>	<p>Institutions evaluate student competency prior to admission, but they do so using standards determined internally. They are not likely to have flexible arrangements to accommodate students' needs; if they do, these consist on schedule alternatives or remote training. Institutions have standardized exams to test student competency before granting certification and their certificates are nationally recognized.</p>

<p>To create an teaching/studying experience conducive to learning</p>	<p>Institutions may or may not have introduced or closed programs in the last three years. If they have, decisions in this regard have been driven by internal matters and analyses of the local training and labor market. Program adaptation, if conducted, has taken into consideration internal capacity and external factors such as employers' needs or competition with other institutions. Institutions are not likely to request feedback from students, but have a designated staff to receive and channel their complaints. If they have autonomy to recruit instructors, they require academic qualifications and teaching experience. They evaluate instructors annually through formal mechanisms (student-filled evaluation form), but are unlikely to reward or support instructors based on their performance. Some instructors participate in career development activities such as peer mentoring or short conferences.</p>	<p>Institutions may or may not have introduced or closed programs in the last three years. If they have, decisions in this regard have been driven by internal matters and analyses of the local training and labor market. Program adaptation, if conducted, has taken into consideration a wide range of criteria including labor and training market trends, observed technology shifts, and graduate employment. Institutions request feedback from students and graduates formally and have a designated person to address their complaints. If they have autonomy to recruit instructors, they require academic qualifications, teaching and industry experience. They conduct an annual formal evaluation of instructors; they reward good performance and/or address poor performance. Most instructors participate in a wide range of career development activities, including peer mentoring, conferences, course or industry-led, hands on training.</p>
	<p>Institutions are not likely to have introduced or closed programs in the last three years. If they have, decisions in this regard have been driven by internal matters such as funding and capacity. Program adaptation, if conducted, is mainly guided by government regulations. Institutions do not request feedback from students and do not have a protocol in place to address their constraints. If they have the autonomy to recruit instructors, they do so on the basis of minimum academic qualifications only. Institutions may occasionally evaluate instructors, but are not likely to reward or support instructors based on their performance. Instructors do not have career development opportunities.</p>	<p>Institutions may or may not have introduced or closed programs in the last three years. If they have, decisions in this regard have been driven by internal matters such as funding and capacity as well as consultations with stakeholders. Program adaptation, if conducted, has taken into consideration instructor and infrastructure capacity and costs. Institutions request feedback from students informally and do not have a protocol in place to address their complaints. If they have autonomy to recruit instructors, they do so using minimum academic qualifications as the only criterion. Institutions evaluate instructors annually through informal mechanisms (suggestions box or peer assessments), and are likely to reward or support instructors based on their performance. Some instructors participate in career development activities, such as peer mentoring or short conferences.</p>

To prepare students for the world of work	<p>Institutions may or may not have formal relations with external institutions. If they do, they are likely limited to requesting donations. They have career counselors among staff (and may have an employment center) and provide some career guidance services to students, such as orientation or mentoring sessions. They may or may not require all students to participate in on-the-job learning experiences, but they do not provide any assistance to students in their search for such experiences nor do they formally assess the performance of those who pursue them (or may do so informally).</p>	<p>Institutions have formal and informal relations with different types of external institutions with various purposes, including requesting donations, finding job and on-the-job learning placements for students, and establishing collaboration on specific projects. They have career counselors among staff (and may have an employment center), and provide a wide range of career services to students, including sessions of professional orientation, mentoring and connection with employers. They may or may not require all students to participate in on-the-job learning experiences, but help students find these kinds of opportunities and formally assess the performance of those who pursue them. They also provide support to students in their search for employment.</p>
	<p>Institutions do not have formal relations with external institutions. They may or may not offer career guidance services to students. If they do, services are likely to be limited and provided by instructors or administrative staff. They may or may not require on-the-job learning experience for students, but are unlikely to help students find internship or apprenticeship opportunities or to assess the performance of those who pursue such experiences.</p>	<p>Institutions have informal relations with external institutions which focus on requesting donations or setting internships/apprenticeship for students. They may or may not require all students to participate in on-the-job learning experiences but are likely to assess the performance of those who pursue such experiences. They offer some career guidance services to students which include general professional development advice and assistance in the search for jobs, apprenticeships or internships. Such services are provided by instructors, administrative staff or a career counselor.</p>

To gather and publicize data for informed decision-making	<p>Institutions collect some data to monitor institutional and program performance regularly (once or twice a year) and are likely to have an electronic system to manage information. Data are likely to be processed, analyzed and used in internal discussions on institutional or program performance, but these discussions do not result in agreements to improve policies or procedures.</p>	<p>Institutions collect a wide variety of data on a regular basis to monitor institutional and program performance and manage it using an electronic system. Data are processed, analyzed and used in internal discussions on institutional or program performance which result in agreed adjustments to improve policies and/or procedures.</p>
	<p>Institutions are not likely to collect data to monitor institutional and training program performance. If they do, their efforts are limited to administrative data which is likely to be collected with some regularity, to be managed manually and to not be used for internal discussions on performance and how to improve.</p>	<p>Institutions collect a variety of data to monitor institutional and program performance with some regularity and are likely to manage these data manually. Data are not likely to be processed, analyzed and used in internal discussions on institutional or program performance and how to improve.</p>

Rubrics have two different purposes; one is to translate the scores into a description of practices that can be easily relatable, and the second is to provide an indication of the practices that institutions can aspire to. The team expects this information to be useful for policy makers, but also for training institutions. Therefore, the team has created TAP scorecards that are tailored to each institution that participated in the assessment. In these scorecards institutions can see their scores and compare themselves against the average. Rubrics pertaining to the next level are also included for each Institutional Action so that institutions can have some direction -albeit brief- on what improvements they should implement.

As one of the objectives of this exercise is to identify how successful training institutions achieve good outcomes, a final step of analysis for the data from training institutions is to calculate correlations between scores and three different outcomes: completion rates, employment and enrollment in further education or training.

The data from all focus groups will be reviewed and consolidated by group category (students, graduates, and employers). The conclusions for each category will be contrasted against the information provided by training institutions and used to nuance the findings.

6 PRODUCTS

TAP concludes with the delivery of the following products:

1. A compiled **database of operating training institutions** as identified from secondary sources of information (prepared by the data collection firm and reviewed by the WBG)
2. A **country report** that summarizes the main findings of the analysis of data from training institutions, students, graduates and employers (prepared by the WBG with inputs from the data collection firm)
3. A list of **training institutions' scores** in each institutional action (prepared by the data collection firm using the methodology provided by the WBG)
4. **Institutional scorecards** tailored to the sampled institutions that participated in TAP (prepared by the data collection firm using a template provided by the WBG).

Given the richness of the data that TAP provides, there is a wide range of additional products that can be developed. The Skills Team encourages task teams implementing TAP to explore innovative ways of using and conveying the findings and data obtained from this assessment. The TAP-Albania team produced, for example, a policy note based on the country report in the form of a two-page infographic. Depending on the audience and objectives in each case, teams can explore developing traditional or unconventional policy notes, different data visualization techniques, ways to use of information to develop accreditation or other accountability procedures, etc. However, it is important to note that this document and the accompanying cost file only cover the development of the four products mentioned in the list above.