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<td>G1_T1 Advocacy for WfD to Support Economic Development</td>
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<td>G2_T1 Overall Assessment of Economic Prospects and Skills Implications</td>
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<td>Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers</td>
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<td>Promote educational progression and permeability through multiple pathways, including for TVET students</td>
<td>G6_T1 Learning Pathways</td>
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<td>G6_T2 Public Perception of Pathways for TVET</td>
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<td>Facilitate life-long learning through articulation of skills certification and recognition of prior learning</td>
<td>G6_T3 Articulation of Skills Certification</td>
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<td>G6_T4 Recognition of Prior Learning</td>
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<td>Provide support services for skills acquisition by workers, job seekers and the disadvantaged</td>
<td>G6_T5 Support for Further Occupational and Career Development</td>
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<td>G6_T6 Training-related Provision of Services for the Disadvantaged</td>
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<td>Encourage and regulate non-state provision of training</td>
<td>G7_T1 Scope and Formality of Non-State Training Provision</td>
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<td>G7_T2 Incentives for Non-State Providers</td>
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<td>G7_T3 Quality Assurance of Non-State Training Provision</td>
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<td>G7_T4 Review of Policies towards Non-State Training Provision</td>
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<td>G7_T5 Targets and Incentives for Public Training Institutions</td>
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<td>G7_T6 Autonomy and Accountability of Public Training Institutions</td>
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<td>G7_T7 Introduction and Closures of Public Training Programs</td>
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<td>G8 Fostering Relevance in Public Training Programs</td>
<td>Integrate industry and expert input into the design and delivery of public training programs</td>
<td>G8_T1 Links between Training Institutions and Industry</td>
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<td>G8_T2 Industry Role in the Design of Program Curricula</td>
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<td>G8_T3 Industry Role in the Specification of Facility Standards</td>
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<td>G8_T4 Links between Training and Research Institutions</td>
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<td>G8_T5 Recruitment and In-Service Training of Heads of Public Training Institutions</td>
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<td></td>
<td>G8_T6 Recruitment and In-Service Training of Instructors of Public Training Institutions</td>
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<td>G9 Enhancing Evidence-based Accountability for Results</td>
<td>Expand the availability and use of policy-relevant data for focusing providers' attention on training outcomes, efficiency and innovation</td>
<td>G9_T1 Administrative Data from Training Providers</td>
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<td>G9_T2 Survey and Other Data</td>
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<td>G9_T3 Use of Data to Monitor and Improve Program and System Performance</td>
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Policy Goal 1:
Articulating a Strategic Direction for WfD
## Setting a Strategic Direction for WfD

### G1_T1 Advocacy for WfD to Support Economic Development

**Q1.** Are there visible champions advocating for WfD to support economic development?
- [ ] No ———> Go to Q8
- [ ] Yes ———> Go to Q2

Notes, if any:

**Q2.** Who are the champions of WfD in government? ———> Go to Q3
- [ ] Political leaders at the national level
- [ ] Political leaders at the regional level (e.g. state, province)
- [ ] High-level government officials
- [ ] National training authorities or entities (e.g. Brazil's SENAI, South Africa's SETA)
- [ ] Other, please elaborate below:

**Q3.** Which of the following best describes the advocacy exercised by the above champions? ———> Go to Q4
- [ ] Ad-hoc or fragmented advocacy
- [ ] Sustained advocacy around a shared policy agenda
- [ ] Other, please elaborate below:

**Q4.** Who are the non-government champions of WfD?
- [ ] No visible champion ———> Go to Q6
- [ ] Business or Industry leaders ———> Go to Q5
- [ ] Employee association or trade union leaders ———> Go to Q5
- [ ] Organizations of non-government training providers (e.g. Uganda’s UGAPRI) ———> Go to Q5
- [ ] Other, please elaborate below:

**Q5.** Which of the following best describes the advocacy exercised by the non-government champions? ———> Go to Q6
- [ ] Ad-hoc or fragmented advocacy
- [ ] Sustained advocacy around a shared policy agenda
- [ ] Other, please elaborate below:

**Q6.** How do the champions for WfD engage in dialogue on the WfD policy agenda? ———> Go to Q7
- [ ] On an ad-hoc basis
- [ ] Occasionally through institutionalized arrangements
- [ ] Routinely through institutionalized arrangements
- [ ] Other, please elaborate below:
### G1_T2 Strategic Focus and Decisions by the WfD Champions

#### Q1. Which of the following broad areas for WfD have the champions emphasized as priorities to support economic and social development?
- [ ] 1. Basic education
- [ ] 2. General secondary education
- [ ] 3. Tertiary education
- [ ] 4. Other, please elaborate below:

#### Q2. Which of the following more specific areas for WfD have the champions emphasized as priorities to support economic and social development?
- [ ] 1. Initial vocational education and training (IVET) at the secondary and post-secondary levels
- [ ] 2. Continuing vocational education and training (CVET) (e.g. on-the-job training, career development)
- [ ] 3. Targeted training for priority economic sectors
- [ ] 4. Targeted training for vulnerable populations (e.g. unemployed, women, at-risk youth)
- [ ] 5. Targeted training for informal sector workers
- [ ] 6. Other, please elaborate below:

#### Q3. Regarding the more specific areas, have the champions for WfD made strategic decisions over the last five years?
- [ ] 1. No  ---------> Go to Q6
- [ ] 2. Yes --------> Go to Q4

Notes, if any:

#### Q4. What did the strategic decisions consist of?  --------> Go to Q5
- [ ] 1. Enhancing the regulatory environment for WfD (e.g. laws, acts, etc.)
- [ ] 2. Allocating budgets for specific WfD goals
- [ ] 3. Creating or reforming organizational structures for WfD policy development (e.g. policy research institutes, regulatory bodies)
- [ ] 4. Launching new initiatives to support implementation of the identified WfD priorities (e.g. statutory boards, innovative training institutions or new programs)
- [ ] 5. Other, please elaborate below:

#### Q5. How are the WfD champions monitoring implementation progress of the above strategic decisions?  --------> Go to Q6
- [ ] 1. No monitoring and review
- [ ] 2. Occasional, ad-hoc reviews (e.g. when a special report is available)
- [ ] 3. Routine, institutionalized reviews
- [ ] 4. Other, please elaborate below:

#### Q6. Notes, if any, on this topic:
Reference(s)
Policy Goal 2:
Fostering a Demand-Driven Approach
to WfD
G2 Fostering a Demand-Driven Approach

G2_T1 Overall Assessment of Economic Prospects and Skills Implications

Q1. Has there been a formal assessment(s) of the country’s economic prospects and their implications for skills?

Q2. What is the nature of the studies and assessments? Go to Q3

Q3. What is the scope of the assessment(s): Go to Q4

Q4. Please indicate all sources of data that informed the assessment(s): Go to Q5

Q5. Please select all parties that sponsor or conduct these studies and assessments: Go to Q6

Q6. Notes, if any, on this topic:

G2_T2 Critical Skills Constraints in Priority Economic Sectors

Q1. List below three of the country’s priority economic sectors: Go to Q2

1.

2.

3.
| Q2. | Have the government or WfD stakeholders identified critical skills constraints in these priority sectors? |
| Q3. | How were the skills constraints identified in these priority sectors? \(\text{Go to Q4}\) |
| Q4. | What describes the key measures being taken to address skills constraints in these priority sectors? \(\text{Go to Q5}\) |
| Q5. | Are the previously identified WfD champions closely associated with the above key measures to address skills constraints? |
| Q6. | Notes, if any, on this topic: |

**G2_T3 Role of Employers and Industry**

| Q1. | Do employers and industry have a role in defining strategic WfD priorities for the country or region? |
| Q2. | How do employers and industry provide inputs in setting strategic WfD priorities? \(\text{Go to Q3}\) |
| Q3. | List two major policy or investment decisions with WfD implications in the past three years that have benefitted from: |
1. 
2.
| Q1. | Does the government provide incentives for **formal** sector employers to develop and upgrade skills? |
| Q2. | Does the country have a levy-grant scheme for training for **formal** sector employers?  ➔ Go to Q3 |
| Q3. | Is an annual report publicly available on the operations of the levy-grant scheme?  ➔ Go to Q4 |
| Q4. | What other government incentives for skills upgrading exist for **formal** sector employers?  ➔ Go to Q5 |

Q4. **In what ways are employers and industry helping to address the skills implications of the above two policy/investment decisions?**

Q5. **What best describes the depth of engagement by employers and industry in the areas selected above?**  ➔ Go to Q6

Q6. **Notes, if any, on this topic:**

---

**G2_T4 Skills-Upgrading Incentives for Employers**

Q1. **Does the government provide incentives for **formal** sector employers to develop and upgrade skills?**

Q2. **Does the country have a levy-grant scheme for training for **formal** sector employers?**  ➔ Go to Q3

Q3. **Is an annual report publicly available on the operations of the levy-grant scheme?**  ➔ Go to Q4

Q4. **What other government incentives for skills upgrading exist for **formal** sector employers?**  ➔ Go to Q5
Q5. Identify two major programs benefitting formal sector employers that feature the incentives listed above: Go to Q6
1.
2.

