



TVET and Labour Market: Key Indicator Survey 2013

Results of an internal survey across all GIZ TVET
country projects and programmes

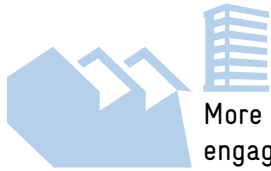
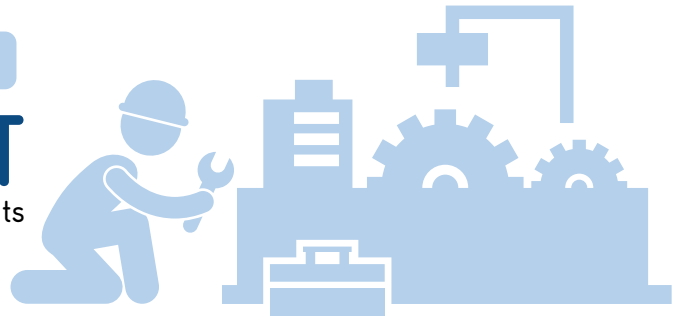
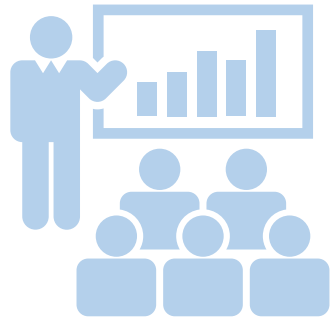
Period of review: 2012

Dr. Michaela Baur/Stefan Hummelsheim/Claudia Rudolph

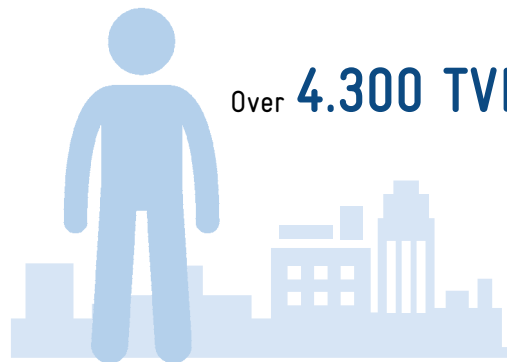


GIZ TVET key indicators - Results 2012. Extrapolation.

Nearly
140.000
apprentices/TVET
further education and training participants
were directly reached through the activities
of the TVET programmes.

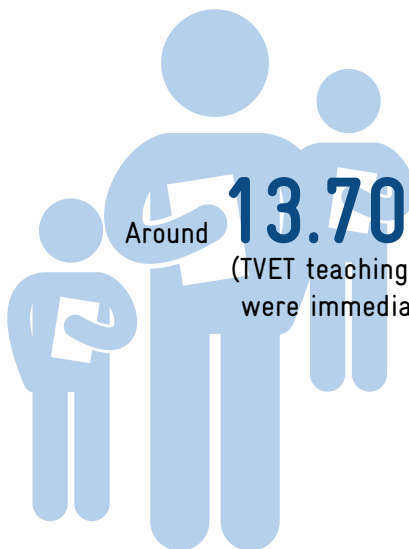


More than **2.700 companies** have actively
engaged/ participated in a cooperative form of TVET training.



Over **4.300 TVET related/
relevant
institutions**

were directly reached
through the activities of
the TVET programmes.

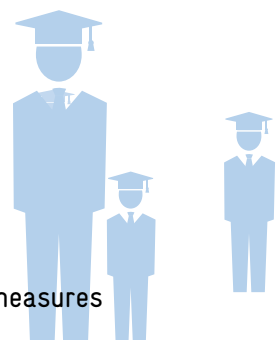


Around **13.700 TVET multipliers**

(TVET teaching staff, school management, advisory staff)
were immediately achieved through
the activities of the TVET programmes.

Approximately **3 out of 4 TVET graduates*** have
found employment after completion of their GIZ supported training measures

* according to the data made by six programmes



Background of the TVET Key Indicator Survey 2013

Over the last decade measuring, and most importantly, proving the success and impact of development interventions has gained more attention within the international community. As development measures have come increasingly under scrutiny for impact and value-for-money, both donors and implementing agencies alike require rigorous result measurement mechanisms to (1) measure the attainment of their own development objectives (results-based focus), (2) legitimise and account for the invested resources against achieved results to both internal and external partners (legitimation and accountability) and (3) sustainably manage, and thereby continuously improve their development measures (programme steering and continual improvement).

