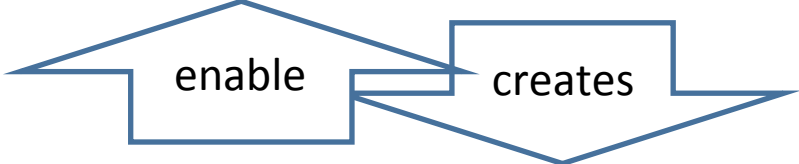


# Typical Result Chains in the VSD / TEVT Sector

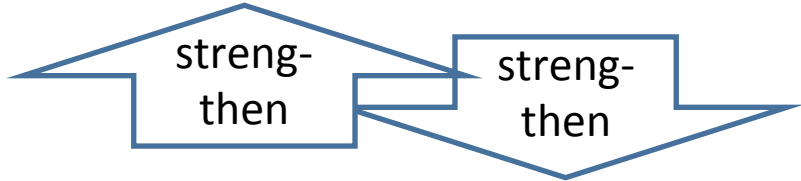
a three layer model  
locating SDC's Interventions

Workforce



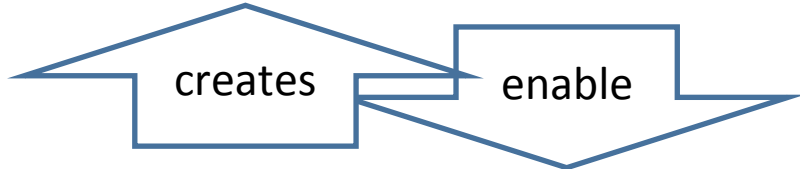
Delivery

micro



Provisions

meso



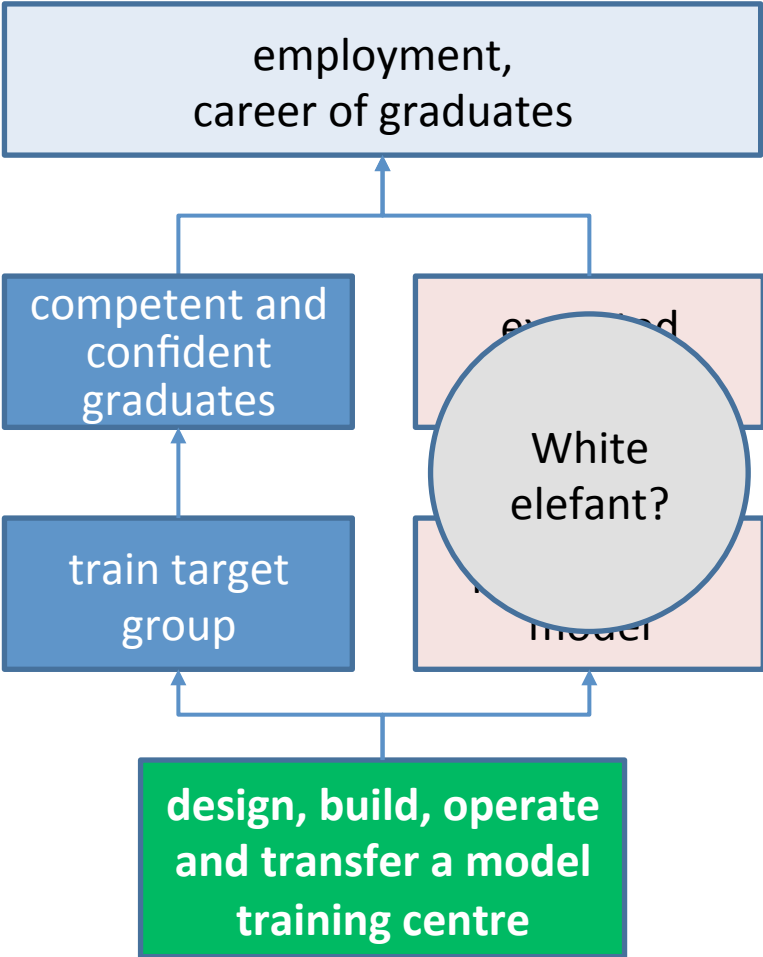
Policy



# Micro-Level Initiatives

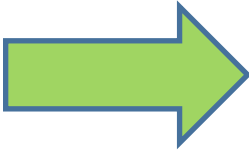
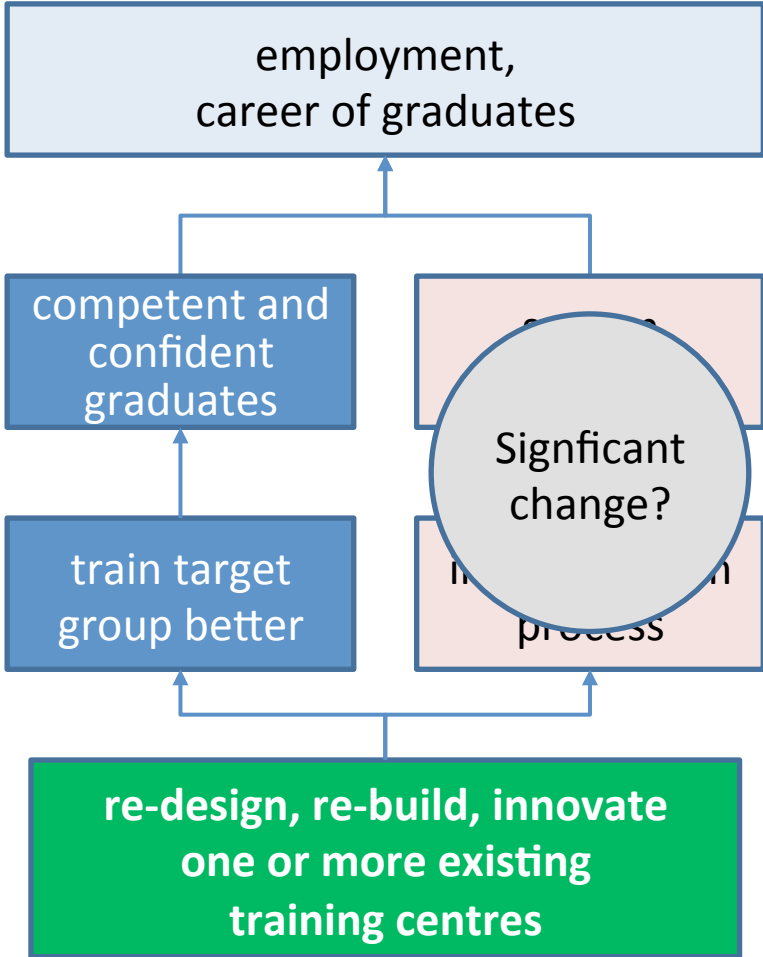
## Centre of Excellence

(combines delivery and capacity development)  
 and the expected mechanism to significance