Q6. Does the government provide support for informal sector businesses to develop and upgrade skills?

Q7. What government support for skills upgrading is provided for informal sector businesses? Go to Q8

Q8. Identify two major programs benefitting informal sector businesses that feature the government support listed above: Go to Q9
1.
2.

Q9. Notes, if any, on this topic:

G2_T5 Monitoring of the Incentive Programs
Please answer the following questions for two of the four programs identified above, ideally one each from the formal and informal sectors.

Q1. Name of Program 1:

Q1a.
Q1b.
Q1c.
Q1d.
Q1e.
Q1f.
<table>
<thead>
<tr>
<th>Q2.</th>
<th>Name of Program 2:</th>
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<tbody>
<tr>
<td>Q2a.</td>
<td></td>
</tr>
<tr>
<td>Q2b.</td>
<td></td>
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<td>Q2c.</td>
<td></td>
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<tr>
<td>Q2d.</td>
<td></td>
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<tr>
<td>Q2e.</td>
<td></td>
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<tr>
<td>Q2f.</td>
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</tbody>
</table>
1. No --------> Go to Q6
2. Yes --------> Go to Q2
Notes, if any:

1. Occasional or special studies and assessments
2. Routine assessments, supplemented by special studies when needed
3. Other, please elaborate below:

1. A few industries only
2. Key growth sectors only
3. All economic sectors
4. Other, please elaborate below:

1. Informal feedback of employers
2. Employer and industry surveys
3. Labor force surveys
4. Skills measurement surveys
5. Industry standards and benchmarks
6. Tracer studies
7. International comparisons
8. Other, please elaborate below:

1. Government agencies
2. Non-state WfD stakeholders
3. Independent national organizations (e.g. universities, research institutions, think tanks)
4. Other, please elaborate below:
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</thead>
<tbody>
<tr>
<td>1. No --------&gt; Go to Q6</td>
<td>2. Yes --------&gt; Go to Q3</td>
<td>Notes, if any:</td>
</tr>
<tr>
<td>1. Through ad-hoc, informal assessments</td>
<td>2. Through formal assessments based on analysis of relevant data</td>
<td>3. Other, please elaborate below:</td>
</tr>
<tr>
<td>1. Reforming existing courses, programs, or training institutions</td>
<td>2. Increasing dedicated funding</td>
<td>3. Setting up new dedicated courses or programs</td>
</tr>
<tr>
<td>4. Creating new training institutions</td>
<td>5. Easing regulatory constraints (e.g. certification of new skills)</td>
<td>6. Other, please elaborate below:</td>
</tr>
<tr>
<td><strong>ints in the priority sectors?</strong> --------&gt; Go to Q6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No</td>
<td>2. Yes, to some extent</td>
<td>2. Yes, to a highly visible and sustained extent</td>
</tr>
<tr>
<td>Notes, if any:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No --------&gt; Go to Q4</td>
<td>2. Yes --------&gt; Go to Q2</td>
<td>Notes, if any:</td>
</tr>
<tr>
<td>1. Through ad-hoc meetings and other mechanisms only</td>
<td>2. Through routine, formal meetings of the designated officials, supplemented by other meetings when needed</td>
<td>3. Other, please elaborate below:</td>
</tr>
<tr>
<td><strong>employer and industry input:</strong> --------&gt; Go to Q4</td>
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1. Increasing hosting of internships, apprenticeships, and other work-based learning
2. Supporting curriculum development
3. Increasing financial support for skills development (e.g. scholarships)
4. Leading the establishment of competency standards
5. Other, please elaborate below:

1. Limited
2. Significant

1. No --------> Go to Q6
2. Yes --------> Go to Q2

Notes, if any:
1. No
2. Yes, with limited coverage of employers
3. Yes, with broad coverage of employers
4. Yes, with comprehensive coverage of employers

Notes, if any:
1. No
2. Yes, with a lag of more than 1 year
3. Yes, with a lag of no more than 1 year

Notes, if any:
1. Proposal-based training grants
2. Government procurement rules favoring skills development as part of the contract
3. Technology support
4. Targeted support to small and medium sized firms (e.g. dedicated services)
5. Public provision of training for industry instructors and workers
6. Other, please elaborate below:
Identify two major programs benefitting formal sector employers that feature the incentives listed above:

1. Training programs (e.g. craft skills, entrepreneurship)
2. Training grants
3. Other, please elaborate below:

Identify two major programs benefitting informal sector businesses that feature the government support listed above:

Date started:

Has this program been reviewed for impact on skills and productivity?
1. No --------> Go to Q1f
2. Yes --------> Go to Q1c
Notes, if any:

Is the review process systematic and routine? --------> Go to Q1d
1. No
2. Yes
Notes, if any:

Please provide the date of the last review below: --------> Go to Q1e

What best describes the follow-up to the review? --------> Go to Q1f
1. No follow-up
2. Recommendations were implemented, but few concern the program’s impact on skills and productivity
3. Recommendations were implemented, with an explicit focus to improve impact on skills and productivity
4. Other, please elaborate below:

Notes, if any, on this program: --------> Go to Q2
Date started: ——> Go to Q2b

Has this program been reviewed for impact on skills and productivity?
1. No ——> Go to Q2f
2. Yes ——> Go to Q2c
Notes, if any:

Is the review process systematic and routine? ——> Go to Q2d
1. No
2. Yes
Notes, if any:

Please provide the date of the last review below: ——> Go to Q2e

What best describes the follow-up to the review? ——> Go to Q2f
1. No follow-up
2. Recommendations were implemented, but few concern the programs' impact on skills and productivity
3. Recommendations were implemented, with an explicit focus to improve impact on skills and productivity
4. Other, please elaborate below:

Notes, if any, on this program:
Policy Goal 3:

Strengthening Critical Coordination for Imp
Strengthening Critical Coordination for Implementation
### G3 Strengthening Critical Coordination

#### Roles of Government Ministries and Agencies

**Q1.** Which of the following have legally-defined roles and responsibilities for WfD?  
- 1. Ministry of Education or equivalent  
- 2. Ministry of Labor or equivalent  
- 3. Other ministries, please specify below:

**Q2.** What best describes the degree of overlap in the mandates of the above entities?  
- 1. Overlaps in multiple areas of policy and service provision  
- 2. Overlaps in a few areas  
- 3. Overlaps in practically no area  
- 3. Other, please elaborate below:

**Q3.** Do mechanisms exist to ensure coordination of WfD strategies and programs across ministries and agencies?  
- 1. No  
- 2. Yes, ad-hoc mechanisms only  
- 3. Yes, institutionalized mechanisms  
- 4. Other, please elaborate below:

**Q4.** Notes, if any, on this topic:

#### Roles of Non-Government WfD Stakeholders

**Q1.** Do non-government WfD stakeholders have legally-defined roles and responsibilities?  
- 1. No  
- 2. Yes  

**Q2.** Which of the following non-government WfD stakeholders have legally-defined roles and responsibilities?  
- 1. Employers and industry groups  
- 2. Trade unions  
- 3. Civil society organizations  
- 4. Training providers  
- 5. Other, please elaborate below:

**Q3.** Do mechanisms exist for coordination between government entities and non-government WfD stakeholders?  
- 1. No  
- 2. Yes, ad-hoc mechanisms only  
- 3. Yes, institutionalized mechanisms  
- 4. Other, please elaborate below:

**Q4.** Notes, if any, on this topic:
<table>
<thead>
<tr>
<th>Q.</th>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>Q1.</td>
<td>Please list two major initiatives or programs closely associated with the previously identified WFD champions that address skills constraints in the priority economic sectors</td>
<td>--------&gt; Go to Q2</td>
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<td>Q2.</td>
<td>Please answer the following questions for the more important of the above two measures.</td>
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<td>Q2a.</td>
<td>Is the above measure accompanied by an implementation plan?</td>
<td>✔️ 1. No</td>
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<td>✔️ 2. Yes</td>
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<td>Notes, if any:</td>
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<td>Q2b.</td>
<td>Is the above measure accompanied by a budget allocation?</td>
<td>✔️ 1. No</td>
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<td>✔️ 2. Yes</td>
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<td>Notes, if any:</td>
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<td>Q2c.</td>
<td>Indicate below all key entities with responsibility for implementing the above measure:</td>
<td>✔️ 1. Ministry of Education or equivalent</td>
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<td>✔️ 2. Ministry of Labor or equivalent</td>
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<td>✔️ 3. Other ministries, please specify below:</td>
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<td>✔️ 4. Other government or quasi-governmental entities, please specify below:</td>
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<td>✔️ 5. Other stakeholders (e.g. employers, training providers, etc.)</td>
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<td>Q2d.</td>
<td>How do the above entities coordinate the implementation of the above measure?</td>
<td>✔️ 1. Through ad-hoc arrangements only</td>
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<td>✔️ 2. Through institutionalized processes, supplemented by ad-hoc arrangements as needed</td>
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<td>✔️ 3. Other, please elaborate below:</td>
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<tr>
<td>Q2e.</td>
<td>How is implementation progress for this measure monitored?</td>
<td>✔️ 1. Through ad-hoc reporting arrangements</td>
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<td>✔️ 2. Through routine reporting arrangements</td>
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<td>✔️ 3. Other, please elaborate below:</td>
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<tr>
<td>Q2f.</td>
<td>Have the most successful features of this measure been mainstreamed into the formal WFD system?</td>
<td>✔️ 1. No</td>
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<td>✔️ 2. Yes</td>
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<td></td>
<td>Notes, if any:</td>
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<tr>
<td>Q3.</td>
<td>Notes, if any, on this topic:</td>
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Policy Goal 4:
Ensuring Efficiency and Equity in Funding
## G4 T1 Overview of Funding for WfD

