



# TAP

**Training  
Assessment  
Project**

# Background



**TAP** is part of the World Bank's Global Initiative **SABER**, which focuses on assessing policies in education and training systems



Early Childhood Development



Education Management Information Systems



Education Resilience



Engaging the Private Sector



Equity and Inclusion



Information and Communication Technologies



School Autonomy and Accountability



School Finance



School Health and School Feeding



Student Assessment



Teachers



Tertiary Education



Workforce Development (Policy Effectiveness, Training Assessment)

# Background

## SABER Workforce Development Tools

### Policy Intent Tool

Provides high-level view of national or regional policies and strategies to improve workforce skills



### Training Provision Tool

Provides close-up view of policy implementation at the service provision level

Tools analyze performance in three dimensions  
from different perspectives



# Background

## Knowledge Products: 2 Tools

1.

### Policy Intent

- [Standardized questionnaire, scoring and implementation package for systems](#)
- Country reports assessing policies and practices (30+ countries)
- [Cross-country analysis](#)
- [Infographics](#)



**Top-down  
System  
Perspective**



2.

### Training Provision (TAP)

- Standardized questionnaire, scoring and implementation package for service providers
- Country reports assessing training provision landscape (4 completed and 7 in the pipeline)
- Institutional-level Scorecards to benchmark providers' performance against good practice and peers

**Bottom-up  
Landscape  
Perspective**



# Training Provision Tool (TAP)



## Objective

Identify the institutional management practices of training providers that are associated with quality instruction and positive employment outcomes



## Program Application

- Inform policy discussions on workforce development, lifelong learning, TVET reform and quality, and workplace training
- Support program design by offering a unique perspective on the strengths and weaknesses of training providers
- Support program implementation by identifying potential partner institutions to expand different types of training opportunities

# Training Provision Tool (TAP)

## Research Questions



### 1. Training Landscape

How many training institutions are operating?



### 2. Data Collection

How do training providers operate?



### 3. Scoring

How well do training providers perform, compared to good-practice and peers?



## 1. Training Landscape

# How many training institutions are operating?

**TAP** aims to identify all training providers operating in the country/region and gather basic identifiers and other data points\*

- **Name**
- **Location**
- **Contact point**
- **Legal status (public, private)**

- **Education level/type**
- **Enrollment figures**
- **Average age of students**
- **Number and duration of programs**

\* Specific data points are agreed upon with WB task teams and their counterparts



# How?

# Applying Mapping Tool

- Seeks to establish a database of providers, a sample frame, and a guide for data collection
- Tailored to clients' preferences on desired research sample

[illegible]





## 1. Training Landscape

# How many training institutions are operating?

### Products

Database of training provision landscape

Short descriptive report of the training landscape

### Mapping Tool with information on the following:



#### PROVIDER

Public  
Private  
Not for Profit  
Work-based  
...



#### PROGRAMS

Secondary-equivalent  
Post-secondary  
Certificate  
Diploma  
...



#### ENROLLMENT

Fewer than 10 students  
Between 10 and 50 students  
Full-time programs  
Part-time programs  
...



#### LEGAL STATUS

Registration  
Licensing  
Accreditation  
...