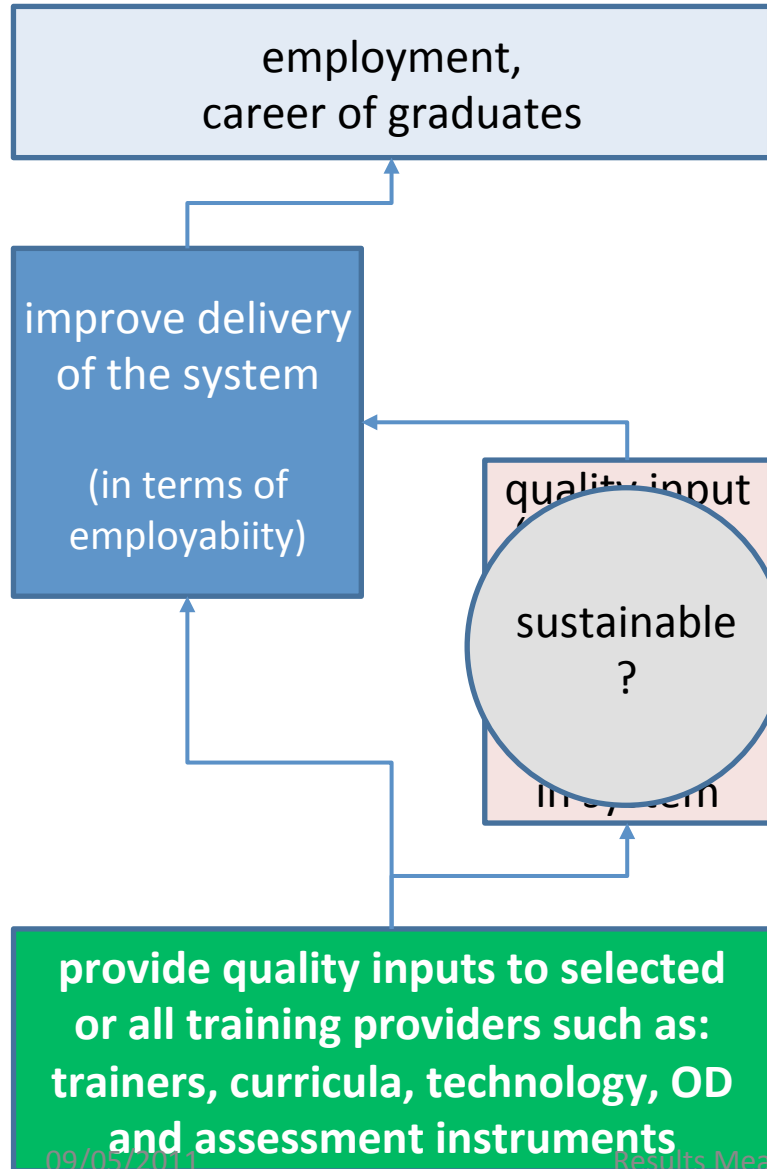


## Revamping Approach

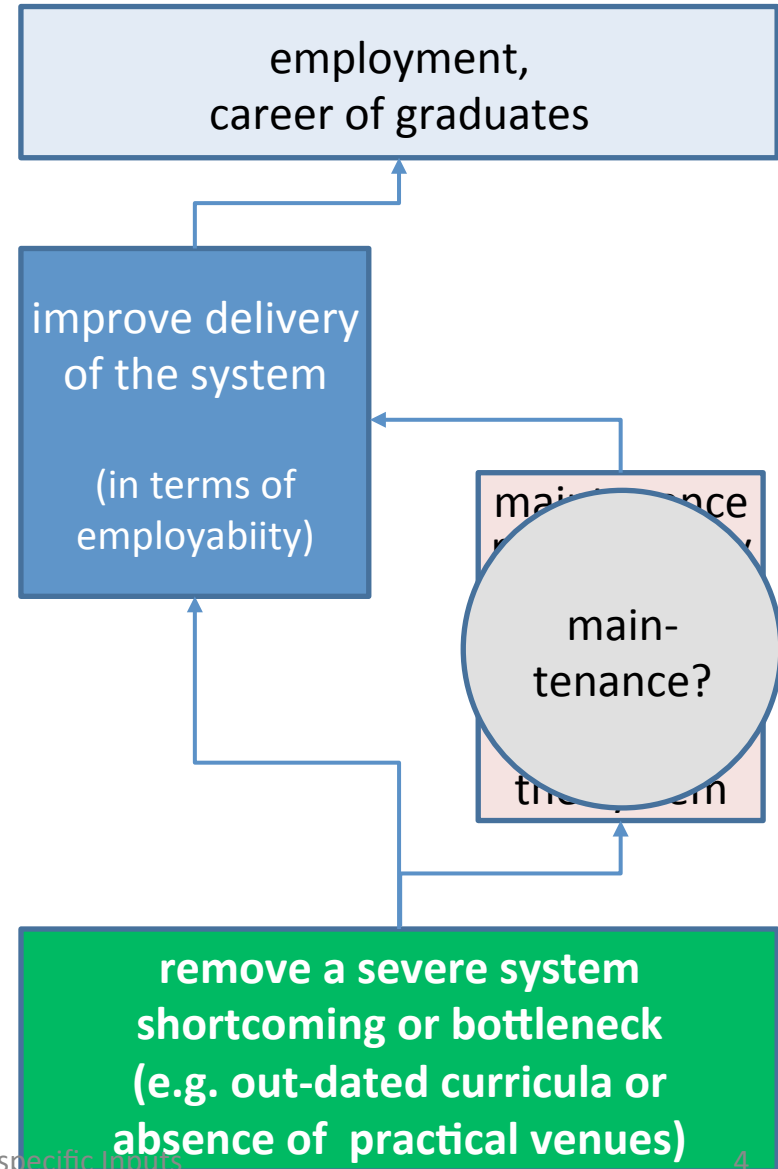
(combines delivery and capacity development)  
