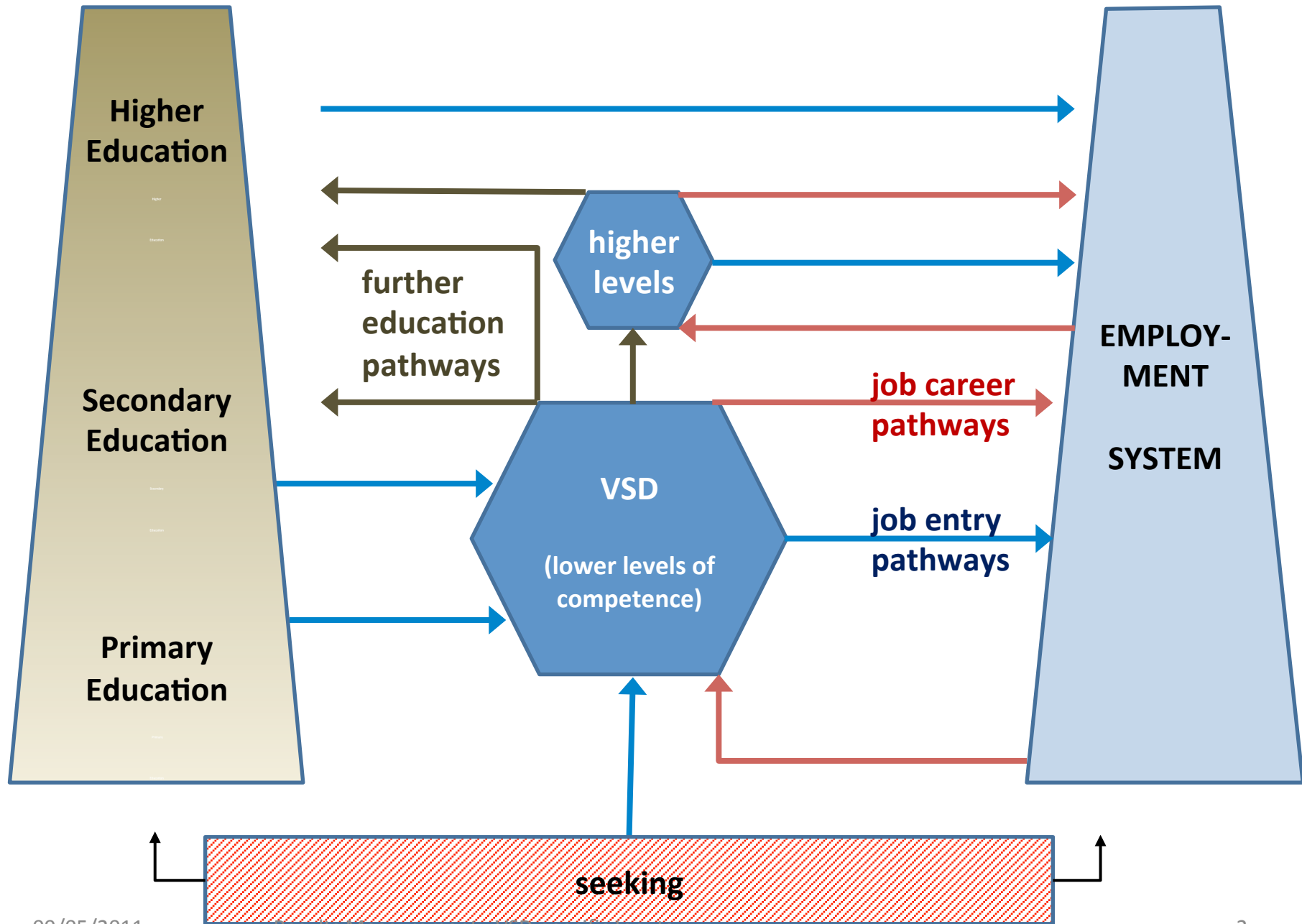


# VSD-Specific Monitoring Aspects

## Pathways Model

**Exploring trainees' expectations and benefits.  
Looking at the system's LADDERS and BRIDGES.**

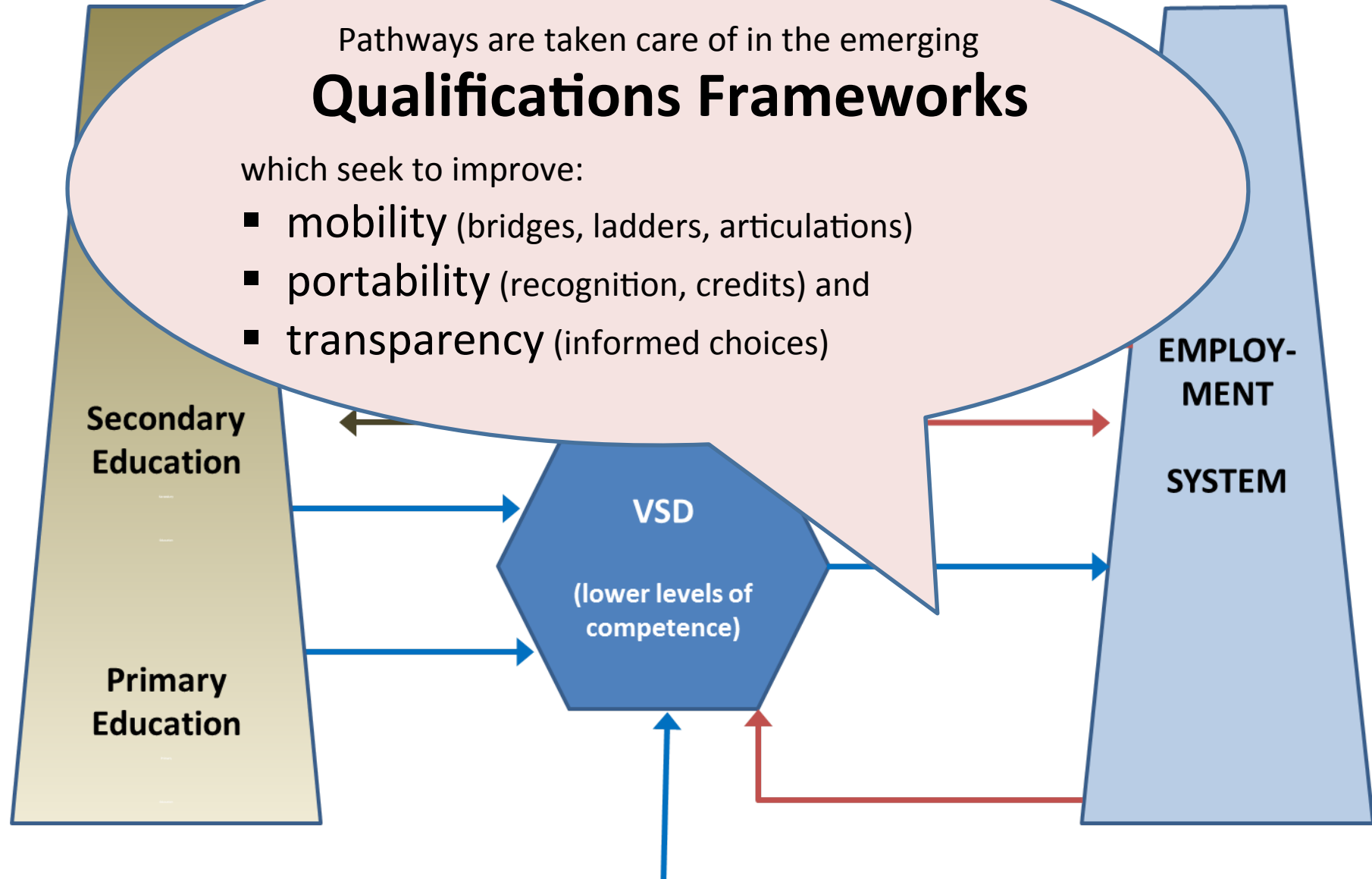
**Which RESULTS are expected from VSD?**



Pathways are taken care of in the emerging  
**Qualifications Frameworks**

which seek to improve:

- **mobility** (bridges, ladders, articulations)
- **portability** (recognition, credits) and
- **transparency** (informed choices)



