TAP
Training Assessment Project
**TAP** is part of the World Bank’s Global Initiative **SABER**, which focuses on assessing policies in education and training systems.
Background

SABER Workforce Development Tools

**Policy Intent Tool**
1. Provides high-level view of national or regional policies and strategies to improve workforce skills

**Training Provision Tool**
2. 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

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
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
1. Training Landscape

How many training institutions are operating?

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
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
...
How do they operate?

2. Data Collection

How?

Applying 3 types of survey instruments

- Training Institutions
  - Survey of Training Providers
- Students and graduates
  - Focus Groups Interviews
- Employers
  - Focus Groups Interviews
Training Institutions — Survey

2. Data Collection

Structure

Section I Background Information

Section II Inputs: Students, Instructors, Facilities and Funding

Section III Institutional Goals, Characteristics and Actions

Section IV Institutional Values

Section V Outcomes

Diversity and Inclusion Topics are embedded in all sections

Section III Institutional Goals

<table>
<thead>
<tr>
<th>IG</th>
<th>Institutional Goal</th>
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<tbody>
<tr>
<td>IG-1</td>
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<td>IG-2</td>
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<td>IG-9</td>
<td>To gather and publicize data for informed decision-making</td>
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*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

*Can be done on a census or sample basis
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

*Can be complemented with other official data*
2. Data Collection

How do training providers operate?

Survey & Focus Group results

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**

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How do training providers operate?

**Examples**

### Outcomes

1. **Average completion rate of most popular training programs**
   - 73%

2. **Average percentage of graduates who pursue education of training**
   - 27%

3. **Average percentage of graduates who find a job within 6 months**
   - 40%

*As reported by institutions based on informed guesses, not data collected.*
### Analysis and Scoring

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

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**Strategy**

- Quality oversight
- Service delivery

**SCORES**

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

3. Analysis and Scoring

- **Low Intent, Low Action**: LATENT
- **Moderate Intent, Low Action**: EMERGING
- **Low Intent, Moderate Action**: ESTABLISHED
- **High Intent, High Action**: ADVANCED
How well do they perform, compared to good-practice and peers?

3. Analysis and Scoring

<table>
<thead>
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<tr>
<td>Low Intent / Moderate Action (4%)</td>
<td>High Intent / High Action (56%)</td>
</tr>
<tr>
<td>Low Intent / Low Action (22%)</td>
<td>Moderate Intent / Low Action (14%)</td>
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3. Analysis and Scoring

How well do they perform, compared to good-practice and peers?
Disability Inclusion in Context

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

1. **Training Landscape**
2. **Data Collection**
3. **Analysis and Scoring**

3 PHASES

6 PRODUCTS

- 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**

- 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 Report on Disability (2011)