### Q1. How does the government mobilize funds for WfD?
- 1. General taxation
- 2. Mandatory contributions for dedicated training funds (e.g. levy schemes)
- 3. Other

Notes, if any:

### Q2. Which of the following types of training receive financial support from the government?
- 1. Initial vocational education and training (IVET)
- 2. Continuing vocational education and training (CVET) (e.g. on-the-job training, career development)
- 3. Training-related active labor market programs (ALMPs)
- 4. Other, please elaborate below:

### Q3. For decisions on capital investments by the government, which ministry(s) is directly responsible?

**Initial Vocational Education and Training (IVET)**, if relevant
- 1. Ministry of Education
- 2. Ministry of Labor
- 3. Ministry of Finance
- 4. Ministry of Public Works
- 5. Other

Notes, if any, on the process involved:

**Continuing Vocational Education and Training (CVET)**, if relevant
- 1. Ministry of Education
- 2. Ministry of Labor
- 3. Ministry of Finance
- 4. Ministry of Public Works
- 5. Other

Notes, if any, on the process involved:
<table>
<thead>
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<td>3. Ministry of Finance</td>
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<tr>
<td>4. Ministry of Public Works</td>
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<td>5. Other</td>
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<td>Notes, if any, on the process involved:</td>
</tr>
</tbody>
</table>

Q4.  For decisions on spending on salaries (including hiring decisions), which ministry is directly responsible? Go to Q5

<table>
<thead>
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</tr>
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</tr>
<tr>
<td>Q5.</td>
</tr>
<tr>
<td>-----</td>
</tr>
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<tr>
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<tr>
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<td>✓ 3. Ministry of Finance</td>
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<td>✓ 4. Other</td>
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<tr>
<td>Notes, if any, on the process involved:</td>
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</table>

| **Continuing Vocational Education and Training (CVET)**, if relevant |
| ✓ 1. Ministry of Education |
| ✓ 2. Ministry of Labor |
| ✓ 3. Ministry of Finance |
| ✓ 4. Other |
| Notes, if any, on the process involved: |

| **Training-related active labor market programs (ALMPs)**, if relevant |
| ✓ 1. Ministry of Education |
| ✓ 2. Ministry of Labor |
| ✓ 3. Ministry of Finance |
| ✓ 4. Other |
| Notes, if any, on the process involved: |

<table>
<thead>
<tr>
<th>Q6.</th>
<th>What is the main mechanism used by the government to provide recurrent funding for training?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Vocational Education and Training (IVET)</strong>, if relevant</td>
<td></td>
</tr>
<tr>
<td>✓ 1. Budget allocations to training providers (e.g. training institutions, employers involved in apprenticeship programs, etc.)</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>✓ 3. Earmarked levies channeled to quasi-governmental, autonomous agencies (e.g. Brazil’s SENAI)</td>
<td></td>
</tr>
<tr>
<td>✓ 4. Other, please elaborate below:</td>
<td></td>
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</table>

| **Continuing Vocational Education and Training (CVET)**, if relevant |
| ✓ 1. Budget allocations to training providers (e.g. training institutions, employers involved in apprenticeship programs, etc.) |
| ✓ 2. Subsidized aid to students (e.g. in the form of grants, loans, vouchers provided to trainees) |
| ✓ 3. Earmarked levies channeled to quasi-governmental, autonomous agencies (e.g. Brazil’s SENAI) |
| ✓ 4. Other, please elaborate below: |
1. Budget allocations to training providers (e.g. training institutions, employers involved in apprenticeship programs, etc.)
2. Subsidized aid to students (e.g. in the form of grants, loans, vouchers provided to trainees)
3. Earmarked levies channeled to quasi-governmental, autonomous agencies (e.g. Brazil’s SENAI)
4. Other, please elaborate below:

Q7. Notes, if any, on this topic:

MINISTRY OF EDUCATION, if relevant

G4_T2_es Recurrent Funding for Initial Vocational Education and Training (IVET): Secondary Level

Q1. Which of the following best describes the ministry’s budget process for funding IVET institutions and programs?
1. Ad-hoc budgeting ---------> Go to Q5
2. Routine annual budgeting ---------> Go to Q2
3. Other, please elaborate below:

Q2. What criteria are used to determine funding allocation to IVET institutions and programs?
1. Previous year’s budget
2. Enrollment
3. Profile of population groups served
4. Completion and repetition rates
5. Job-placement rates among graduates
6. Alignment of programs with emerging WfD priorities
7. Capacity for innovation in service provision
8. Other, please elaborate below:

Q3. Are the criteria for allocating WfD funding to institutions and programs subject to periodic review?
1. No  ---------> Go to Q5
2. Yes, on an ad-hoc or occasional basis ---------> Go to Q4
3. Yes, routinely ---------> Go to Q4
4. Other, please elaborate below:

Q4. Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:
1.
2.

Q5. Notes, if any, on this topic:
**Recurrent funding for IVET: Post-Secondary Level**

**Q1.** Which of the following best describes the ministry's budget process for funding IVET institutions and programs?

1. Ad-hoc budgeting → Go to Q5
2. Routine annual budgeting → Go to Q2
3. Other, please elaborate below:

**Q2.** What criteria are used to determine funding allocation to IVET institutions and programs?

1. Previous year's budget
2. Enrollment
3. Profile of population groups served
4. Completion and repetition rates
5. Job-placement rates among graduates
6. Alignment of programs with emerging WfD priorities
7. Capacity for innovation in service provision
8. Other, please elaborate below:

**Q3.** Are the criteria for allocating WfD funding to institutions and programs subject to periodic review?

1. No → Go to Q5
2. Yes, on an ad-hoc or occasional basis → Go to Q4
3. Yes, routinely → Go to Q4
4. Other, please elaborate below:

**Q4.** Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:

1. 
2. 

**Q5.** Notes, if any, on this topic:

---

**MINISTRY OF LABOR, if relevant**

**Recurrent Funding for Initial Vocational Education and Training (IVET): Secondary Level**

**Q1.** Which of the following best describes the ministry's budget process for funding IVET institutions and programs?

1. Ad-hoc budgeting → Go to Q5
2. Routine annual budgeting → Go to Q2
3. Other, please elaborate below:

**Q2.** What criteria are used to determine funding allocation to IVET institutions and programs?

1. Previous year's budget
2. Enrollment
3. Profile of population groups served

---
4. Completion and repetition rates
5. Job-placement rates among graduates
6. Alignment of programs with emerging WfD priorities
7. Capacity for innovation in service provision
8. Other, please elaborate below:

Q3. Are the criteria for allocating WfD funding to institutions and programs subject to periodic review?

1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5
2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4
3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4
4. Other, please elaborate below:

Q4. Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:

1. 
2. 

Q5. Notes, if any, on this topic:

G4_T2_lp  Recurrent funding for IVET: Post-Secondary Level

Q1. Which of the following best describes the ministry's budget process for funding IVET institutions and programs?

1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5  1. Ad-hoc budgeting  Go to Q5
2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2  2. Routine annual budgeting  Go to Q2
3. Other, please elaborate below:

Q2. What criteria are used to determine funding allocation to IVET institutions and programs?

1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3  1. Previous year's budget  Go to Q3
2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3  2. Enrollment  Go to Q3
3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3  3. Profile of population groups served  Go to Q3
4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3  4. Completion and repetition rates  Go to Q3
6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3  6. Alignment of programs with emerging WfD priorities  Go to Q3
7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3  7. Capacity for innovation in service provision  Go to Q3
8. Other, please elaborate below:

Q3. Are the criteria for allocating WfD funding to institutions and programs subject to periodic review?

1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5  1. No  Go to Q5
2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4  2. Yes, on an ad-hoc or occasional basis  Go to Q4
3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4  3. Yes, routinely  Go to Q4
4. Other, please elaborate below:

Q4. Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:

1. 
2. 

Q5. Notes, if any, on this topic:
### Recurrent Funding for Continuing Vocational Education and Training Programs (CVET)

**Q1.** Indicate below the ministries or agencies responsible for CVET, listing the lead entity first:

<table>
<thead>
<tr>
<th>Ministry or Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Q2.** How is recurrent funding for CVET programs decided?