# VSD-Specific Monitoring Aspects

## Qualifications Frameworks and Quality Assurance

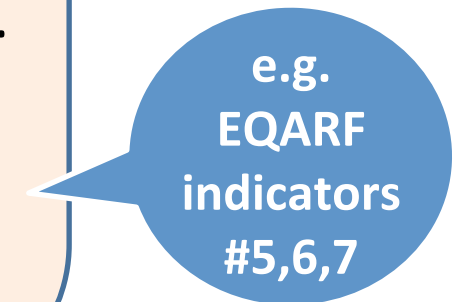
**SDC-supported projects may play  
an active or passive role.**

# In the Education Sector Quality Standards are the companions of Qualifications Frameworks

**National Qualifications Frameworks (NQFs)** are a known Megatrend, often with special reference to “vocational” qualifications (= NVQF). One of their key instruments are occupational standards.

They are accompanied by increasingly elaborated **quality assurance** systems (educational standards).

These systems invariably contain elements of **result measurement**, which are used for better matching supply and demand of the workforce.



**example Europe**

# RM Standards in Education & Training

(with examples from Nepal)

**Universal standard** to ensure comparability & aggregation across a sector. Not (yet) geared to VSD projects; focus is often on higher level results (e.g. impacts on the labour market)

external  
standard;  
e.g. DCED

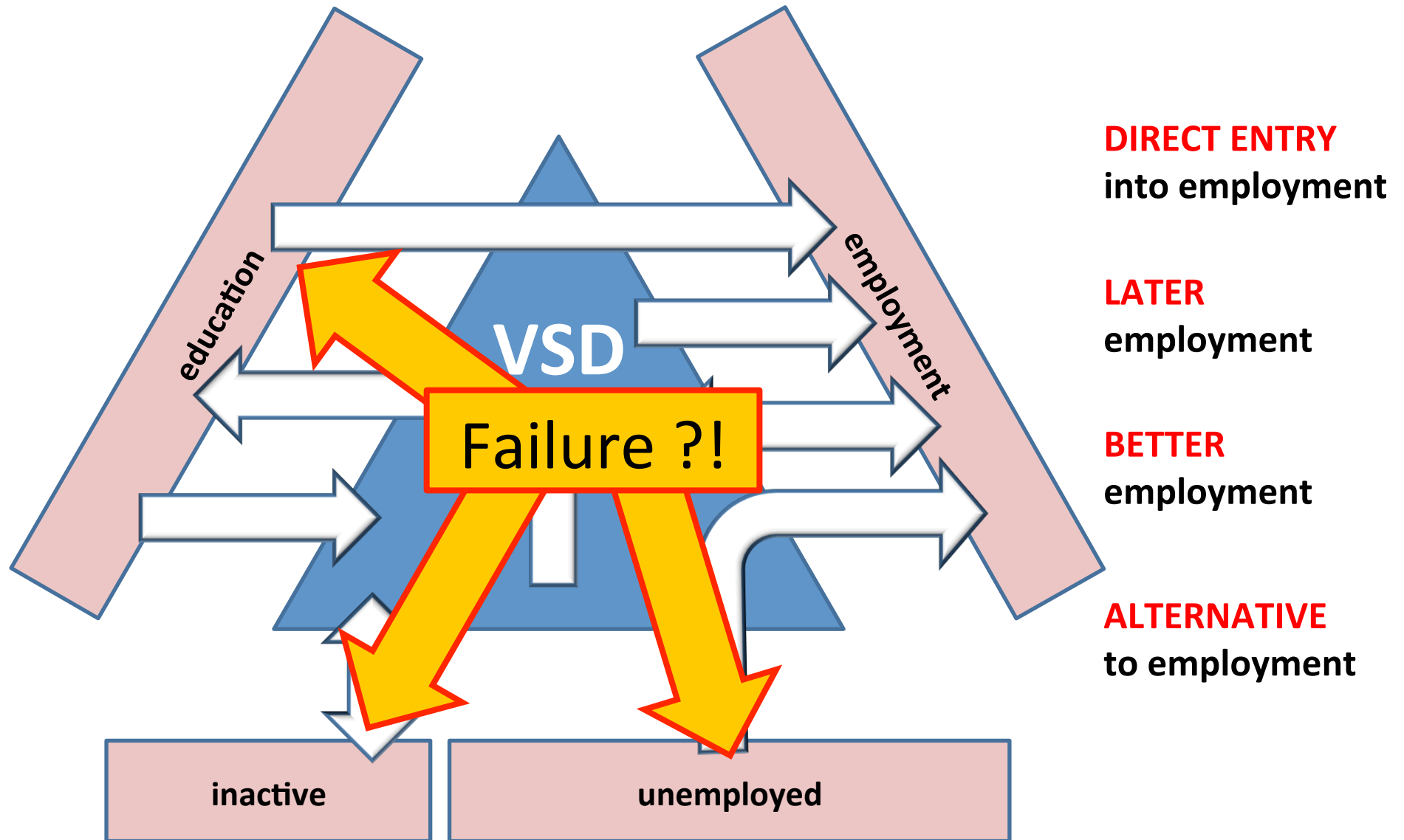
contractual  
standard;  
e.g. EF/Nepal

**Special case** in Nepal; results determine payment of training providers by project “Employment Fund”; the standard covers also training inputs, process & outcomes.

national  
education\_standard;  
e.g. CTEVT Nepal

**Megatrend in education systems:** comprehensive educational standards applied by regulatory bodies (voluntary or compulsory); used for licensing and accreditation. They invariably include the measurement of high-level results. In the EU pushed by EQARF; in Nepal massively supported by SDC and the ADB in the 90s (CTEVT).

