Summary report
BBL: The Value of Training Provider Assessment – A SABER Workforce Development Initiative

Koji Miyamoto (TTL, SABER Workforce Development) and Syd Dinlemez (Consultant)

October 18, 2018

The World Bank
Under the SABER initiative, the Workforce Development (WfD) team designed a diagnostic tool that systematically documents policies, public institutions and practices that affect the performance of technical and vocational education and training (TVET) systems. Already applied in 35 countries, the SABER-WfD tool has helped governments by guiding a structured policy dialogue around current policies and practices at the ministerial level, identifying areas for improvement, and setting priorities for reform.

The SABER-WfD tool has provided invaluable knowledge about the types of policies and government actions that can contribute to improving the quality and relevance of TVET. These tools can inform both day-to-day operations of training institutions and also the governments in helping public and private institutions improve their service delivery.

Building on the SABER-WfD tools and its underlying SABER-WfD framework, the World Bank has prepared a complementary tool called the Training Provider Assessment (TPA) in 2016. The TPA is designed to assess the landscape and characteristics of training providers as well as the extent to which they follow practices that are conducive to improved service delivery. To date, TPA is the only publicly available tool designed to gather information from training providers in a systematic manner that can provide this type of information.

The BBL on the Training Provider Assessment (TPA) was held on Thursday, October 18, 2018 in the World Bank HQ in Washington, DC and streamed via Webex. Omar Diaz, Practice Manager, Global Engagement and Knowledge (GEAK), Education Global Practice (GP) chaired this BBL. The presenters were Viviana Roseth and Lucia Casap who worked on the development of the tool and its deployment in Moldova respectively. Alexandra Valerio, Lead Education Specialist and former TTL of SABER WfD portfolio contributed to the discussions by providing her reflections. Koji Miyamoto, Senior Economist and current TTL of the SABER WfD portfolio discussed about the future potential of the tool and ways to mobilize it for facilitating policy dialogue with client countries.

This write-up includes:

i. The BBL announcement;

ii. Two presentations from the BBL; and

iii. A summary note of the BBL.
The Value of Training Provider Assessment – a SABER Workforce Development initiative

Thursday, October 18, 2018 | 12:30 – 2:00 PM | Room I 12-420
The World Bank I Building | 1850 I Street NW, Washington, D.C.

Presenters: Viviana Roseth, Skills and Workforce Development Specialist and Consultant
Lucia Casap, Operations Officer, Europe and Central Asia
Education Global Practice, World Bank

Alexandria Valerio, Lead Education Specialist and Skills Global Solutions Group Lead, Education Global Practice, World Bank
Koji Miyamoto, Senior Economist, Global Engagement and Knowledge
Education Global Practice. World Bank
Omar Arias, Practice Manager, Global Engagement and Knowledge
Education Global Practice, World Bank

Reflections: Alexandria Valerio, Lead Education Specialist and Skills Global Solutions Group Lead, Education Global Practice, World Bank
Koji Miyamoto, Senior Economist, Global Engagement and Knowledge
Education Global Practice. World Bank

Chair: Omar Arias, Practice Manager, Global Engagement and Knowledge
Education Global Practice, World Bank

Background: Training providers, including firms offering enterprise training as well as upper-secondary and tertiary education institutions offering vocational courses, can play important roles during the school-to-work transition. They can also contribute to skills upgrading of the current workforce and thereby bridging the skills gaps. Policy-makers are keen on better understanding the nature and quality of training delivery in their country and whether those are line with best practices. Yet this information is not readily available in many low-middle income countries. Without knowing the strengths and weaknesses of the training providers, countries are limited in their capacity to enhance workforce development policies and practices aimed at reducing the skills gaps and improving employability.