The growing international debate around ‘Aid effectiveness’ and ‘Development effectiveness’ has brought about various national and international initiatives across donor agencies, which aim to develop a set of key indicators that can demonstrate the effectiveness of aid measures in each developmental sector. These key indicators may to some extent be considered sectoral breakdowns of the overarching

MDGs (Millennium Development Goals). A key initiative in the TVET sector has been the Inter-agency Group on TVET (IAG-TVET)¹, which has developed five pertinent policy areas for TVET for the assessment of the efficiency and effectiveness of national TVET systems.

Since 2011 the Federal Ministry for Economic Cooperation and Development (BMZ) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH have equally been debating the possibility of establishing certain sectoral key indicators within its working group GIZ-AG ‘Aggregate reporting’. The working group comprises of five pilot sectors, of which the GIZ Competence center “TVET and Labour Market” has been selected as one key sector. Spearheading overall developments, the GIZ TVET and Labour market had already initiated a first TVET key indicator survey in 2010 (Reporting period 2008-2009, Report published in November 2011²). Since that time it was planned to implement key indicator surveys on a regular basis in order to monitor the developments of the sectoral portfolio on a regional, thematic and results-orientated level. The core objectives for a sector-wide survey on key performance indicators were thereby formulated as follows.

Key objectives of the TVET Key Indicator Survey

Survey and establish TVET key indicators as a general contribution to current national and international debates aimed at monitoring the TVET and labour market sector on the basis of a small set of critical key performance indicators.

Monitor vital quantitative data, which can be used for aggregate reporting on results, and to demonstrate development successes (‘value for money’) to contracting authorities and the general public (i.e. internal legitimisation as well as external marketing).

Establish continuous monitoring data for effective programme planning and implementation, continuous improvement of activities, the identification of trends within the sector, and consequently efficient and effective resource allocation.

Identifying TVET Key Indicator Areas

Defining appropriate key indicators was approached by identifying critical areas, in which TVET projects would commonly (i.e. largely independent of their unique setting) be expected to make contributions. The following key indicator areas, which apply to all TVET programmes, were selected in the process:

1| Scope of the direct reach of the programmes on three levels: (1) Apprentices/TVET participants in further training and education, (2) TVET teaching, management and advisory staff as well as (3) TVET related/relevant institutions: In this category the primary aim was to identify the number or persons/institutions, which had been directly reached by GIZ TVET programme interventions.

2| Company participation in TVET: Measuring the degree of active participation/engagement of companies within the TVET sector was identified as key indicator for increasing future employment opportunities.

3| Employment rates: The surveying of employment rates focused on establishing actual quotes of graduates, which had been successfully placed in employment after the completion of GIZ TVET supported measures.

4| Supported TVET and labour market reform areas: In the last section the different TVET and labour market reform areas of support were determined. The TVET and labour market reform areas focused on common areas in which GIZ TVET programmes offered services, and thus made contributions of varying significance to the improvement of the overall TVET system.

GIZ TVET Key Indicators

Within the above key indicator areas, the following five TVET key indicators were defined for the aggregate reporting of the GIZ KC TVET and Labour Market:

Five GIZ TVET Key Indicators

1. X Apprentices/TVET further education and training participants were directly reached through the activities of the TVET programmes.
2. X TVET Multipliers (TVET Teaching staff, school management, advisory staff) were directly reached through the activities of the TVET programmes.
3. X TVET related/relevant institutions were directly reached through the activities of the TVET programmes.
4. X Companies have actively engaged/participated in a co-operative form of TVET training.
5. X Graduates have found employment after completion of their GIZ supported training measures.

¹ In 2009 an Inter-agency Group on TVET (IAG-TVET) was established with the aim of coordinating activities of international agencies active in the field of TVET. Its primary aim was to make recommendations on a set of TVET indicators that can support countries to assess the efficiency and effectiveness of national TVET systems. The working group comprised of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Organisation for Economic Co-operation and Development (OECD), the World Bank (WB), the International Labour Organisation (ILO), the European Commission (EC),

the European Training Foundation (ETF) and the Asian Development Bank (ADB). The Working Group also benefitted from input from the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

² Thomas, S., Giebler J., Henn, M.: Report of the 2010 key indicator survey: Schlüsselindikatoren Berufliche Bildung und Arbeitsmarkt. Rückmeldung der Ergebnisse aus der Befragung der Außenstruktur 2010 und Überlegungen zu zukünftigen Befragungen. November 2011. Eschborn.