## 2. Data Collection

# How do they operate?

## How?

Applying 3 types  
of **survey  
instruments**



### **Training Institutions**

*Survey of Training Providers*



### **Students and graduates**

*Focus Groups Interviews*



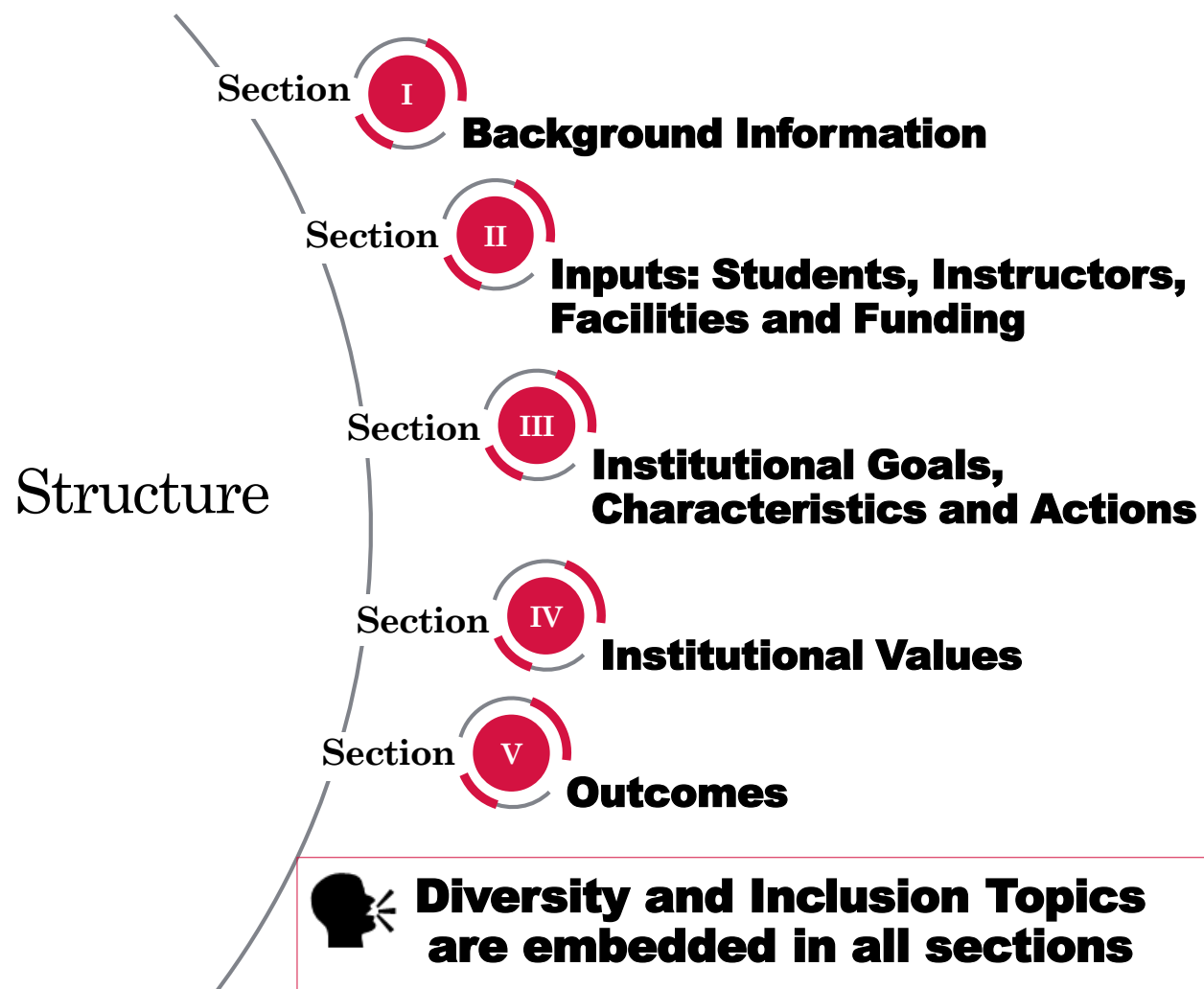
### **Employers**

*Focus Groups Interviews*



## 2. Data Collection

# Training Institutions — Survey



Section III Institutional Goals	
IG-1	To set a strategic direction
IG-2	To develop a demand-driven approach to training
IG-3	To establish a sustained relationship with authorities
IG-4	To ensure institutional financial viability and efficiency
IG-5	To fulfill national quality standards
IG-6	To enable students to pursue education and training opportunities
IG-7	To create an teaching/studying experience conducive to learning
IG-8	To prepare students for the world of work
IG-9	To gather and publicize data for informed decision-making

\*Data is self-reported



## 2. Data Collection

# Training Institutions — Survey\*



Standard survey has 90+ questions

### Country adaptations include:

- Addition or elimination of questions
- Review for clarity of concepts and intentions
- Translation
- Programming in CAPI

• Pre-enrollment and post- completion assessments

• Links with employment offices

• Student support services to prevent drop-outs

• Curriculum



## 2. Data Collection

# Students & graduates, Employers — Focus Groups



Standard focus group guides include about 15 questions

### Country adaptations include:

- Adjustment of questions
- Review for clarity of concepts and intentions
- Translation
- Preparation of grids

Focus groups guides for instructors

Inclusion of topics added to survey



## 2. Data Collection

# How do training providers operate?

## Products

- **Survey & Focus Group results**



- **Country report**



**Surveys provide critical information on the following areas:**

**Inputs**

**Actions**

**Outcomes**

**Recommendations**



## 2. Data Collection

# How do training providers operate?

*examples*

## Inputs

- Revenues
- Expenditure
- Trainee profile
- Instructor profile
- Administrative staff
- Physical plant
- Technology equipment

## Actions

Strategy

Quality oversight

Service delivery

Institutional Goal	
IG-1	To set a strategic direction
IG-2	To develop a demand-driven approach to training
IG-3	To establish a sustained relationship with authorities
IG-4	To ensure institutional financial viability and efficiency
IG-5	To fulfill national quality standards
IG-6	To enable students to pursue education and training opportunities
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IG-9	To gather and publicize data for informed decision-making