1. Through an *ad-hoc* process ————> Go to Q6
2. Through a formal process of application and approval ————> Go to Q3
3. Other, please elaborate below:

**Q3.** Who is involved in this process? ————> Go to Q4

1. Only officials in the sponsoring ministry or agency
2. Officials in the sponsoring ministry or agency with input from key stakeholders
3. Other, please elaborate below:

**Q4.** Does the ministry or agency produce an annual report?

1. No ————> Go to Q6
2. Yes, for internal circulation only ————> Go to Q5
3. Yes, for public dissemination ————> Go to Q5
4. Other, please elaborate below:

**Q5.** What is the latest year for which the report is available? ————> Go to Q6

**Q6.** Please name two on-going or recent government-supported programs to foster on-the-job training (OJT) in small and medium-sized firms (SMEs):

1. 
2. 

**Q7.** Have these programs been reviewed for their impact?

1. No ————> Go to Q9
2. Yes ————> Go to Q8

Comments, if any:
<table>
<thead>
<tr>
<th>Q8. Have the reviews led to changes in program funding or design?</th>
<th>1. No 2. Yes, the following changes were undertaken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9. Please name two on-going or recent programs to support individual career or professional development (e.g. reskilling)</td>
<td>1. 2.</td>
</tr>
<tr>
<td>Q10. Have these programs been reviewed for their impact?</td>
<td>1. No 2. Yes</td>
</tr>
<tr>
<td>Comments, if any:</td>
<td></td>
</tr>
<tr>
<td>Q11. Have the reviews led to changes in program funding or design?</td>
<td>1. No 2. Yes, the following changes were undertaken:</td>
</tr>
<tr>
<td>Q12. Notes, if any, on this topic:</td>
<td></td>
</tr>
</tbody>
</table>

**G4_T4 Recurrent Funding for Training-related Active Labor Market Programs (ALMPs)**

| Q1. Indicate below the ministries or agencies responsible for training-related ALMPs, listing the lead entity first: |  |
| Q2. Who are the beneficiaries of training-related ALMPs supported by government funding? | 1. Youth 2. Unemployed 3. Women 4. Minorities 5. Rural populations 6. Other, please elaborate below: |
| Q3. Please indicate two major training-related ALMPs supported by government funding: | 1. 2. |
| Q4. How is funding for the above two programs decided? | 1. Through an ad-hoc process 2. Through a formal, systematic process 3. Other, please elaborate below: |
Q5. Who is involved in this process? Go to Q6
   1. Only officials in the sponsoring ministry or agency
   2. Officials in the sponsoring ministry or agency with input from key stakeholders
   3. Other, please elaborate below:

Q6. How is training provision implemented? Go to Q7
   1. In-house training provision
   2. Service provision by pre-selected providers
   3. Contracting service providers through a competitive process
   4. Other, please elaborate below:

Q7. Have these programs been formally reviewed for their impact?
   1. No Go to Q9
   2. Yes Go to Q8
   3. Other, please elaborate below:

Q8. Have the reviews led to changes in program funding or design? Go to Q9
   1. No
   2. Yes, the following key changes were undertaken:
      1.
      2.

Q9. Notes, if any, on this topic:

G4_T5 Equity in Funding for Training Programs

Q1. Initial Vocational Education and Training (IVET)
   Q1a. In the last five years, has there been a formal review(s) of the impact of WfD funding on the beneficiaries of training programs?
      1. No Go to Q1f
      2. Yes Go to Q1b
   Comments, if any:

Q1b. Please provide two examples of reviews conducted in the last five years: Go to Q1c
      1.
      2.

Q1c. Which of the following outcomes by socioeconomic group did the review(s) consider? Go to Q1d
      1. Enrollments
      2. Completion of training
      3. Employment
<table>
<thead>
<tr>
<th>Q1d. Which of the following parties participated in dialogue on the findings of the above review(s) and their implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Government agencies</td>
</tr>
<tr>
<td>2. Non-state WfD stakeholders</td>
</tr>
<tr>
<td>3. Independent national organizations (e.g. universities, research institutions, think tanks)</td>
</tr>
<tr>
<td>4. Other, please elaborate below:</td>
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<table>
<thead>
<tr>
<th>Q1e. What has been the follow-up to the above review(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No follow-up</td>
</tr>
<tr>
<td>2. Some recommendations were implemented</td>
</tr>
<tr>
<td>3. Key recommendations were implemented</td>
</tr>
<tr>
<td>4. Other, please elaborate below:</td>
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<table>
<thead>
<tr>
<th>Q1f. Notes, if any:</th>
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<table>
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<tr>
<th>Q2. Continuing Vocational Education and Training (CVET)</th>
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<tbody>
<tr>
<td>Q2a. In the last five years, has there been a formal review(s) of the impact of WfD funding on the beneficiaries of training programs?</td>
</tr>
<tr>
<td>1. No  ---------&gt; Go to Q2f</td>
</tr>
<tr>
<td>2. Yes  ---------&gt; Go to Q2b</td>
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Comments, if any:

<table>
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<th>Q2b. Please provide two examples of reviews conducted in the last five years:</th>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
</tr>
</tbody>
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<th>Q2c. Which of the following outcomes by socioeconomic group did the review(s) consider?</th>
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<td>1. Enrollments</td>
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<td>2. Completion of training</td>
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<td>4. Earnings</td>
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<td>5. Other, please elaborate below:</td>
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<tr>
<th>Q2d. Which of the following parties participated in dialogue on the findings of the above review(s) and their implications</th>
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<td>1. Government agencies</td>
</tr>
<tr>
<td>2. Non-state WfD stakeholders</td>
</tr>
</tbody>
</table>
### Q2e. What has been the follow-up to the above review(s)?
1. No follow-up
2. Some recommendations were implemented
3. Key recommendations were implemented
4. Other, please elaborate below:

### Q2f. Notes, if any:

### Q3. Training-related Active Labor Market Programs (ALMPs)

#### Q3a. In the last five years, has there been a formal review(s) of the impact of WFD funding on the beneficiaries of training programs?
1. No ———— Go to Q3f
2. Yes ———— Go to Q3b

#### Q3b. Please provide two examples of reviews conducted in the last five years:
1. 
2. 

#### Q3c. Which of the following outcomes by socioeconomic group did the review(s) consider?
1. Enrollments
2. Completion of training
3. Employment
4. Earnings
5. Other, please elaborate below:

#### Q3d. Which of the following parties participated in dialogue on the findings of the above review(s) and their implications?
1. Government agencies
2. Non-state WFD stakeholders
3. Independent national organizations (e.g. universities, research institutions, think tanks)
4. Other, please elaborate below:

#### Q3e. What has been the follow-up to the above review(s)?
1. No follow-up
2. Some recommendations were implemented
3. Key recommendations were implemented
4. Other, please elaborate below:

#### Q3f. Notes, if any:

### Q4. Notes, if any, on this topic:
<table>
<thead>
<tr>
<th>Justification</th>
<th>Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
For decisions on non-salary operational spending to deliver training services, which ministry is directly responsible?
Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations.
Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:

--- Go to Q5
Provide two examples of major reforms in the last five years to improve efficiency and equity in funding allocations:

Go to Q5
Please name two on-going or recent government-supported programs to foster on-the-job training (OJT) in small and medium sized firms (SMEs): Go to Q7
In the last five years, has there been a formal review(s) of the impact of WfD funding on the beneficiaries of training programs?
Which of the following parties participated in dialogue on the findings of the above review(s) and their implications:

In the last five years, has there been a formal review(s) of the impact of WfD funding on the beneficiaries of training programs?

Which of the following parties participated in dialogue on the findings of the above review(s) and their implications:

g programs?
In the last five years, has there been a formal review(s) of the impact of WfD funding on the beneficiaries of training programs?