The 2013 TVET Key Indicator Survey

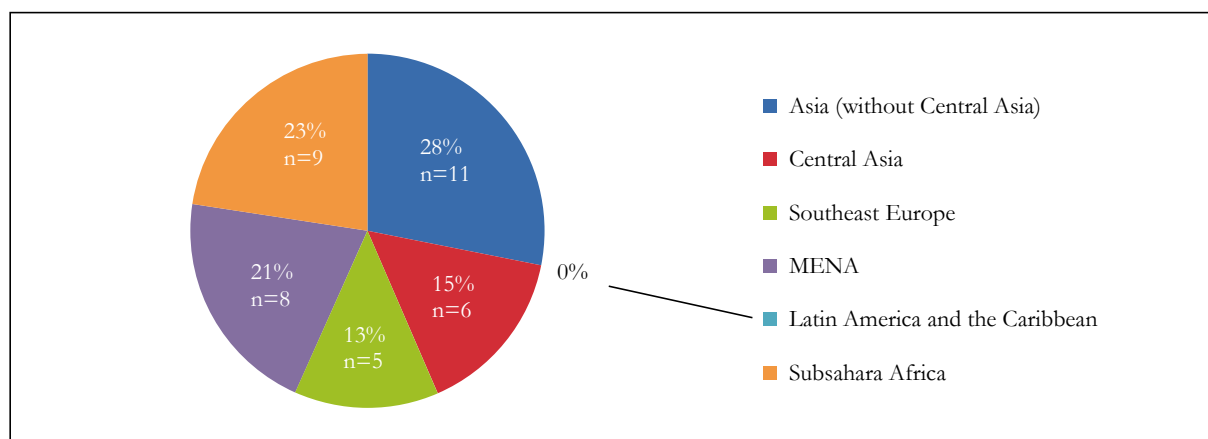
Designing the key indicator instrument

Based on the lessons learnt from the initial survey in 2010 a number of improvements were introduced with the subsequent survey in 2013. Among them were the period of review being limited to one year only, a clear explanation of terms/definitions used, a focus on the direct scope of reach of programmes rather than a potential indirect reach, which would only generate estimated numbers, etc. The fundamental challenge in designing the 2013 survey instrument was to allow for (1) a differentiated and detailed recording of the various types and complexities of a broad range of TVET programmes, but (2) to simplify data entry in a way which would not consume an inappropriate amount of time for the projects. In order to ease the process of data recording and analysis, the survey was conducted with a web-based platform, which allowed projects to skip parts of the survey, which were not relevant to them.

Survey participation in 2013 (Period of review: 2012)

Of the overall addressed 54 TVET country programmes (Period of data collection: 07.01.2013-03.04.2013), 39 TVET programmes participated in the 2013 survey, which focused on 2012 in its period of review. Positively, the response rate of 72 percent proved to be slightly above the participation rate in the previous survey in 2010 (64 percent). On a regional level the 39 programmes represented the following regions as they have been defined by GIZ internally (Figure 1). Representation across countries proved to be well balanced, with the minor exception of Latin America and the Caribbean, which only consists of three programmes. As all comparatively larger regions were represented in the results, the collected sample is considered to still be representative for the overall population of GIZ TVET programmes.

Figure 1: Response by region



Scope of reach of GIZ TVET programmes

According to the programme's own accounts in 2012 over 100.000 persons were reached on end beneficiary group level, more than 11.000 on national/intermediary TVET staff level and over 3.000 TVET related and relevant institutions. The scope of reach only reflects the direct reach of pro-

grammes through their own activities (Table 1). Indirectly, more persons/institutions may have been affected by the programmes' interventions. Programmes were requested to indicate whether the numbers reported were exact or estimated values. Quite positively in the majority of reported numbers (77 percent), at least 60 percent of the programmes stated to be reporting exact figures.