 and the expected mechanism to significance



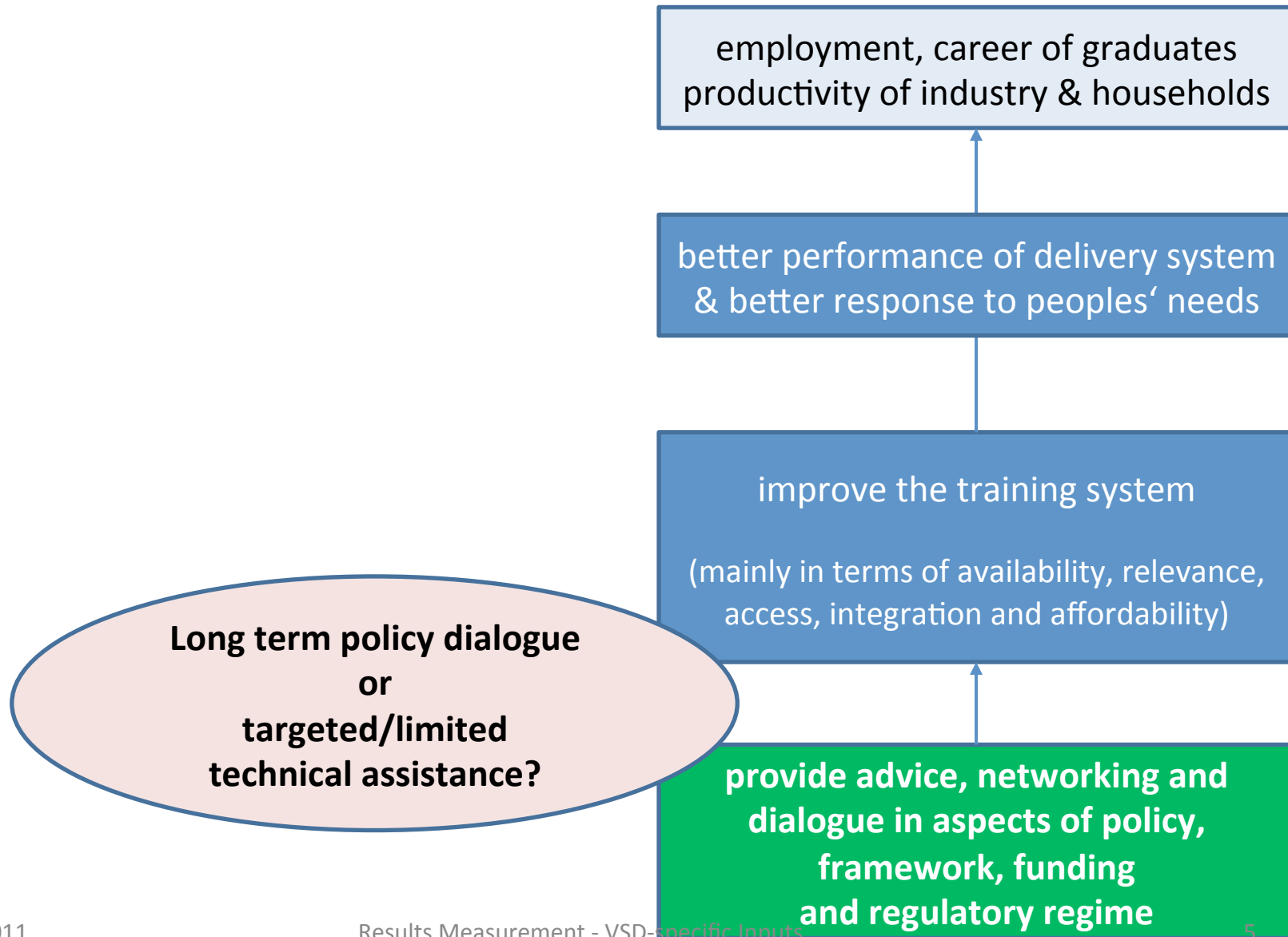
# Meso-Level Initiative (comprehensive approach)