The latest tool of the SABER Workforce Development, called the Training Provider Assessment, is designed to bridge this information gap by providing a systematic way to collect information on the contexts, actions and outcomes surrounding the diverse training providers operating in the country. This information can be used to synthesize the (a)
landscape of training institutions, (b) ongoing practices, constraints and performance of the training providers, and (c) perspectives of students and employers on the quality of the service delivery, which will in turn provide insights into ways to improve policies and practices. The tool has already been administered in Kenya, Albania, and Moldova.

This BBL introduces TPA to diverse colleagues from the World Bank including TTLs interested in mobilizing this tool for preparing projects and supporting policy dialogues. There will also be a discussion on the experience of mobilizing the Training Provider Assessment in Moldova and the future directions of this tool.

About the presenters:

Viviana Roseth is a skills and workforce development specialist. She was formerly a World Bank consultant who prepared the Training Provider Assessment delivered in Kenya, Albania and Moldova.

Lucia Casap is the Operations Officer at the ECA region of the Education Global Practice. She is currently the TTL of the workforce development project in Moldova in which the Training Provider Assessment was deployed.

Agenda:

12:30-12:40  Opening by Omar Arias
12:40-12:45  Introduction and operational reflections by Alex Valerio
12:45-13:15  Training Provider Assessment by Viviana Roseth

•  SABER Policy intent
•  SABER WfD Framework
•  Tools
•  Results from Kenya, Albania and Moldova

13:15-13:20  The potential impact of TPA in Moldova by Lucia Casap
13:20-13:50  Discussions
13:50-13:55  Future of the Training Provider Assessment by Koji Miyamoto
13:55-14:00  Conclusions and next steps
TAP
Training Assessment Project

Viviana V. Roseth
October, 2018

WORLD BANK GROUP
Education | Social Protection & Labor
BACKGROUND

TAP was developed as part of the SABER initiative which in 2011 launched a Workforce Development, Policy Intent Assessment.

SABER-WfD | Policy Intent

- Focuses on workforce development policies, institutions and processes.
- Looks at three dimensions that matter for success in workforce development policies:
  - Strategy
  - Oversight
  - Delivery
  
- Has been: 1) implemented in 30+ countries, and 2) used to analyze global trends:
  - Country-specific reports
  - Global analysis

High level view to inform policy reform
BACKGROUND

TAP (or SABER-WfD, Implementation) complements the Policy Intent Assessment.

TAP

Looks at the practices of training institutions, offering a close-up view of policy implementation.

Uses the same conceptual framework of SABER-WfD – Policy Intent, but viewed from the perspective of training institutions.

Produces both institution-specific information and general averages and trends.

Strategy
Oversight
Delivery
OBJECTIVE

To identify the management practices of training institutions that are associated with positive employment outcomes, expressed in relatively high graduate employment rates.

Potential uses:

• To inform policy discussions on diverse areas: workforce development, lifelong learning, TVET reform, TVET quality, etc.

• To support project design by offering a unique perspective on training providers and their most pressing needs

• To support project implementation by identifying potential partner institutions in projects with training components
IMPORTANT QUESTIONS

1. How many training institutions are operating?
2. How do they operate?
3. How well do they perform, compared to others?
TAP identifies all operating training providers 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 teams and their counterparts
How many training institutions are operating?

Mapping tool:
It seeks to guide and facilitate the collection of data. It is tailored to the needs of the assessment:

![Mapping tool image]
How many training institutions are operating?

**Products:**
- Database with training institutions and their basic information
- Training provision landscape (short) report

**Example - Albania:**

- **Figure 1. Type of institution**
  - Private (23)
  - Public (20)
  - Not-for-profit (7)

- **Figure 3. Number of students**
  - 50 students or less (21)
  - 51 - 362 students (13)
  - More than 362 students (16)

- **Figure 4. Number of programs**
  - Small (1 - 5 programs) (24)
  - Medium (6 - 19 programs) (20)
  - Large (20 or more programs) (6)

- **Figure 5. Location**
  - Berat, 2
  - Durres, 2
  - Vlore, 5
  - Tirana, 35
How do these institutions operate?