Table 1: TVET Scope of reach 2012

Group	Total Number	Number of females
Target Group (Apprentices/TVET further education and training participants, Persons under placement Self-Entrepreneurs)	103.684	31.738
TVET teaching, management and advisory staff (TVET teachers/trainers (also multipliers), TVET management staff in training institutions, In-company trainers, Placement officers, Advisory staff in TVET related and relevant institutions)	11.654	2.521
TVET related and relevant institutions (e.g. TVET schools/training providers, Companies, Career guidance and placement offices, TVET and labour market steering institutions (ministries, chambers))	3.123	n/a
Total reach	118.461	34.259

Table 2: Participation of companies in TVET 2012

Type of industry participation/engagement	Percent (n=)
Offering of internships/temporary practical training placements	51% (20)
Participation in the development of occupational standards and curricula	44% (17)
Donation of machines/material to TVET training institutions	33% (13)
Offering of in-company trainers/mentors	28% (11)
Other type of participation	28% (11)
Representation in TVET school boards/committees	23% (9)
Participation in TVET examinations	21% (8)
TVET training placement offers (i.e. dual system of TVET training)	15% (6)
No participation/engagement	13% (5)
Financial contributions to TVET (e.g. levy payment)	10% (4)
Financial support of TVET learners (e.g. bursaries)	10% (4)
Financial support of TVET institutions	8% (3)

Rounded values

Participation of companies in TVET

Programmes were requested to indicate in which form companies had actively engaged in TVET activities in 2012 (multiple selections were possible). They were thereby asked to reflect on industry participation in their own supported measures/interventions only instead of the general situation in the country/region. Highly positive, a large number of programmes experienced companies being engaged in the offering of internships/temporary practical placements (51 percent, n=20) and in the development of occupational standards and curricula (44 percent, n=17). Other positive involvement was reported with regard to the donation of machines/materials to TVET training institutions (33 percent, n=13) as well as the offering of in-company trainers (28 percent, n=11, Table 2). Over time this engagement can most certainly be assumed to lead to a stronger labour market orientation of TVET offers in the supported countries/regions.

Employment rates post GIZ TVET support interventions

Six programmes reported employment rates for 2012, of which one programme reported two recorded employment rates and another programme three rates. This demonstrated that some programmes were already strongly focusing on tracing the outcome of their training measures, while others were still in the process of establishing the relevant systems. In the majority the employment rates reported for 2012 (Table 3) were above 60 percent with the exception of a reported one-year apprenticeship training (50 percent) and a one-week course for self-entrepreneurs (42 percent). The short duration of the training in the case of the latter most likely contributed to the lower success rates in placement post training. The weighted average employment rate across training measures was 76.1 percent.

Table 3: TVET Employment rates 2012

Supported GIZ measure	Employment rate	Female Employment rate	Female Exact value?	Female Estimated value?	Persons with employment (male and female)	Total number (male and female)
3,5-months course for Gas- and Electric welding	90%	0% ¹	100%	0%	38	42
1-year apprenticeship	50%	30%	0%	100%	600	1.200
Placement services	70%	Not available	Not available	Not available	477	681
3-months add-on training for TVET graduates	66%	0%	100%	0%	21	32
Mixed re-training in „niche“ occupations ²	99%	15%	100%	0%	140	141
Motor-Mechanics	100%	100%	100%	0%	650	650
6-months add-on training for University graduates	75%	89%	100%	0%	15	20
One-week course for self-entrepreneurs	42%	23%	100%	0%	14	33
Certification of TVET graduates	75%	58%	100%	0%	21	28
Total	76.1% ³				1.976	2.827

¹ Welding is traditionally a male occupation. There were no females interested in participating in the course.

² This is not a traditional TVET programme. The supported re-trainings are only pilot models.

³ Weighted average across all training measures.

The 29 programmes, which did not account for employment data, reported to be at a stage where a tracer study was too early due to participants still being in training/just having completed training (52 percent, n=15). Over a third (34 percent, n=10) indicated to have studies in planning/data being collected, however, with data not yet being available at this point in time. One can thus positively assume that in the next key indicator survey significantly more employment data will be reported.

Supported TVET and Labour Market reform areas

The majority of GIZ support interventions on TVET and labour market reform level in 2012 were in the area of qualifying TVET teaching and

management staff (72 percent, n=28), the area of curricula, standards and certification in teaching and learning (69 percent, n=27), institutional development (64 percent, n=25) as well as the active participation of industry in TVET (64 percent, n=25). In addition the establishment and expansion of training infrastructures was a core concern for more than half of the programmes (54 percent, n=21). It appeared as if most interventions concentrated on laying the fundamental groundwork, i.e. the basic systems and structures for TVET to be successfully implemented, due to the often weak TVET infrastructure/systems in the supported countries/regions. Support of higher level areas of reform such as TVET related research, consequently only had a minor occurrence (8 percent, n=3, Table 4).