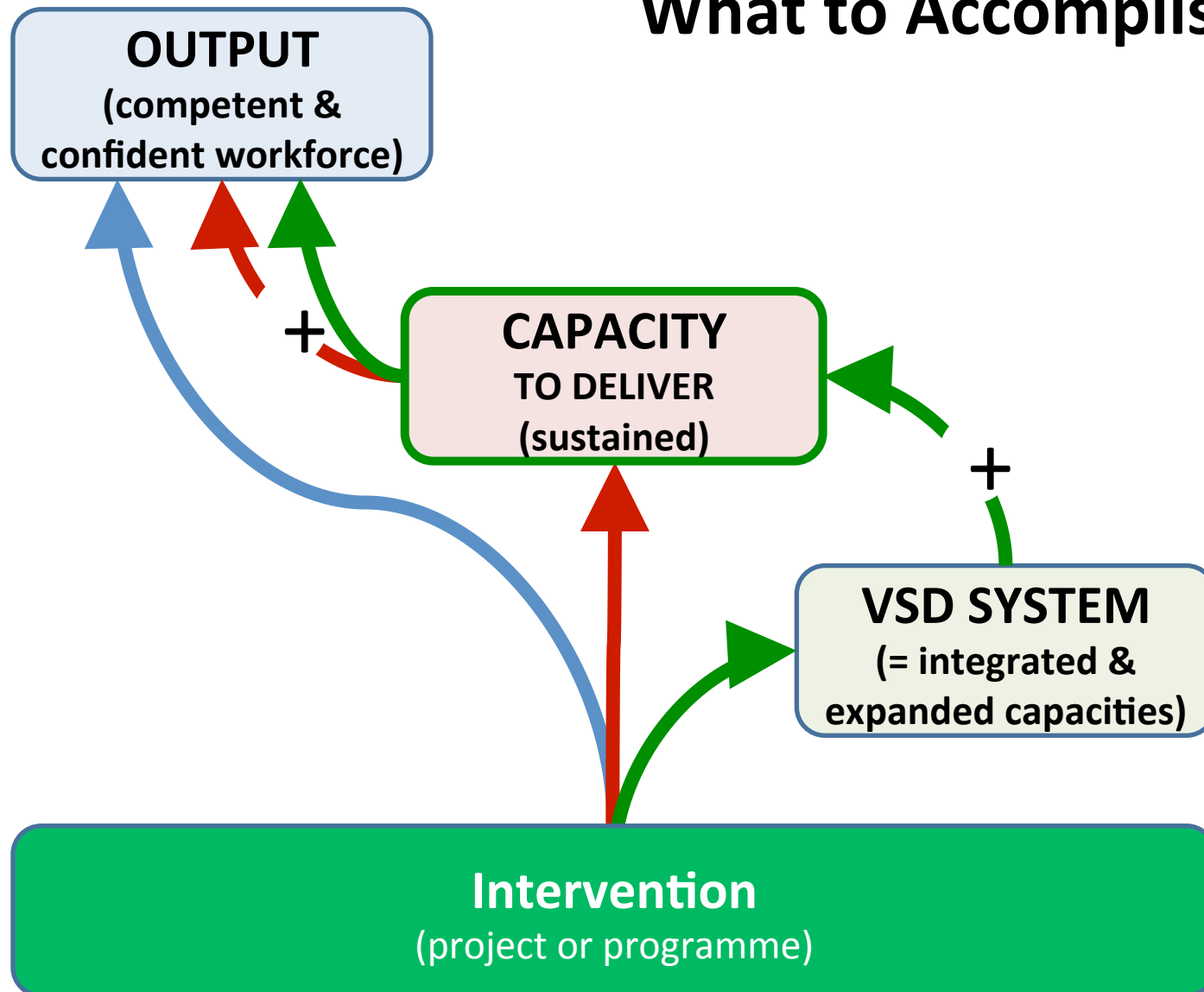
# Meso-Level Initiative (bottleneck approach)