1. Training Institutions (Survey)
2. Students and Graduates (Focus Groups)
3. Employers (Focus Groups)

Data Collection
**Structure:**

- Section I – Background Information
- Section II – Inputs: Students, Instructors, Facilities and Funding
- Section III – Institutional Characteristics and Actions
- Section IV – Institutional Values
- Section V – Outcomes

*Information is self-reported*

### Institutional Goal

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

- Standard survey has 90+ questions
- Adaptations include:
  - Addition or elimination of questions
  - Review for clarity of concepts and intentions
  - Translation
  - Programming in CAPI

*Can be done on a census or sample basis

验收评估和完成评估
- 链接就业办公室
- 学生支持服务防止退学
- 课程
Focus Groups

- Focus groups guides for instructors
- Inclusion of topics added to survey

- Standard guides have an average of 15 questions
- Adaptations include:
  - Adjustment of questions
  - Review for clarity of concepts and intentions
  - Translation
  - Preparation of grids

*Can be complemented with other official data
How do these institutions operate?

Products:
Survey and focus group data

Data Collection

INPUTS

ACTIONS

OUTCOMES
How do these institutions operate?

INPUTS - Albania

Gender

Educational attainment

Work experience

Students/teachers per computer:

Revenue

Expenditure

Additional resources
### How do these institutions operate?

#### ACTIONS

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How do these institutions operate?

**Actions - Albania**

- **Strategy**
- **Quality Oversight**
- **Service Delivery**

**Data Collection**

- **Budget?**
  - 45%
  - 58%
  - 3%

**Create a support system to achieve goals and overall vision through**

1) Engaging employers and 2) Having a sustained relationship with authorities

- 50%
  - Have a strategy to engage employers
  - 71% of public institutions
  - 72% of non-profit institutions
  - 21% of private institutions

- 73% participate in government-sponsored events

**Private**

- Does not use CS
- Use internal CS

**Collect**

- Yes, at least once a year
- Yes, occasionally
- No

- 41%
- 32%
- 28%
How do the institutions perform, compared to others?

OUTCOMES
Kenya

73%
Average completion rate of most popular training programs

27%
Average percentage of graduates who pursue education or training

40%
Average percentage of graduates who find a job within 6 months

* As reported by institutions based on informed guesses, not data collected.
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How do the institutions perform, compared to others?

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<th>Intent</th>
<th>Action</th>
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<tr>
<td>Low Intent</td>
<td>Moderate Action</td>
</tr>
<tr>
<td>Low Intent</td>
<td>Low Action</td>
</tr>
<tr>
<td>High Intent</td>
<td>High Action</td>
</tr>
<tr>
<td>Moderate Intent</td>
<td>Low Action</td>
</tr>
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</table>

Analysis and scoring
How do the institutions perform, compared to others?

Analysis and scoring

- Low Intent / Moderate Action (4%)
- High Intent / High Action (56%)
- Low Intent / Low Action (22%)
- Moderate Intent / Low Action (14%)
How do the institutions perform, compared to others?

Institutional scorecards

Dissemination materials

Why implement TAP in Kenya?
- Sustained growth rates of over 5% percent annually since 2001, with income growth since 2010.
- Youth unemployment: more than 30% of the population is 15-24 years old, and all of them are unemployed every year.
- Low enrollment: 45% enroll in primary, half of graduates enroll in secondary, and only 35% enroll in higher ed.
- Potential of TVET’s government interest in investing in TVET, addressing quality, relevance and access concerns.
FINAL PRODUCT:

Country report

TRAINING ASSESSMENT PROJECT (TAP)

INPUTS  ACTIONS  OUTCOMES

SCORES

RECOMMENDATIONS
### SUMMARIZING:

<table>
<thead>
<tr>
<th>3 PHASES</th>
<th>6 PRODUCTS</th>
</tr>
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<tbody>
<tr>
<td>1 - Mapping</td>
<td>a. Mapping tool</td>
</tr>
<tr>
<td></td>
<td>b. Short summary of training provision landscape</td>
</tr>
<tr>
<td>2 – Data collection</td>
<td>a. Survey and focus group data</td>
</tr>
<tr>
<td></td>
<td>b. Country report</td>
</tr>
<tr>
<td>3 – Data analysis</td>
<td>a. Institutional scores and scorecards</td>
</tr>
<tr>
<td></td>
<td>b. Other dissemination materials</td>
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</table>
IMPLEMENTATION SUPPORT

TRAINING ASSESSMENT PROJECT - TAP -
Roles, Responsibilities, Tasks and Costs

TRAINING ASSESSMENT PROJECT
TAP

TRAINING PROVIDERS ASSESSMENT [COUNTRY]
2017
Training Provider Questionnaire

World Bank Group
Education, Social Protection & Labor

WORLD BANK GROUP

WORKFORCE DEVELOPMENT

November, 2016

Alexandra Valero
Viviana F. Roseth
Maria Laura Sanchez

September, 2016

Alexandra Valero
Viviana F. Roseth
Maria Laura Sanchez

Methodology Note

Mapping tool

The main purpose of this mapping tool is to identify general characteristics of a country’s training provision landscape. It supports the collection of basic data on vocational education and training institutions. This tool can also be used as a frame for the selection of a sample of training providers to participate in the application of a set of more extensive data collection instruments that are part of the Training Provider Assessment.

The Training Provider Assessment is being prepared jointly by the Education and the Social Protection, Labor and Jobs Global Practices at the World Bank Group.
THANK YOU

Viviana V. Roseth – vvroseth@gmail.com
→ What Matters in WfD?

Evidence shows that 3 broad **Functional Dimensions** matter for success in *WfD*...

- **Strategy**
  - Aligning skills policies with national goals for productivity, growth & development

- **Delivery**
  - Implementing mechanisms for results on the ground

- **Oversight**
  - Governing arrangements to achieve goals
...which consist of 9 Policy Goals...

1. Setting a Strategic Direction for WfD
2. Fostering a Demand-Driven Approach to WfD
3. Strengthening Critical Coordination for Implementation
4. Ensuring Efficiency and Equity in Funding
5. Assuring Relevant and Reliable Standards
6. Diversifying Pathways for Skills Acquisition
7. Enabling Diversity and Excellence in Training Provision
8. Fostering Relevance in Public Training Programs
9. Enhancing Evidence-based Accountability for Results
# TAP Questionnaire

<table>
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<tr>
<th><strong>Institutional Goal</strong></th>
<th><strong>Actions</strong></th>
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</table>
| To set a strategic direction                               | • Definition of mission and targets  
• Engagement of industry in governance  
• Engagement of students/community in governance |
| To develop a demand-driven approach to training            | • Identification of market skill needs/constraints  
• Development of strategy to engage employers/industry |
| To establish a sustained relationship with authorities     | • Participation in policy dialogue around training and skills development  
• Establishment of channels of interaction with authorities  
• Establishment of monitoring mechanisms to ensure compliance with regulations |
| To ensure institutional financial viability and efficiency  | • Collection of financial resources  
• Use and management of financial resources |
| To fulfill national quality standards                       | • Use of competency standards in the curricula  
• Assessment and certification of student competency  
• Achievement and maintenance of institutional accreditation |
## TAP Questionnaire

<table>
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| To enable students to pursue education and training opportunities | • Recognition of prior learning  
  • Recognition of certificates in national education system  
  • Provision of flexible arrangements |
| To create a teaching/studying experience conducive to learning | • Informed decision-making regarding program introduction and closing  
  • Design/adaptation of curricula in alignment with demand  
  • Student participation and feedback  
  • Recruitment and management of instructors |
| To prepare students for the world of work              | • Establishment of partnerships with businesses  
  • Internship/Apprenticeship placement support and assessment  
  • Support services for students’ career development |
| To gather and publicize data for informed decision-making | • Collection and management of data  
  • Analysis of data  
  • Use of data |
Moldova