# SUMMARY: Which result is defined as / considered **SUCCESS**?



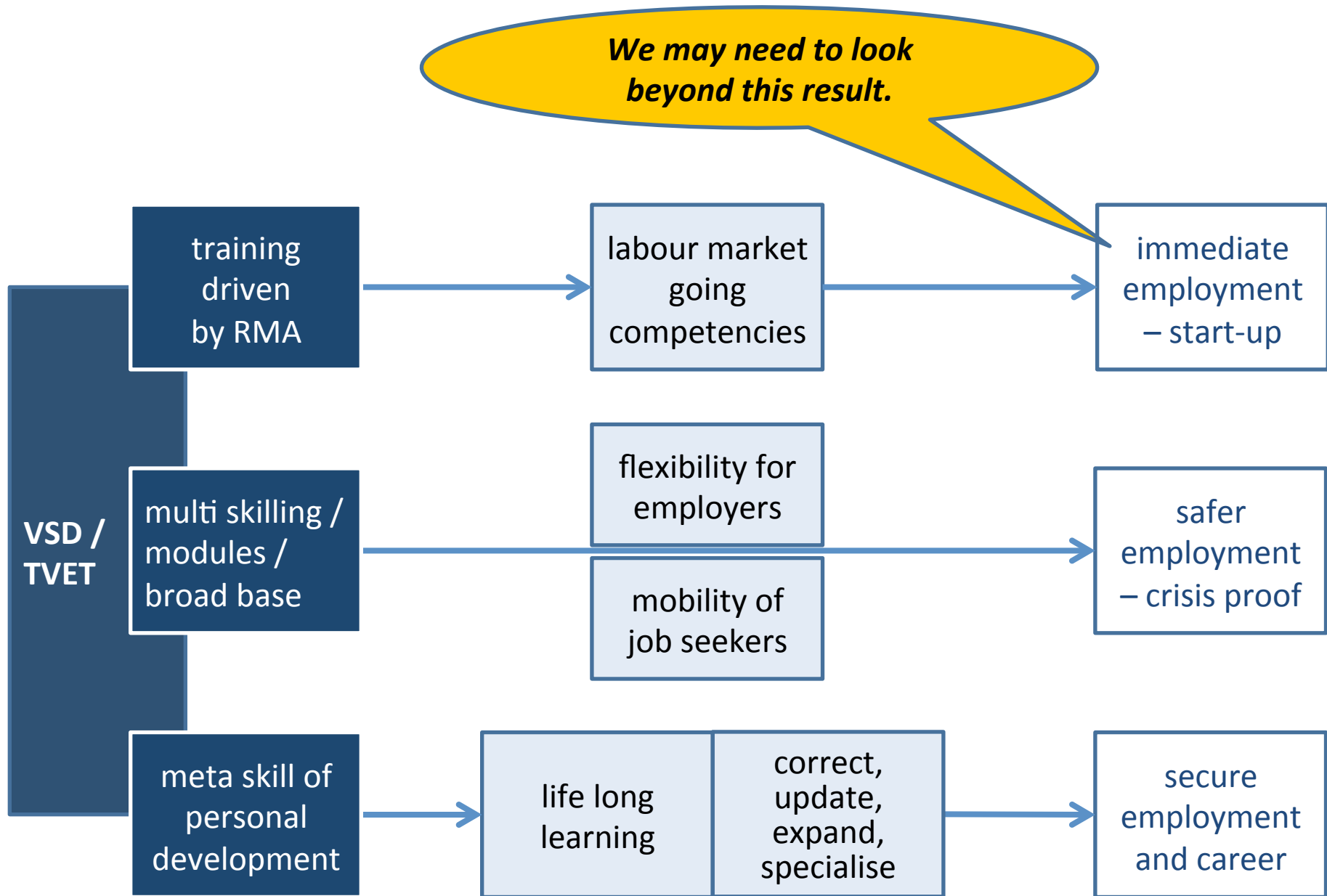
# VSD-Specific Monitoring Aspects

## Employment – put on the Timeline

short, medium and long run perspectives

What shall we focus on? – What can we monitor?