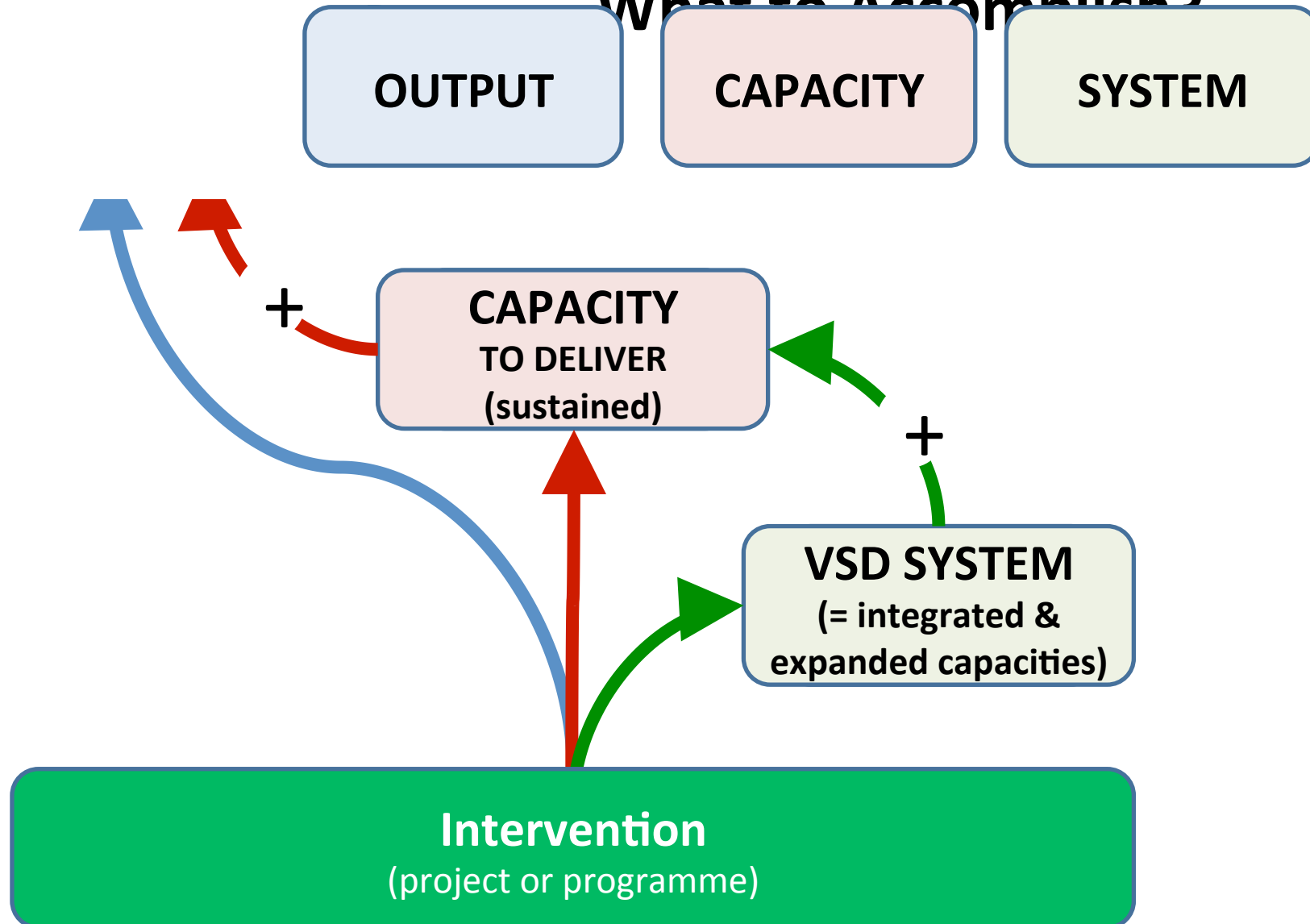
# Macro-Level Initiative



# VSD Projects: What to Accomplish?



# VSD Projects: What to Accomplish?



# 2-Dimensional Project Typology



macro

comprehensive LAW on VSD/ TVET	multi-partite VSD/TVET Think Tank	VSD/TVET Regulatory Authority
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meso