## 2. Data Collection

# How do training providers operate?

*examples*

## Outcomes

**73%**



Average completion  
rate of most popular  
training programs

**27%**



Average percentage of  
graduates who pursue  
education of training

**40%**



Average percentage  
of graduates who find  
a job within 6 months

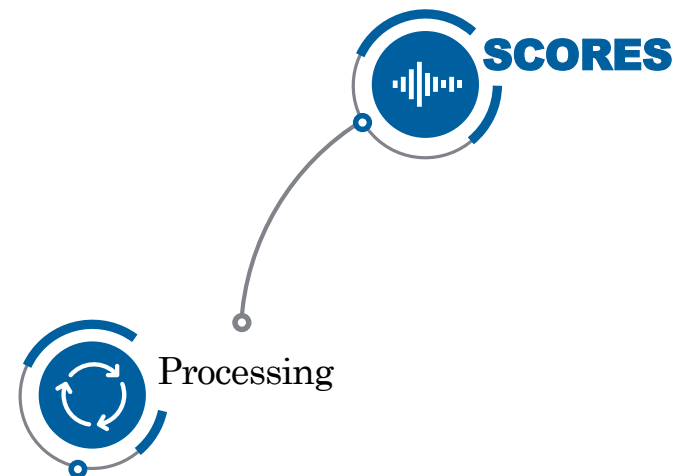




### 3. Analysis and Scoring

# How well do they perform, compared to good-practice and peers?

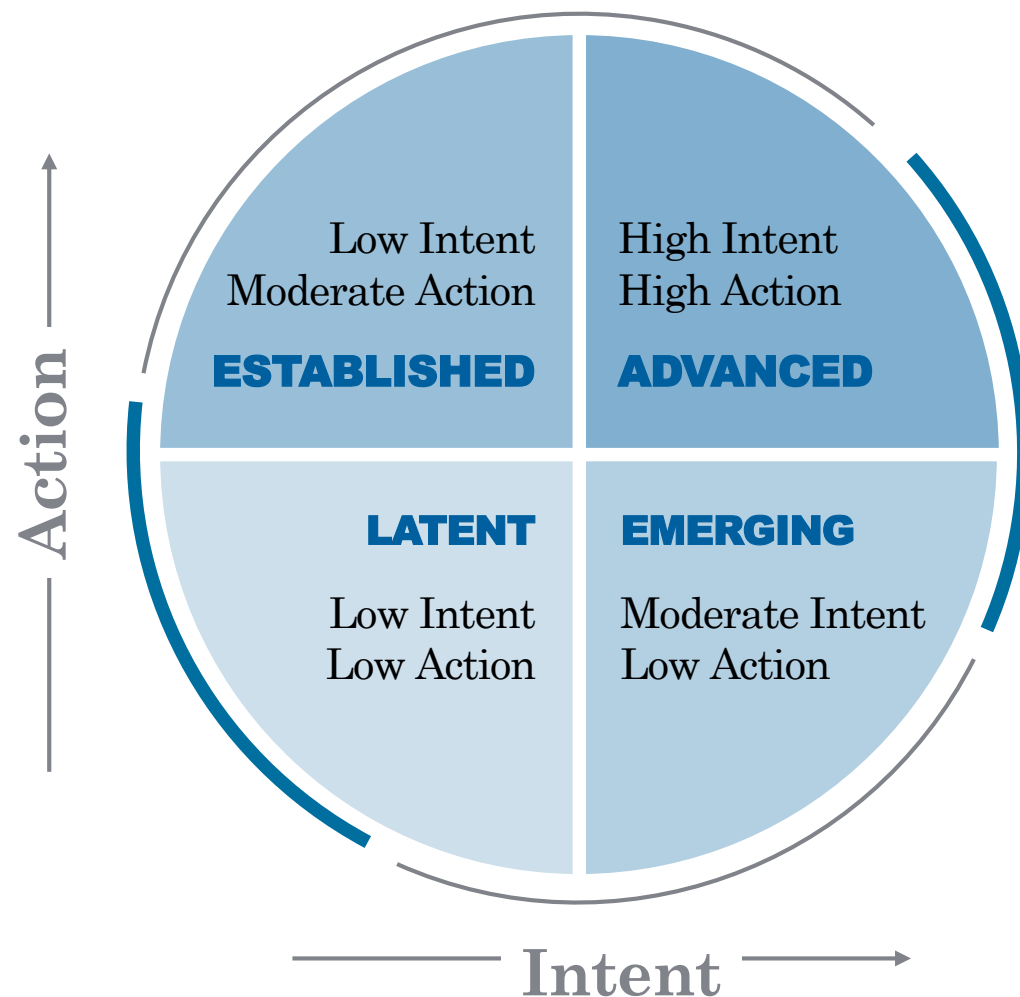
Institutional Goal	
Strategy	IG-1 To set a strategic direction
	IG-2 To develop a demand-driven approach to training
	IG-3 To establish a sustained relationship with authorities
Quality oversight	IG-4 To ensure institutional financial viability and efficiency
	IG-5 To fulfill national quality standards
	IG-6 To enable students to pursue education and training opportunities
Service delivery	IG-7 To create an teaching/studying experience conducive to learning
	IG-8 To prepare students for the world of work
	IG-9 To gather and publicize data for informed decision-making