Table 4: Supported TVET and Labour Market reform areas 2012

Reform areas	Percentage (n=)
Advisory to political and legal framework: Improvement of legal framework for TVET	36% (14)
Advisory to political and legal framework: Improvement of legal framework for the Labour Market	21% (8)
Career orientation/guidance, placement services (Advisory concepts for career guidance and orientation as well as placement, establishment and expansion of structures and institutions for career orientation and placement services)	36% (14)
Establishment and expansion of training infrastructures (e.g. Establishment/expansion of training institutions, equipping training centres.)	54% (21)
Institutional development (e.g. didactical and technical planning, quality management, financial and maintenance management, HR planning, business plans, income-generating activities, cooperation between schools and industry)	64% (25)
Active participation of industry in TVET (e.g. co-operative TVET)	64% (25)
Qualifying/Capacity building measures for TVET teaching and management staff (e.g. HR training concepts, technical training, didactical and methodological training, qualifying of management, establishment of regional networks)	72% (28)
Curricula, standards and certification in teaching and learning (e.g. Development and implementation of teaching and training concepts, standardisations, integration of assessment and certification systems)	69% (27)
Establishment/Implementation of a National Qualifications Framework	28% (11)
Financing system(s) for TVET	23% (9)
Information systems for the political steering of TVET and the Labour Market (Methods to collect and use labour market information, occupational training needs assessments/demand analysis, cooperation and exchange among the different actors, capacity building of Labour market experts)	31% (12)
TVET research (Establishment of structures for TVET related research, contextualised TVET research)	8% (3)

Rounded values

Five GIZ TVET key indicators – Results 2012 Assumed participation of 100 percent (n=54) - Extrapolation

1. $100.674 / 72 \text{ percent} = 139.825$ Apprentices/TVET further education and training participants were directly reached through the activities of the TVET programmes.
2. $9.86\text{er} / 72 \text{ percent} = 13.700$ TVET Multipliers (TVET Teaching staff, school management, advisory staff) were directly reached through the activities of the TVET programmes.
3. $3.123 / 72 \text{ percent} = 4.338$ TVET related/relevant institutions were directly reached through the activities of the TVET programmes.
4. $1.971 / 72 \text{ percent} = 2.738$ Companies have actively engaged/participated in a co-operative form of TVET training.
5. $1.976 / 72 \text{ percent} = 2.744$ TVET Graduates have found employment after completion of their GIZ supported training measures.

Important note: Above calculations indicate grossed up results had the full population of TVET programmes (n=54) participated in the study (100 percent participation). The method presents a certain assumption on reality. It needs to be noted

that the reality of the non-responding programmes (n=15) can vary significantly from the above hypotheses, and thus actual numbers upon participation of these programmes may have been higher or lower than stipulated above.

Summary: Lessons learned

The experience of the GIZ TVET Indicator Survey 2013 proved that the generation and collection of key indicator data is possible, and should also be attainable within other sectors. Key to the success of such initiatives is a number of lessons learnt in survey preparation, data collection and analysis, as they have been summarised in the full GIZ TVET Key Indicator report. While the overall response to the survey was positive, singular comments of participants stressed the importance of further improving the questionnaire to better accommodate “non-traditional” TVET programmes. These were for example programmes working in the non-formal area of TVET, the area of creating

self-entrepreneurs, career guidance/orientation programmes or programmes operating in post-conflict situations.

It can be stressed that with these further, continuous improvements and by implementing the survey on a regular basis, the instrument can be optimised to such an extent that it will become even more precise and representative over time. Next to the collection of performance data, key indicator surveys thus have the potential for every development agency to put critical thematic issues on the map and most importantly at the centre of their programmes’ interventions.

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Registered offices

Bonn und Eschborn

Friedrich-Ebert-Allee 40
53113 Bonn, Germany
Phone: +49 228 44 60-0
Fax: +49 228 44 60-17 66

Dag-Hammarskjöld-Weg 1-5
65760 Eschborn, Germany
Phone: +49 61 96 79-0
Fax: +49 61 96 79-11 15

E-Mail: tvvet@giz.de
Internet: www.giz.de

Department

Economic Development and Employment

Responsible

Dr. Michaela Baur/Stefan Hummelsheim/Claudia Rudolph

Authors

Dr. Michaela Baur/Stefan Hummelsheim/Claudia Rudolph

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Deutsche Gesellschaft für
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Registered offices
Bonn und Eschborn

Dag Hammarskjöld-Weg 1-5
65760 Eschborn, Germany
T +49 61 96 79-12 18
F +49 61 96 79-80 12 18
E info@giz.de
I www.giz.de