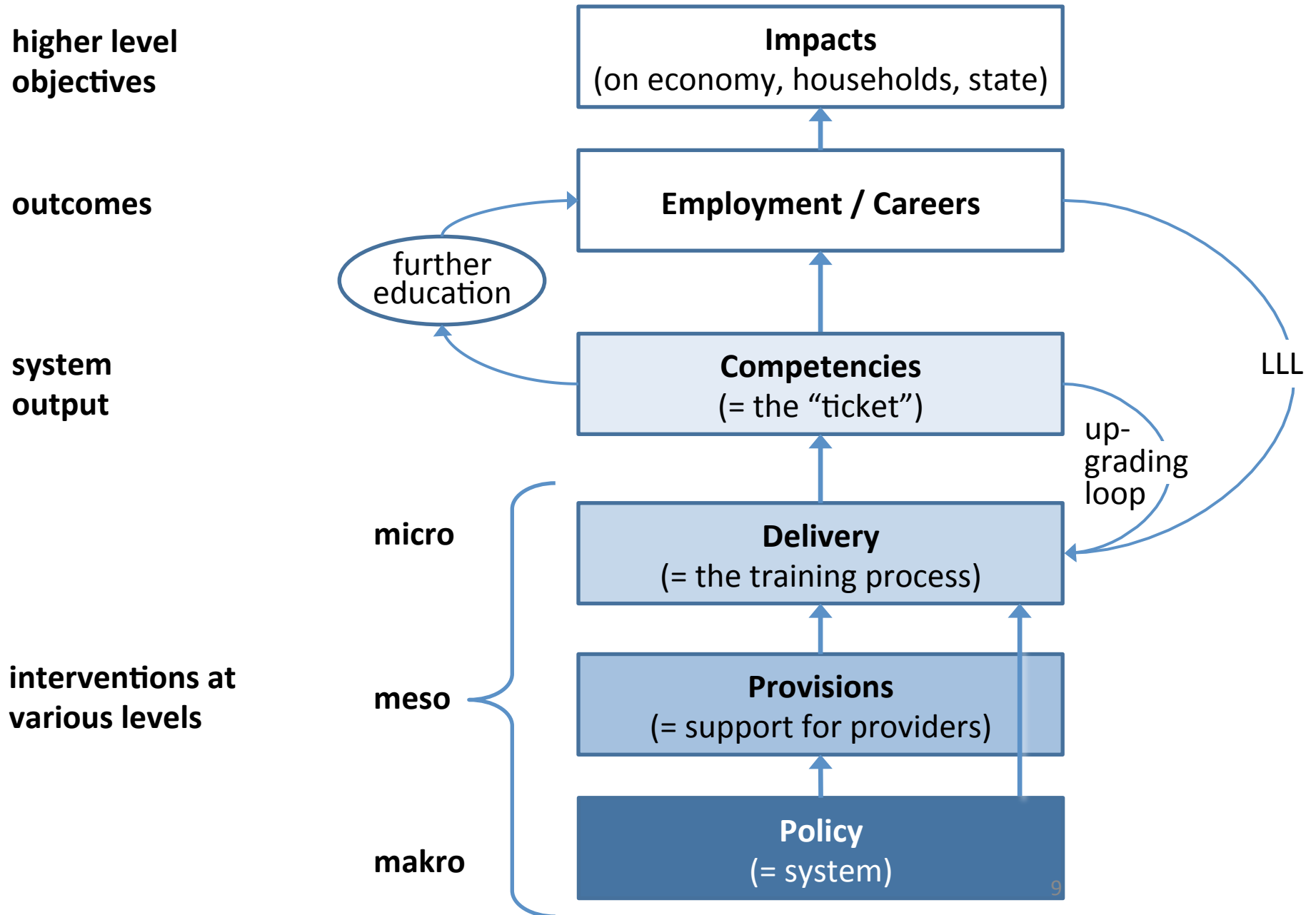
Shot in the Arm of ailing VSD centres	VSD Quality <b>examples</b> Providers	quality assurance regime or market
---	---	---------------------------------------

micro

removal of an acute manpower shortage	centre of VSD excellence	family of excellent VSD providers
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# Generic VSD Result Chain