- Location – Eastern Europe
- Population - 3.55 million
- GDP in 2017 - 2165.16 US dollars
Country context in terms of workforce challenges

Migration
- Extended share of people need specific skills to work or live abroad
- Many people with informal acquired skills need official certification

Demographic
- Need for continuous skills improvement to obtain the sustainable economic growth
- Extend share of population need re-training
Arguments to participate in TPA:

- No information about the number of short-term training providers (STTP)
- No information about the profile of the STTP
- No information about their performances
Timeline and main stages of the TPA implementation
Further steps and use of TPA information
Students: would like training institutions to provide accurate information about institutions and training programs. They also consider the program to have a good balance between theory and practice.

Most students are satisfied with their training experiences, in particular the quality of instructors and training programs. They also consider the program to have a good balance between theory and practice.

Employers: generally adopt formal collaboration models with training institutions to ensure that current and potential employees have the skills required to meet their needs. They consider opportunities to work on projects, develop new products, and improve their productivity.

However, they find that current graduates from training institutions do not know how to work, and they have to spend a lot of resources to improve their productivity.

In general, training institutions:

1. Have a strategic direction and set performance targets. Do not participate in industry associations, nor formal associations, but ignore employers’ perspectives. Follow up on performance assessments, not merely through external reviews.

2. Most do not have a strategy to involve employees in decision-making. The skills taught in training programs are often not determined by the interests of the training provider, but rather by employer expectations and student/teacher performance data.

3. Have moderate engagement in policy-dialogues and interactions with authorities, mainly through training programs and government officials. Schools are unlikely to participate in on-line public consultations on policy development.

4. Frequently engage in actions to ensure compliance with regulations and a designated bank to collaborate with other organizations.

5. Have a large number of actions to ensure compliance with regulations and a designated bank to collaborate with other organizations.
COMMON PRACTICES AND CONSTRAINTS

1. Conduct annual internal reviews to ensure compliance with national quality standards. When accreditation is mandatory, most institutions have acquired or renewed their accreditation within the last 12 years. The curriculum of the program with highest enrollment uses competency standards, but institutions are unlikely to also use employer or industry standards. Design and operation of programs is uncommon occasionally.

2. Evaluation of student competencies prior to admission is not a standard practice. When it is done, institutions use internally developed occupational standards. Most have standardized tests to assess student competencies before granting certification, but they do not necessarily offer nationally recognized certificates. Other some facilities for students to complete training in terms of schedule, but many offer options for in-service training, e-learning, or credit building arrangements.

3. There is limited professional development opportunities for teachers (such as participation in conferences and short courses). Many have introduced unit or course-based programs in the last three years. Institutions in this regard take their own terms by request of employers, market needs, and capacity of teaching provisions. Program accreditation takes into consideration availability of instructors and government regulations. Request feedback from students informally and do not have a protocol to address their complaints. Institutions formally evaluate institutions on an annual basis, but are unlikely to record or support initiatives based on their performance.

4. Generally, do not have formal relations with external institutions. Rarely offer comprehensive career counseling services to students. These are mostly limited to coaching sessions for by instructors and mentoring sessions with alumni. Are unlikely to help students find information or opportunities to develop experiences or to assess the performance of those who pursue such experiences.

5. Collect a variety of data to monitor institutional and program performance with some regularity. Data are likely to be analyzed and used for internal decisions on institutional or program performance and improvement.

How to Improve?