### 3. Analysis and Scoring

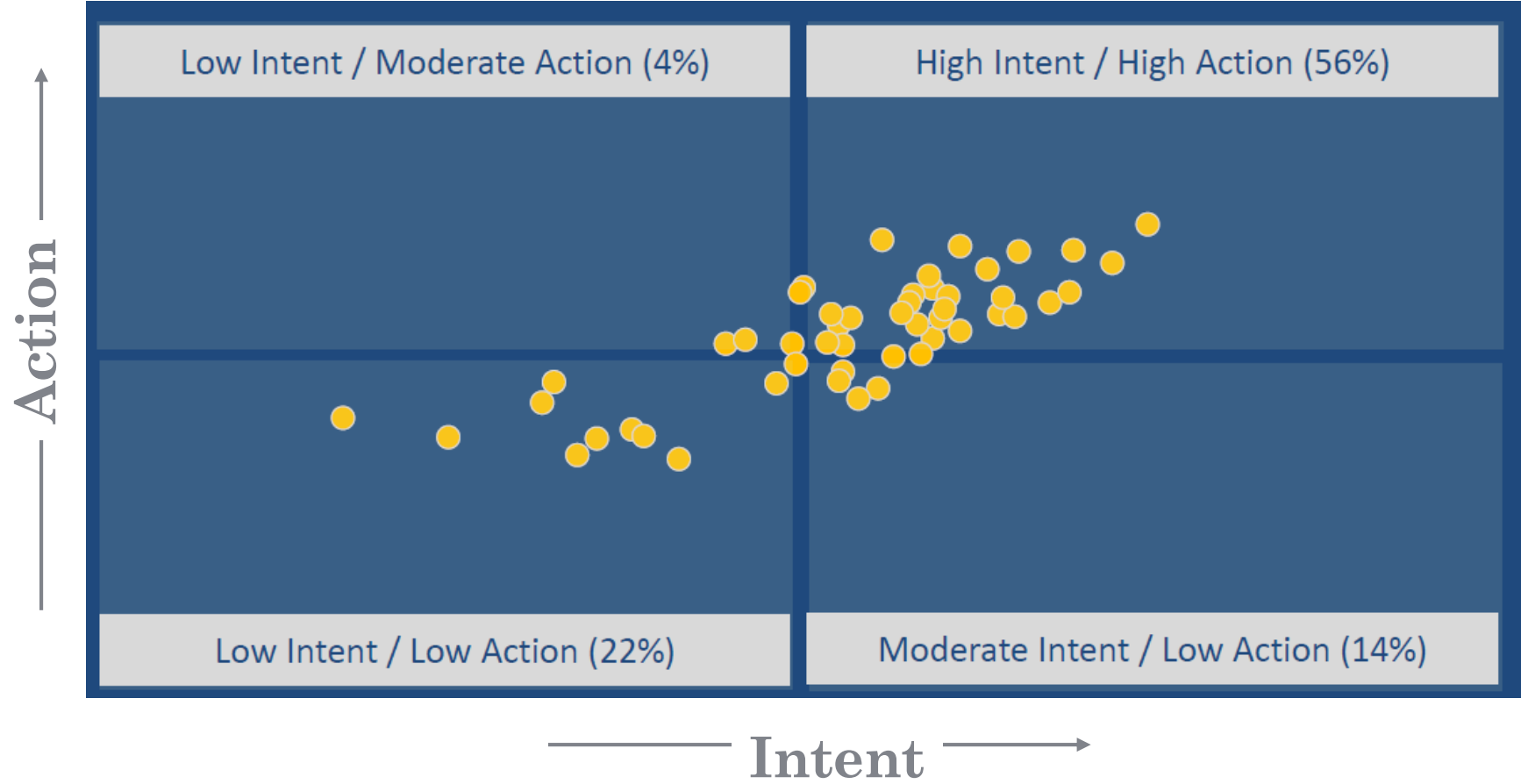
**How well do they perform,  
compared to good-practice and peers?**