## Hints for Indicators

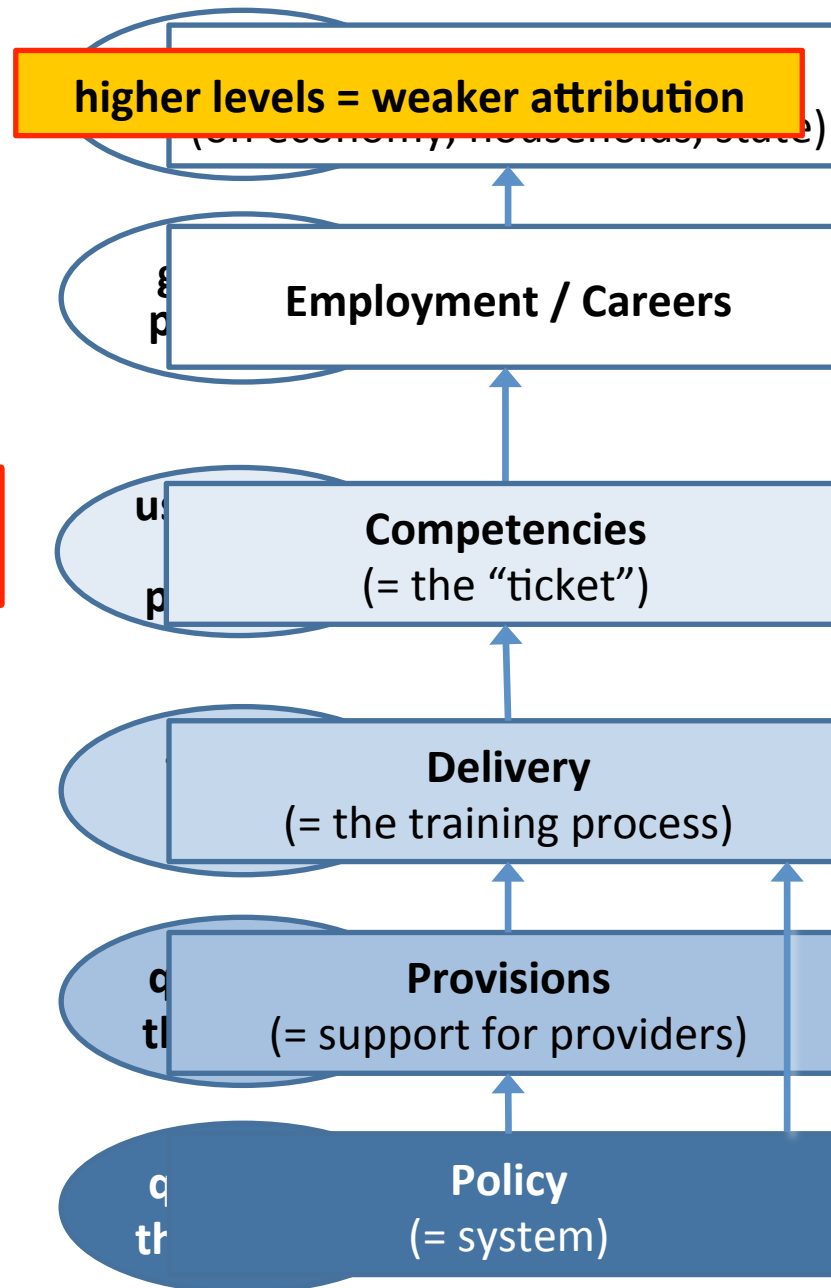
- productivity /growth
- quality of life / health
- reduction of fragility
  
- income
- status
- job security / decency
  
- employability
- permeability
- upgradability
  
- relevance
- equity / access
- attrition
  
- content / curriculum
- trainers / teachers
- facilities / venues
- management / orga.
  
- How to assess?

What is this?



## Measurement Object

## Elements of the Chain



# Determining the “Ticket Value” in VSD / TVET (outcomes level)

- employability
- permeability
- upgradability

What is this?