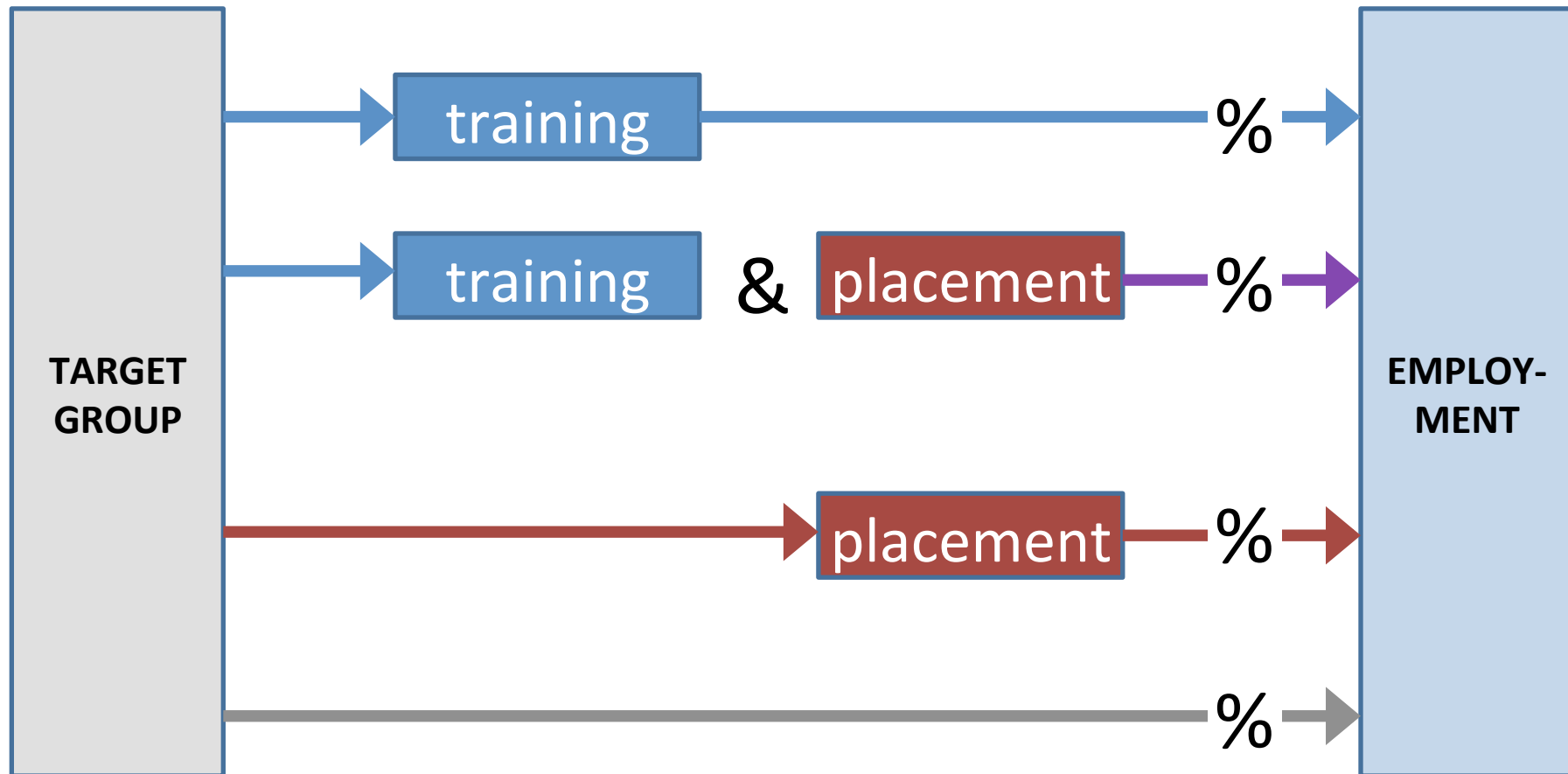


# VSD-specific Monitoring

## Service Basket for Participants (or adding value at the micro level)

- training
- placement
- start-up
- follow-up

# Combatting Unemployment: Training & Placement



– checking the influence on the employment result

# VSD-Specific Monitoring Aspects

## Typical RM Tools & Issues encountered in VSD

Common Key Objectives	Measuring the Accomplishment	Determining Attribution	Issues
<p><b>Employment</b></p> <p>graduates engaging in economically rewarding activity – decent</p>	<p>Typically Surveys: Graduate tracing (expensive, often with flawed designs or botched execution; often not done)</p> <p>alternatives: Employer survey, labour exchange data (both with limitations)</p>	<p>Before-After Comparison or Control Group Approach</p> <p>Baseline data often not generated; attempts to reconstruct them often misleading</p>	<p>delayed / detours into employment</p> <p>placement of graduates through displacement of employed persons</p> <p>employment in other technical fields</p>
<p><b>Delivery</b></p> <p>= successful check out (acquisition of relevant competencies by target groups)</p>	<p>assessment of learning outcomes of trainees (formative or summative)</p> <p>recent <b>occupational standards</b></p>	<p>typically <b>not</b> deemed <b>necessary</b>; but RPL would be tool of choice possibly by means of tests, portfolios, work place observation)</p>	<p>categories of competencies – contribution to employability varies</p> <p>short and long term employability (effects beyond project life)</p>
<p><b>Training Quality</b></p> <p>as a result of the intervention</p>	<p>triggered improvements of: access, facilities, delivery process, content, etc.</p>	<p>comparison of providers (with/ without support)</p>	<p>system-wide quality standards combining efficiency and equity</p>