1. To set a strategic direction
   - Set a broad range of goals and expected progress regularly
   - Have a formal vision statement that includes the perspective of students and employers
   - Establish accountability mechanisms for staff
   - Establish a governance board that has employer participation

2. To be demand-driven
   - Engage with employers to identify skills and gaps
   - Induce skills needs concerns by means of surveys or in formal consultation to determine the skills to support in your programs
   - Assess program effectiveness using diverse data

3. To collaborate with authorities
   - Participate in policy dialogue
   - Establish channels of communication with governmental authorities and the labor market
   - Assess compliance with regulations regularly
Thank you for participating in the Training Assessment Project

Issued in July, 2018

To ensure financial viability
- Identify revenue sources
- Dedicate various types of resources to collaborators and employers
- Request institutional budget to guide funding decisions
- Allocate funding strategically, considering the performance of students/graduates, profitability, donor feedback, etc.

To fulfill quality standards
- Conduct regular external quality reviews
- Seek and maintain accreditation
- Use competency standards for the delivery of courses and the assessment of students for their certification

To help students study further
- Evaluate students’ competency prior to admission using competency standards
- Offer a wide range of flexible arrangements to accommodate students’ needs
- Ensure that certificates granted to students are nationally recognized

To help students learn
- Use comprehensive data to inform program instruction and closure
- Request feedback from students and address complaints
- Evaluate instructors regularly and address performance
- Offer regular and diverse professional development opportunities for instructors

To prepare students to work
- Establish formal and diverse relationships with employers
- Encourage and assess relationships or apprenticeships
- Offer students a work-based/career development services, including resume or job search support

To make informed decisions
- Evaluate a wide variety of data on a regular basis
- Manage data electronically
- Analyze data and share analysis findings
- Use data to monitor institutional and program performance and to determine adjustments to policies and/or procedures
Institutions classifications for TP to get information about international branches and online TP

TP teachers perspective via focus groups

Additional data that may be included in the TPA
<table>
<thead>
<tr>
<th>Governments</th>
<th>Individual training providers</th>
<th>World Bank</th>
</tr>
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</table>
| Provide an overview on the training providers (TP) landscape and performances | Shows information on strengths and weaknesses  
Allow to compare its results with other institutions  
Include feedback and expectations from students, graduates and employers  
Provide clear recommendations how to improve their performances | Provide better understanding on the country context  
Allow to inform future project |
| Provide specific policies suggestions to enhance TP performances | | |
| Provide specific policies suggestions to improve workforce quality | | |
Future plans for using TAP country report, score cards and data in Moldova
Dear Luis and Omar,

Today, after a long struggle to find a suitable date, we delivered the **BBL for SABER Wfd Training Provider Assessment (TAP)**. I would like to thank Luis for agreeing to chair this event back in the summer, although at the end we unfortunately had to choose a date when you were on mission.

It was a very productive BBL with Omar’s smooth steering along with excellent inputs from Vivi, Lucia and Alex. We had about 40+ participants (including webex) mostly from Education and SPJ. It gave us the opportunity to advertise TAP as well as gather ideas to improve the tool. The reactions during the BBL and subsequent bilateral conversations suggest additional demand for TAP in the future.

We received a number of useful suggestions to improve TAP, such as the need to shed stronger light on curriculum contents and the type of skills that are taught. Others also highlighted the importance of “institutionalizing” TAP to sustain the assessment and measure the improvements of training providers over time. This will certainly render the “institutional score cards” more useful for the training providers. Another interesting suggestion was to consider a more agile assessment that would highlight the outcomes of training provision in terms of training satisfaction and short-term labor market outcomes. We can certainly explore: (a) looking deeper into curricular contents -Alex actually suggested this some time ago, and (b) measuring the type of skills that are intentionally developed through the training programs. To improve TAP’s agility, we may also critically review the process as well as the information value of some the questionnaire items. Last but not least, I would also consider collecting “current” information on policies and institutions around workforce development (e.g., a lighter version of SABER Wfd Policy Intent) which could be mirrored against the performance of training providers.

The team will continue working to improve the TAP tools.

Best regards, Koji