**Measure “employability”:**  
Successful acquisition of the relevant occupational competencies

pass assessment

of stated learning outcomes

**Measure “permeability”:**

**Access to Bridges** into (higher) Education with **recognition** of prior Learning

get right of enrolment

with fair articulation

**Measure “upgradability”:**

**Access to VSD/TVET Ladders** leading to higher levels of occupational competencies.

get right of enrolment

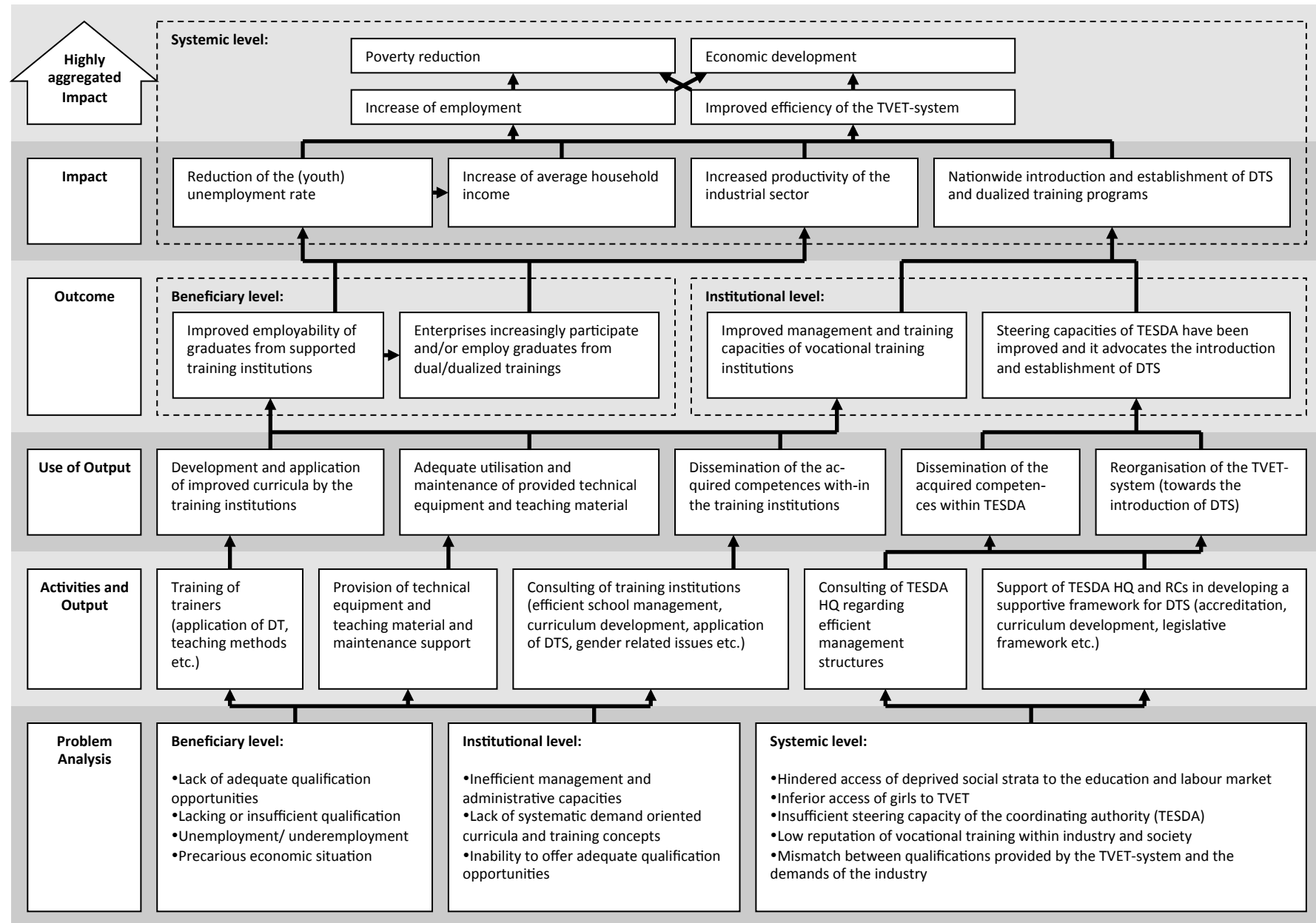
without restrictions

## **Conclusions for Result Measurement:**

- 1. In VSD result chains eventually aim at EMPLOYMENT.**
- 2. The LENGTH of a result chain depends on the project type (makro-meso-micro).**
- 3. Longer Result Chains have more intervening variables. The “tightness” of attribution decreases.**

# **Integrated Result Chains of a TVET Programme in the Philippines (GIZ)**

# Example Results Chain of a complex VSD programme



Example for constructing a “rating” Indicator:

# Policy Checklist

criteria	element	Qualifications Framework	Regulatory Regime	Funding
<b>Is it simple?</b> (avoiding over-design)				
<b>Is it just?</b> (inclusion of disadvantaged groups)				
<b>Is it comprehensible?</b> (stating: “What is in it for the people?”)				
<b>Is it participative?</b> (involving tri-partite bodies)				
<b>Does it foster markets?</b> (triggering private sector initiative)				

**Why is this important?**

**Is this a RESULT?**

- How to assess?



09/05/2011

Results Me

quality of the regime

Policy (= system)

# One or Two Systems?

**VSD (less formal) and  
TVET (more formal)**



# Terminology (from a glossary used in Nepal)

S	<p><b>VSD</b></p> <p><b>Vocational Skills Development</b></p>	<p>“<b>Skills</b>” is often used for the ability to perform a task or a job in line with occupational standards by applying knowledge, dexterity and attitudes. In this comprehensive sense it is used like the term competencies. <b>Development</b> expresses various processes of acquiring or imparting skills. (→ training modes). <b>Vocational</b> as opposed to “technical” is sometimes used to express lower levels of occupational competencies.</p>	<p>VSD may include everything from organised training in a formal educational setting to non-intentional experience-based learning at work.</p> <p>(For “levels” see the generic descriptors of learning outcomes in many of the qualifications frameworks.</p>
T	<p><b>TVET</b></p> <p><b>Technical and Vocational Education and Training</b></p>	<p>A combination of <b>ILO-preferred</b> (human resources <b>training</b> and development) and <b>UNESCO-preferred</b> (technical and vocational <b>education</b>) terminology; widely used in international practice to address the systems, or specific measures, that enable the workforce to meet economic or labour market requirements; TVET is also found in other countries as TEVT or sometimes as VET or VT.</p>	<p>In the area of development assistance the terms are nowadays often replaced by Skills Development, whereas “...the more input-orientated terms of education and training have seen a relative decline in usage.” (McGrath, Simon, Skills for Development: a new approach to international cooperation in skills development, Journal of Vocational Education and Training, Volume 54, p.420.</p>

# non- and in-formal VSD and the TVET “System”