### 3. Analysis and Scoring

**How well do they perform,  
compared to good-practice and peers?**





### 3. Analysis and Scoring

# How well do they perform, compared to good-practice and peers?

**Institutional scorecards**



**Dissemination materials**



# Disability Inclusion in Context



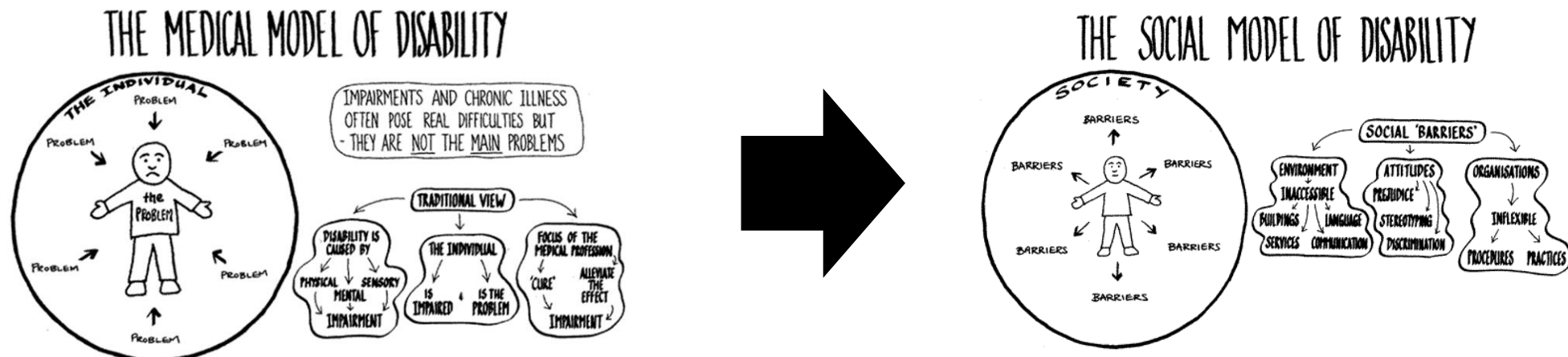
[Video: Disability Inclusion Matters for All](#)

## Disability

**1 billion people** experience some form of disability (about 15% of global population)

Disability is an evolving concept and “results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”

“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”



# Summarizing

## 3 PHASES



## 6 PRODUCTS

- 
- A vertical line with colored dots (green, red, blue) corresponding to the phases, listing six products. The first two products are associated with Phase 1 (green), the next two with Phase 2 (red), and the last two with Phase 3 (blue).
- Mapping tool
  - Short summary of training provision landscape
  - Survey and focus group data
  - Country report
  - Institutional scores and scorecards
  - Other dissemination materials

# TAP Partnerships

**Strong Support  
from government,  
employers & partners**



```
graph LR; A[Strong Support from government, employers & partners] --- B[Customizing the research instruments]; A --- C[Identifying a suitable, representative sample of training providers]; A --- D[And providing political support to the research engagement to ensure the required participation from those training providers.]; B --- E(( )); C --- E; D --- E; E --- F[Results];
```

The diagram illustrates the TAP Partnerships process. It begins with a central node on the left, 'Strong Support from government, employers & partners', which is connected by three lines to three intermediate steps: 'Customizing the research instruments', 'Identifying a suitable, representative sample of training providers', and 'And providing political support to the research engagement to ensure the required participation from those training providers.' These three steps converge into a single point, which then leads to a large circle on the right labeled 'Results'.

Customizing the research instruments

Identifying a suitable, representative sample of training providers

And providing political support to the research engagement to ensure the required participation from those training providers.

## Results

Rich data set and analytical report describing the strengths and weaknesses of the training landscape, as well as a menu of potential actions to strengthen provision to improve outcomes.



# Thank you

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# World Bank Guidance and Resources on Equity & Inclusion

- [World Bank Group, Equity and Inclusion in Education in World Bank Projects: Persons with Disabilities, Indigenous Peoples, and Sexual and Gender Minorities \(May 2019\).](#)
- [World Bank Disability Inclusion and Accountability Framework \(2018\)](#)
- [World Bank Group Commitments on Disability-Inclusive Development \(2018\)](#)
- [World Report on Disability \(2011\)](#)