Which of the following parties participated in dialogue on the findings of the above review(s) and their implications:

**Q3e**
Policy Goal 5:
Assuring Relevant and Reliable Standards
### G5 Assuring Relevant and Reliable Standards

**Year of Data:**

#### G5_T1 Competency Standards and National Qualifications Frameworks

| Q1. Indicate below the ministries or agencies, if any, with oversight responsibility for competency standards and/or the national qualifications framework (NQF), listing the lead entity first | Go to Q2 |
| (If relevant, list departments or units within ministries separately.) |

#### Q2. Have competency standards for occupations been defined?
- 1. No | Go to Q6
- 2. Yes, for a few occupations | Go to Q3
- 3. Yes, for a large number of occupations | Go to Q3
- 4. Other, please elaborate below:

#### Q3. Is a national qualifications framework (NQF) in place?
- 1. No | Go to Q6
- 2. No, but a process to develop a NQF has been launched | Go to Q6
- 3. Yes, a NQF is in place and functioning | Go to Q4

**Notes, if any:**

#### Q4. What is the occupational coverage of the NQF?
- 1. Covers only a few occupations
- 2. Covers most occupations
- 3. Other, please elaborate below:

#### Q5. What range of skill levels does the NQF cover?
- 1. Limited range of skill levels
- 2. Wide range of semi-skilled to professional skill levels
- 3. Other, please elaborate below:

#### Q6. Which of the following parties are involved in policy dialogue on competency standards and/or the NQF?
- 1. Training providers
- 2. Employers or industry associations
- 3. Labor unions
- 4. National professional bodies
- 5. Government ministries or specialized agencies
- 6. Other, please indicate below:
Q7. What best characterizes the policy dialogue on competency standards and/or the NQF?  
- 1. Takes place on an ad-hoc basis  
- 2. Takes place routinely through institutionalized arrangements  
Notes, if any:

Q8. Notes, if any, on this topic:

G5_T2 Competency Standards for Major Occupations

Q1. Please indicate two major skilled or semi-skilled occupations (i.e. dominant or fastest-growing):  
Occupation 1, please indicate below:

Occupation 2, please indicate below:

Q2. Occupation 1:  
Q2a. Who is involved in setting the competency standards?  
- 1. Training providers  
- 2. Employers or industry associations  
- 3. Labor unions  
- 4. National professional bodies  
- 5. Government ministries or specialized agencies (e.g. South Africa's SAQA)  
- 6. Other, please indicate below:

Q2b. Do training providers for this occupation utilize competency-based curricula aligned to the standards formally agreed upon by the above stakeholders?  
- 1. No  
- 2. Yes, some do  
- 3. Yes, most do  
- 4. Other, please elaborate below:

Q2c. Notes, if any, on the standards for occupation 1:

Q3. Occupation 2:  
Q3a. Who is involved in setting the competency standards?  
- 1. Training providers  
- 2. Employers or industry associations  
- 3. Labor unions  
- 4. National professional bodies  
- 5. Government ministries or specialized agencies (e.g. South Africa's SAQA)  
- 6. Other, please indicate below:
<table>
<thead>
<tr>
<th>Q3b.</th>
<th>Do training providers for this occupation utilize competency-based curricula as defined by standards formally agreed upon by the above stakeholders?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No</td>
<td></td>
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<tr>
<td>2. Yes, some do</td>
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<tr>
<td>3. Yes, most do</td>
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<tr>
<td>4. Other, please elaborate below:</td>
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<tr>
<th>Q3c.</th>
<th>Notes, if any, on the standards for occupation 2:</th>
</tr>
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<tr>
<th>Q4.</th>
<th>Notes, if any, on this topic:</th>
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### G5_T3 Occupational Skills Testing

**Q1.** Is competency-based testing used to certify qualifications in skilled and semi-skilled occupations?

- 1. No —— Go to Q6 and G5_T6
- 2. Yes, in a few occupations —— Go to Q2
- 3. Yes, in most occupations —— Go to Q2
- 4. Other, please elaborate below:

**Q2.** Which of the following describes the system for competency-based testing? —— Go to Q3

- 1. Testing protocols are standardized and publicized
- 2. Testing is conducted only by accredited testing centers
- 3. Testing centers are subject to random audits
- 4. Other, please elaborate below:

**Q3.** Indicate below the ministry(s) or agency(s) with oversight responsibility for competency-based testing, listing the lead entity first: —— Go to Q4

(If relevant, list departments or units within ministries separately.)

**Q4.** Which of the following best describes the volume of testing administered by the lead entity? —— Go to Q5

- 1. Few are tested
- 2. Large numbers are tested
- 3. Other, please elaborate below:
Q5. Has the above entity taken measures in the last three years to manage the cost of skills testing and certification?  
- 1. No
- 2. Yes, the following key measures were taken:

1.
2.

Notes, if any:

Q6. Notes, if any, on this topic:

---

Skills Testing and Certification

Q1. List below two of the most common certificates (exclude those required for licensing):  

1.
2.

Q2. What best describes the public's confidence in the above certificates?  

Q2a. Certificate 1:
- 1. Recognized by public sector employers only
- 2. Recognized by public and private sector employers
- 3. Recognized and valued by public and private sector employers
- 4. Other, please elaborate below:

Q2b. Certificate 2:
- 1. Recognized by public sector employers only
- 2. Recognized by public and private sector employers
- 3. Recognized and valued by public and private sector employers
- 4. Other, please elaborate below:

Q3. Notes, if any, on this topic:

---

Skills Testing for Major Occupations

Note: Use same two occupations as listed in T2

Q1. List two major skilled or semi-skilled occupations (i.e. dominant or fastest-growing):  

Occupation 1:

Occupation 2:

Q2. Occupation 1:

Q2a. What best describes the focus of the tests?  
- 1. Mainly theory
- 2. A balance of both theory and practice
- 3. Other, please elaborate below:
### Q2b. Is a certificate awarded upon successful completion of the tests?
- 1. No  \(\rightarrow\) Go to Q2e
- 2. Yes  \(\rightarrow\) Go to Q2c

Notes, if any:

### Q2c. Is a certificate required for practitioners of this occupation?
- 1. No  \(\rightarrow\) Go to Q2d
- 2. Yes  \(\rightarrow\) Go to Q2e

Notes, if any:

### Q2d. Does having a certificate improve employability and earnings in this occupation?  \(\rightarrow\) Go to Q2e
- 1. No
- 2. Yes

Notes, if any:

### Q2e. Notes, if any, on skills testing for occupation 1:

### Q3. Occupation 2:  \(\rightarrow\) Go to Q4

#### Q3a. What best describes the focus of the tests?  \(\rightarrow\) Go to Q3b
- 1. Mainly theory
- 2. A balance of both theory and practice
- 3. Other, please elaborate below:

#### Q3b. Is a certificate awarded upon successful completion of the tests?
- 1. No  \(\rightarrow\) Go to Q3e
- 2. Yes  \(\rightarrow\) Go to Q3c

Notes, if any:

#### Q3c. Is a certificate required for practitioners of this occupation?
- 1. No  \(\rightarrow\) Go to Q3d
- 2. Yes  \(\rightarrow\) Go to Q3e

Notes, if any:

#### Q3d. Does having a certificate improve employment and earnings in this occupation?
- 1. No
- 2. Yes

Notes, if any:

#### Q3e. Notes, if any, on skills testing for occupation 2:

### Q4. Notes, if any, on this topic:
Government Oversight of Accreditation

Q1. Accreditation of Training Providers
   Q1a. Is a system in place to accredit training providers?
      1. No --------> Go to Q2
      2. Yes --------> Go to Q1b
      Notes, if any:
   
   Q1b. Please indicate the government ministries or agencies that exercise this function: --------> Go to Q2
      1. Ministry of Education
      2. Ministry of Labor
      3. Independent accreditation authority(s)
      4. Other, please indicate below:

   Q2. Accreditation of Training Programs
   Q2a. Is a system in place to accredit training programs?
      1. No --------> Go to Q3
      2. Yes --------> Go to Q2b
      Notes, if any:
| Q2b | Please indicate the government ministries or agencies that exercise this function:  

- Ministry of Education  
- Ministry of Labor  
- Independent accreditation authority(s)  
- Other, please indicate below: |

| Q3 | Notes, if any, on this topic: |

---

**MINISTRY OF EDUCATION, if relevant**

**Establishment of Accreditation Standards**

**Q1.** What entity establishes the accreditation standards for training providers?  
- No office is in charge  
- A designated office in the ministry  
- Accreditation agency under the ministry  
- Other, please elaborate below: |

**Q2.** How does the above entity establish accreditation standards for training providers?  
- Internal consultations only  
- Internal consultations with input from relevant stakeholders  
- Other, please elaborate below: |

**Q3.** Are accreditation standards periodically reviewed?  
- No  
- Yes, on an ad-hoc basis  
- Yes, on a systematic basis following established protocols  
- Other, please elaborate below: |

**Q4.** Do these protocols involve formal input from external bodies?  
- No  
- Yes

**Q5.** Notes, if any, on this topic:
### Accreditation Requirements and Enforcement of Accreditation Standards

**Q1.** What types of providers are required to obtain accreditation?
- None ➔ Go to Q6
- Private providers only ➔ Go to Q2
- All providers receiving public funding ➔ Go to Q2
- All providers regardless of funding ➔ Go to Q2
- Other, please elaborate below:

**Q2.** Are accredited providers required to renew their accreditation status on a regular basis? ➔ Go to Q3
- No
- Yes

**Notes, if any:**

**Q3.** Are accreditation standards publicized?
- No ➔ Go to Q6
- Yes ➔ Go to Q4

**Notes, if any:**

**Q4.** Are accreditation standards enforced?
- No ➔ Go to Q5
- Yes, to some extent ➔ Go to Q6
- Yes, to a large extent ➔ Go to Q6

**Notes, if any:**

**Q5.** Why are accreditation standards not enforced? ➔ Go to Q6
- Lack of legal sanctions for non-compliance
- Limited capacity to confirm compliance
- Standards are treated mainly as guidelines to help training providers improve service delivery
- Other, please elaborate below:

**Q6.** Notes, if any, on this topic:

---

### Incentives and Support for Accreditation

**Q1.** Are training providers provided with incentives to seek and to retain accreditation?
- No ➔ Go to Q3
- Yes ➔ Go to Q2