**often summarised as EMPLOYABILITY**

Common Key Objectives	Measuring the Accomplishment	Determining Attribution	Issues
<p><b>Employment</b></p> <p>graduates engaging in economically rewarding activity – decent</p>	<p>Typically Surveys: <b>Graduate tracing</b> (expensive, often flawed designs or botched execution; often not done)</p> <p>alternatives: Employer survey, labour exchange data (both with limitations)</p>	<p><b>Before-After Comparison</b> or Control Group Approach</p> <p><b>Baseline data often not generated;</b> attempts to reconstruct them often misleading</p>	<p>delayed / detours into employment</p> <p>placement of graduates through <b>displacement</b> of employed persons</p> <p>employment in other technical fields</p>
<p><b>Delivery</b></p> <p>= successful check out (acquisition of relevant competencies by target groups)</p>	<p><b>assessment</b> of learning outcomes of trainees (formative or summative) PLUS relevance of learning objectives (e.g. based upon recent <b>occupational standards</b>)</p>	<p>typically <b>not</b> deemed <b>necessary</b>; but RPL would be the tool of choice (possibly by means of tests, portfolios, work place observation)</p>	<p>categories of competencies – contribution to employability varies</p> <p>short and long term employability (effects beyond project life)</p>
<p><b>Training Quality</b> as a result of the intervention</p>	<p>various instruments depending on the factors, which were improved</p>	<p>comparison of providers (with/without support)</p>	<p><b>system-wide quality standards combining efficiency and equity</b></p>

**Monitoring  
experience  
in an Udaipur  
Palace...**