**Notes, if any:**

**Q2.** What types of incentives are provided to training providers? ➔ Go to Q3
- Linking accreditation to eligibility for public funding
- Linking accreditation to obtaining license to operate
- Other, please elaborate below:
### MINISTRY OF LABOR, if relevant

**G5_T7_l Establishment of Accreditation Standards**

**Q1. What entity establishes the accreditation standards for training providers?**

- 1. No office is in charge ——> Go to Q5 and G6
- 2. A designated office in the ministry ——> Go to Q2
- 3. Accreditation agency under the ministry ——> Go to Q2
- 4. Other, please elaborate below:

**Q2. How does the above entity establish accreditation standards for training providers?**

- 1. Internal consultations only
- 2. Internal consultations with input from relevant stakeholders
- 3. Other, please elaborate below:

**Q3. Are accreditation standards periodically reviewed?**

- 1. No ——> Go to Q5
- 2. Yes, on an ad-hoc basis ——> Go to Q5
- 3. Yes, on a systematic basis following established protocols ——> Go to Q4
- 4. Other, please elaborate below:

**Q4. Do these protocols involve formal input from external bodies?**

- 1. No
- 2. Yes
- Notes, if any:

**Q5. Notes, if any, on this topic:**

---

**G5_T8_l Accreditation Requirements and Enforcement of Accreditation Standards**

**Q1. What types of providers are required to obtain accreditation?**

- 1. None ——> Go to Q6
- 2. Private providers only ——> Go to Q2
- 3. All providers receiving public funding ——> Go to Q2
- 4. All providers regardless of funding ——> Go to Q2
- 5. Other, please elaborate below:

**Q2. Are accredited providers required to renew their accreditation status on a regular basis?**

- 1. No
- 2. Yes
- Notes, if any:

**Q3. Are accreditation standards publicized?**

- 1. No ——> Go to Q6
- 2. Yes ——> Go to Q4
- Notes, if any:

**Q4. Are accreditation standards enforced?**

- 1. No ——> Go to Q6
- 2. Yes, to some extent ——> Go to Q6
- 3. Yes, to a large extent ——> Go to Q6
- Notes, if any:

**Q5. Why are accreditation standards not enforced?**

- 1. Lack of legal sanctions for non-compliance
- 2. Limited capacity to confirm compliance
- 3. Standards are treated mainly as guidelines to help training providers improve service delivery
- 4. Other, please elaborate below:

**Q6. Notes, if any, on this topic:**

---

**G5_T9_l Incentives and Support for Accreditation**

**Q1. Are training providers provided with incentives to seek and to retain accreditation?**

- 1. No ——> Go to Q3
- 2. Yes ——> Go to Q2
- Notes, if any:
Q2. What types of **incentives** are provided to training providers?  
- 1. Linking accreditation to eligibility for public funding  
- 2. Linking accreditation to obtaining license to operate  
- 3. Other, please elaborate below:  

Q3. Are training providers provided with **support** to seek and to retain accreditation?  
- 1. No  
- 2. Yes  

Notes, if any:

Q4. What type of **support** is provided to training providers?  
- 1. Technical assistance to meet accreditation standards  
- 2. Funding to defray the cost of accreditation  
- 3. Other, please elaborate below:  

Q5. Notes, if any, on this topic:
Policy Goal 6:
Diversifying Pathways for Skills Acquisition
G6  Diversifying Pathways for Skills Acquisition

Yr of Data:  

G6_T1  Learning Pathways

Q1. Are separate academic and vocational/technical streams offered at the secondary level?

Q2. In what year of schooling does the streaming begin?  

---------  Go to Q3

Q3. What options are available for technical and vocational education and training at the post-secondary level?

---------  Go to Q4

Q4. Can graduates of secondary vocational/technical streams progress to post-secondary levels of study?

---------  Go to Q5

Q5. Can graduates of post-secondary vocational/technical programs (e.g. polytechnics, community colleges) progress to university programs?

---------  Go to Q6

Q6. Notes, if any, on this topic:
<table>
<thead>
<tr>
<th>Q1.</th>
<th>Regarding diversifying pathways, has the government taken major actions in the last 10 years?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2.</td>
<td>List two of the most important of these government actions to diversify pathways:</td>
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<tr>
<td></td>
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<tr>
<td>Q3.</td>
<td>Have these actions been monitored or reviewed for their impact on diversifying learning pathways?</td>
</tr>
<tr>
<td>Q4.</td>
<td>What best describes the review process?</td>
</tr>
<tr>
<td>Q5.</td>
<td>Has the above review led to changes in policies to diversify learning pathways?</td>
</tr>
<tr>
<td>Q6.</td>
<td>Notes, if any, on this topic:</td>
</tr>
</tbody>
</table>

Has the government taken action to improve public perception of TVET? What do these actions consist of?
G6_T3  Articulation Certification

Q1. Are certificates awarded for completing technical/vocational training programs recognized in the national qualifications framework?

---------> Go to Q2

Q2. Do training providers under ministries other than Education offer programs leading to the award of formal qualifications?

Q3. Are the qualifications awarded by non-Education ministries recognized for admission into formal education and training programs under the Ministry of Education?

Q4. List below five common qualifications awarded by non-Education ministries that are recognized for admission into formal education and training programs under the Ministry of Education:

---------> Go to Q5

Q5. List below the qualifications from above that are recognized with the granting of credit:

---------> Go to Q6

Q6. Notes, if any, on this topic:

G6_T4  Recognition of Prior Learning (RPL)

Q1. How have policymakers addressed issues pertaining to the recognition of prior learning (RPL)?

---------> Go to Q2

List below five common qualifications awarded by non-Education ministries that are recognized for admission into formal education and training programs:

---------> Go to Q5
Q2. Does recognition of prior learning (RPL) exist?

Q3. Is recognition of prior learning (RPL) integrated into the national qualifications framework (NQF) or the framework for occupational competency standards?

Q4. In the last five years, has the government reviewed its policies or programs for further occupational and career development?

Q5. Notes, if any, on this topic:

G6_T5 Support for Further Occupational and Career Development

Q1. Indicate below the ministries or agencies that provide or fund services to support further occupational and career development:

Q2. What describes the organization of the above services?

Q3. What best describes the government’s outreach to inform the public about the recognition of prior learning?

Q4. In the last five years, has the government reviewed its policies or programs for further occupational and career development?
Q5. Was the above review part of a routine and institutionalized process?

Q6. Has the above review led to changes in policies, funding, or the design of services for further occupational and career development?

Q7. Notes, if any, on this topic:

G6_T6  Training-related Provision of Services for the Disadvantaged

Q1. Are publicly-funded training programs available for disadvantaged populations?

Q2. Indicate below the nature of the systematic support:

Q3. How does the lead ministry or agency support publicly-funded training programs for disadvantaged populations?

Q4. Please indicate below the ministries or agencies that oversee the above programs, listing the lead entity first:

Q5. Indicate below two major programs addressing the training needs of disadvantaged populations:

Q6. Have these programs been monitored and reviewed for impact?
Q7. Are these reviews part of an institutionalized and routine practice?

Q8. Following these reviews, have the programs been adjusted in light of the findings?

Q9. Notes, if any, on this topic:
### Diversifying Pathways for Skills Acquisition

#### Learning Pathways

1. No --------- Go to Q3
2. Yes  --------- Go to Q2

**Notes, if any:**

**In what year of schooling does the streaming begin?** --------- Go to Q3

1. After 4-6 years of primary schooling
2. After 8-10 years of schooling
3. Other, please elaborate below:

**Are the options for technical and vocational education and training at the post-secondary level?** --------- Go to Q4

1. TVET institutions or centers (e.g. offering certificate programs)
2. Polytechnics, community/technical colleges
3. Technical programs within universities
4. Specialized universities
5. Other, please elaborate below:

**Can graduates of secondary vocational/technical streams progress to post-secondary levels of study?** --------- Go to Q5

1. No
2. Yes, only to vocationally-oriented programs
3. Yes, to both vocationally-oriented and academic programs
4. Other, please elaborate below:

**Can graduates of post-secondary vocational/technical programs (e.g. polytechnics, community colleges) progress to university programs?** --------- Go to Q6

1. No
2. Yes, only to selected programs
3. Yes, to most programs
4. Other, please elaborate below:

**Notes, if any, on this topic:**

1. Yes
2. No
**Public Perception of Pathways for TVET**

1. No  ---------> Go to Q8
2. Yes  ---------> Go to Q2

Notes, if any:

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>1. Improving the quality and relevance of programs</td>
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<tr>
<td>2. Ensuring that most graduates are employed</td>
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<tr>
<td>3. Diversifying learning pathways for progression to higher levels of education and training</td>
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<tr>
<td>4. Other, please elaborate below:</td>
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</table>

**Regarding diversifying pathways, has the government taken major actions in the last 10 years?**

1. No  ---------> Go to Q8
2. Yes  ---------> Go to Q4

Notes, if any:

**two of the most important of these government actions to diversify pathways:**

1. Ad-hoc
2. Routine and institutionalized

Notes, if any:

**Have these actions been monitored or reviewed for their impact on diversifying learning pathways?**

1. No  ---------> Go to Q8
2. Yes  ---------> Go to Q6

Notes, if any:

**best describes the review process?**

1. Ad-hoc
2. Routine and institutionalized

Notes, if any:

**Has the above review led to changes in policies to diversify learning pathways?**

1. No
2. Yes, the following changes were undertaken:

Notes, if any, on this topic:
**Articulation of Skills Certification**

Are certificates awarded for completing technical/vocational training programs recognized in the national qualifications framework?  
1. No  
2. Yes, for some certificates  
3. Yes, for most certificates  
4. Other, please elaborate below:

**Providers under ministries other than Education**

Are training providers under ministries other than Education offer programs leading to the award of formal qualifications?  
1. No  
2. Yes  
Notes, if any:

**Recognition of Prior Learning (RPL)**

How have policy makers addressed issues pertaining to the recognition of prior learning (RPL)?  
1. Limited or no attention  
2. Some attention (e.g. sponsorship of studies or reviews, national dialogue)  
3. Significant and sustained attention (e.g. legislation, dedicated policy, budget allocation)  
Notes, if any:

**Qualifications awarded by non-Education ministries**

Are qualifications awarded by non-Education ministries recognized for admission into formal education and training programs under the Ministry of Education?  
1. No  
2. Yes, a few qualifications are recognized  
3. Yes, a large number of qualifications are recognized  
4. Yes, a large number of qualifications are recognized, and credits are granted  
Notes, if any:

**List below five common qualifications awarded by non-Education ministries that are recognized for admission into formal education and training programs under the Ministry of Education:**

1.  
2.  
3.  
4.  
5.  

**List below the qualifications from above that are recognized with the granting of credit:**

1.  
2.  
3.  
4.  
5.  

, if any, on this topic:

**Notes, if any on this topic:**

**Recognition of Prior Learning (RPL)**

How have policy makers addressed issues pertaining to the recognition of prior learning (RPL)?  
1. Limited or no attention  
2. Some attention (e.g. sponsorship of studies or reviews, national dialogue)  
3. Significant and sustained attention (e.g. legislation, dedicated policy, budget allocation)  
Notes, if any:
a national organization exist dedicated to adult learning and related issues (e.g. recognition of prior learning)? ————> Go to Q3
1. No
2. Yes, an **informal** association of some stakeholders exists
3. Yes, a **formal** association of most stakeholders exists
4. Yes, a **national organization** exists (e.g. Singapore’s IAL, Korea’s KRIVET, Costa Rica’s INA)
5. Other, please elaborate below:

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<tr>
<td>recognition of prior learning (RPL) integrated into the national qualifications framework (NQF) or the framework for occupational competency stan</td>
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<tr>
<td>1. No</td>
<td></td>
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<td>2. Yes</td>
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<td>Notes, if any:</td>
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**best describes the government’s outreach to inform the public about the recognition of prior learning? ————> Go to Q5**

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<td>1. Limited or no outreach</td>
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<td>2. Some outreach (e.g. selected populations; only printed information)</td>
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<td>3. Significant outreach to learners and providers through a wide variety of media, including online resources</td>
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<td>4. Other, please elaborate below:</td>
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**Further Occupational and Career Development**

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<tr>
<td>describes the ministries or agencies that provide or fund services to support further occupational and career development: ————&gt; Go to Q2</td>
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<td>describes the scope of publicly-sponsored further occupational and career development services?</td>
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<tr>
<td>1. Practically none ————&gt; Go to Q7</td>
<td></td>
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<td>2. Limited menu of services ————&gt; Go to Q3</td>
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<tr>
<td>3. Comprehensive menu of services, including on-line resources ————&gt; Go to Q3</td>
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<td>4. Other, please elaborate below:</td>
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<tr>
<td>describes the organization of the above services? ————&gt; Go to Q4</td>
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<tr>
<td>1. Stand-alone local service units or centers</td>
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<tr>
<td>2. Service centers that are part of a regional or national system</td>
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<td>3. Other, please elaborate below:</td>
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<td>last five years, has the government reviewed its policies or programs for further occupational and career development?</td>
<td></td>
</tr>
<tr>
<td>1. No ————&gt; Go to Q7</td>
<td></td>
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<tr>
<td>2. Yes ————&gt; Go to Q5</td>
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<tr>
<td>Notes, if any:</td>
<td></td>
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</tbody>
</table>
Was the above review part of a routine and institutionalized process?
1. No  ---------> Go to Q7
2. Yes  ---------> Go to Q6
Notes, if any:

Has the above review led to changes in policies, funding, or the design of services for further occupational and career development?  ---------> Go to Q7
1. No
2. Yes, the following changes were undertaken:

Notes, if any, on this topic:

**Training-related Provision of Services for the Disadvantaged**

Are publicly-funded training programs available for disadvantaged populations?
1. No  ---------> Go to Q9
2. Yes  ---------> Go to Q2
Notes, if any:

Does the lead ministry or agency support publicly-funded training programs for disadvantaged populations?
1. Ad-hoc support (e.g. on case-by-case basis)  ---------> Go to Q5
2. Systematic, routine support  ---------> Go to Q4
3. Other, please elaborate below:

Note below the nature of the systematic support:  ---------> Go to Q5
1. Annual budget
2. Adequate institutional infrastructure for implementation
3. Multi-year programmatic budget
4. Other, please elaborate below:

Below the ministries or agencies that oversee the above programs, listing the lead entity first:  ---------> Go to Q3

How does the lead ministry or agency support publicly-funded training programs for disadvantaged populations?

Please indicate below the two major programs addressing the training needs of disadvantaged populations:  ---------> Go to Q6

Have these programs been monitored and reviewed for impact?
1. No  ---------> Go to Q9
2. Yes  ---------> Go to Q7
Notes, if any:
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Notes, if any:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are these reviews part of an institutionalized and routine practice?</td>
<td>1. No</td>
<td></td>
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<tr>
<td></td>
<td>2. Yes</td>
<td></td>
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<tr>
<td>Following these reviews, have the programs been adjusted in light of</td>
<td>1. No</td>
<td></td>
</tr>
<tr>
<td>the findings?</td>
<td>2. Yes</td>
<td></td>
</tr>
<tr>
<td>Notes, if any, on this topic:</td>
<td></td>
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</tr>
</tbody>
</table>
Policy Goal 7:
Enabling Diversity and Excellence in Training Provision
### G7 Enabling Diversity and Excellence in Training Provision

**Scope and Formalization of Non-State Training Provision**

<table>
<thead>
<tr>
<th>Q1. Are non-state providers allowed to offer training? (e.g. IVET, CVET, training-related ALMPs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No  ---------&gt; Go to Q10 and G7_T5</td>
</tr>
<tr>
<td>2. Yes  ---------&gt; Go to Q2</td>
</tr>
<tr>
<td>Notes, if any:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2. What types of non-state providers are allowed to offer training? --------&gt; Go to Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Domestic non-profit providers</td>
</tr>
<tr>
<td>2. Domestic for-profit providers</td>
</tr>
<tr>
<td>3. Foreign non-profit providers</td>
</tr>
<tr>
<td>4. Foreign for-profit providers</td>
</tr>
<tr>
<td>5. Other, please elaborate below:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3. What best describes the composition of training providers? --------&gt; Go to Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consists of mainly for-profit providers</td>
</tr>
<tr>
<td>2. Consists of mainly non-profit providers</td>
</tr>
<tr>
<td>3. Consists of a highly diverse mix of providers</td>
</tr>
<tr>
<td>Other, please elaborate below:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4. Does an association of private training providers exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes  ---------&gt; Go to Q5</td>
</tr>
<tr>
<td>2. No  ---------&gt; Go to Q6</td>
</tr>
<tr>
<td>Notes, if any:</td>
</tr>
</tbody>
</table>

| Q5. Briefly describe this association’s membership, governance structure, and its role in policy dialogue with the government: --------> Go to Q6 |

<table>
<thead>
<tr>
<th>Q6. What best describes the registration status of non-state training providers? --------&gt; Go to Q7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Few are registered</td>
</tr>
<tr>
<td>2. Some are registered</td>
</tr>
<tr>
<td>3. Most are registered</td>
</tr>
<tr>
<td>Notes, if any:</td>
</tr>
</tbody>
</table>
Q7. Are non-state providers required to renew their registration on a regular basis? ————> Go to Q8
   1. No
   2. Yes
   Notes, if any:

Q8. What best describes the licensing status of non-state training providers? ————> Go to Q9
   1. Few are licensed
   2. Some are licensed
   3. Most are licensed
   Notes, if any:

Q9. Are non-state providers required to renew their license on a regular basis? ————> Go to Q10
   1. No
   2. Yes
   Notes, if any:

Q10. Notes, if any, on this topic:

MINISTRY OF EDUCATION, if relevant

G7_T2_e
Incentives for Non-State Training Provision
Q1. Does the ministry or its agencies use non-financial incentives to encourage non-state training provision?
   1. No ————> Go to Q3
   2. Yes ————> Go to Q2
   Notes, if any:

Q2. What do these non-financial incentives consist of? ————> Go to Q3
   1. License to operate
   2. Access to support services (e.g., information, instructor training, etc.)
   3. Authorization to issue government-recognized certificates and diplomas
   4. Participation as members in national decision-making bodies or agencies
   5. Other, please elaborate below:

Q3. Does the ministry use financial incentives to encourage non-state training provision?
   1. No ————> Go to Q5
   2. Yes ————> Go to Q4
   Notes, if any:
Q4. What do these financial incentives consist of? → Go to Q5
- 1. Eligibility to enroll students receiving financial aid from the government
- 2. Eligibility to compete for government-funded training contracts
- 3. Eligibility to receive or compete for training grants
- 4. Eligibility for tax-exemption for training-related expenses
- 5. Eligibility to receive public subsidies for teacher salaries or allowances
- 6. Financial support to or through associations of private training providers
- 7. Other, please elaborate below:

Q5. Notes, if any, on this topic:

G7_T3_e Quality Assurance of Non-State Training Provision
Q1. Are measures in place to assure the quality of non-state training provision?
- 1. No → Go to Q5
- 2. Yes → Go to Q2

Notes, if any:

Q2. Please indicate the features of these measures for quality assurance: → Go to Q3
- 1. Regular reporting by providers to WfD authorities
- 2. Audits conducted on a regular schedule
- 3. Random audits

Other, please elaborate below:

Q3. Are measures taken to address quality issues in lagging institutions?
- 1. No → Go to Q5
- 2. Yes → Go to Q4

Notes, if any:

Q4. Please indicate the specific measures for the lagging institutions: → Go to Q5
- 1. Placement under observation or probation
- 2. Provision of technical support
- 3. Revocation of license to operate or eligibility to receive public funding
- 4. Other, please elaborate below:

Q5. Notes, if any, on this topic:
### Review of Policies towards Non-State Training Provision

**Q1.** Has the government reviewed its policies regarding non-state training provision?  
- 1. No → Go to Q5  
- 2. Yes → Go to Q2  
**Notes, if any:**

**Q2.** What is/was the nature of the review(s)? → Go to Q3  
- 1. Occasional or special reviews  
- 2. Routine reviews  
- 3. Other, please elaborate below:

**Q3.** Please provide an example of a recent review: → Go to Q4  
- **Name of review:**  
- **Date of review:**

**Q4.** Following the above review, have the policies been adjusted in light of the findings? → Go to Q5  
- 1. No  
- 2. Yes  
**Notes, if any:**

**Q5.** Notes, if any, on this topic:

---

### Incentives for Non-State Training Provision

**MINISTRY OF LABOR, if relevant**

**G7_T2_l**

**Q1.** Does the ministry or its agencies use non-financial incentives to encourage non-state training provision?  
- 1. No → Go to Q3  
- 2. Yes → Go to Q2  
**Notes, if any:**

**Q2.** What do these non-financial incentives consist of? → Go to Q3  
- 1. License to operate  
- 2. Access to support services (e.g., information, instructor training, etc.)
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<tr>
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<td>2. Yes --&gt; Go to Q2</td>
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<td>2. Yes --&gt; Go to Q4</td>
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</thead>
</table>
1. No  ---------> Go to Q5
2. Yes  ---------> Go to Q4
Notes, if any:

Q4. Please indicate the specific measures for the lagging institutions:  ---------> Go to Q5
✓ 1. Placement under observation or probation
✓ 2. Provision of technical support
✓ 3. Revocation of license to operate or eligibility to receive public funding
✓ 4. Other, please elaborate below:

Q5. Notes, if any, on this topic:

G7_T4_I
Review of Policies towards Non-State Training Provision
Q1. Has the government reviewed its policies regarding non-state training provision?
1. No  ---------> Go to Q5
2. Yes  ---------> Go to Q2
Notes, if any:

Q2. What is/was the nature of the review(s)?  ---------> Go to Q3
✓ 1. Occasional or special reviews
✓ 2. Routine reviews
✓ 3. Other, please elaborate below:

Q3. Please provide an example of a recent review:  ---------> Go to Q4
Name of review:
Date of review:

Q4. Following the above review, have the policies been adjusted in light of the findings?  ---------> Go to Q5
1. No
2. Yes
Notes, if any:

Q5. Notes, if any, on this topic:

OTHER MINISTRY OR AGENCY, if relevant
MINISTRY OF EDUCATION, if relevant

Level of Education: Secondary

G7_T5_es
Targets and Incentives for Public Training Institutions
Q1. Are training institutions expected to achieve specific targets for desired WfD outcomes?
1. No  ---------> Go to Q7
2. Yes  ---------> Go to Q2
Notes, if any:

Q2. What specific targets are training institutions expected to achieve?  ---------> Go to Q3
✓ 1. Enrollment
✓ 2. Repetition rates
✓ 3. Graduation rates
✓ 4. Pass rates on terminal examinations
✓ 5. Job placement rates
✓ 6. Employer satisfaction
✓ 7. Trainee satisfaction
✓ 8. Other, please elaborate below:

Q3. Is a reward system in place for public training institutions that achieve agreed targets?
1. No  ---------> Go to Q5
2. Yes  ---------> Go to Q4
Notes, if any:

Q4. What does the reward system consist of?  ---------> Go to Q5
✓ 1. Public recognition of well-performing institutions
✓ 2. Increase in funding for well-performing programs or institutions
✓ 3. Other, please elaborate below:

Q5. Do institutions or programs that fail to achieve agreed targets face consequences?
1. No  ---------> Go to Q7
2. Yes  ---------> Go to Q6
Notes, if any:

Q6. How does the ministry respond to institutions or programs that persistently fail to achieve agreed targets?  ---------> Go to Q7
✓ 1. Increased support to address weaknesses
✓ 2. Reduced funding for poor-performing programs or institutions
✓ 3. Closure of programs or institutions
✓ 4. Other, please elaborate below:

Q7. Notes, if any, on this topic:

G7_T6_es
Autonomy and Accountability of Public Training Institutions
Q1. Over which of the following functions does the management of public training institutions have authority?
1. Selection and admission of trainees
2. Purchases of training materials and other inputs
3. Introduction and closure of programs
4. Staff remuneration
5. Hiring of new staff
<table>
<thead>
<tr>
<th>Q2. Are public training institutions allowed to generate and retain revenues?</th>
<th>Go to Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No</td>
<td></td>
</tr>
<tr>
<td>2. Yes, some are allowed</td>
<td></td>
</tr>
<tr>
<td>3. Yes, most are allowed</td>
<td></td>
</tr>
<tr>
<td>4. Other, please elaborate below:</td>
<td></td>
</tr>
</tbody>
</table>

| Q3. Are public training institutions governed by a board to which management is accountable? |
| Go to Q4 |
|---|---|
| 1. No |
| 2. Yes, in some institutions |
| 3. Yes, in most institutions |
| 4. Other, please elaborate below: |

| Q4. How are complaints regarding the management of training institutions addressed? |
| Go to Q5 |
|---|---|
| 1. Limited or no channels to file complaints |
| 2. Ad-hoc processes are in place |
| 3. A functioning system is in place |
| 4. Other, please elaborate below: |

**Notes, if any, on this topic:**

---

**Introduction and Closure of Programs**

**Q1. Introduction of Programs**

**Q1a.** What best describes the ministry’s or agency’s process for approving new programs?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ad-Hoc</td>
</tr>
<tr>
<td>2.</td>
<td>Systematic (e.g. review protocols, documentation of decisions)</td>
</tr>
<tr>
<td>3.</td>
<td>Systematic with explicit time frame for decision</td>
</tr>
<tr>
<td>4.</td>
<td>Other, please elaborate below:</td>
</tr>
</tbody>
</table>
Q1b. Which of the following influences or informs decisions on the introduction of major programs?

- 1. Availability of financing
- 2. Capacity for training provision (e.g., staff, equipment, facilities, etc.)
- 3. Support from relevant stakeholders
- 4. Analytical findings (e.g., labor market analyses, impact evaluations)
- 5. Other, please elaborate below:

Q1c. Please indicate the two major programs that were introduced within the last five years:

1. 
2. 

Q1d. Notes, if any, on introducing programs:

Q2. Closure of Programs

Q2a. Does the ministry (or relevant agency under the ministry) conduct system-wide assessments to identify publicly-funded programs for closure?

- 1. No --> Go to Q2d
- 2. Yes, on an ad-hoc basis --> Go to Q2b
- 3. Yes, systematically --> Go to Q2b
- 4. Other, please elaborate below:

Q2b. Which of the following informs decisions on the closure of major programs?

- 1. Assessment of system-wide resource utilization and staffing
- 2. Consultations with relevant stakeholders
- 3. Labor market analyses
- 4. Findings from reviews of programs (e.g., enrollment trends)
- 5. Other, please elaborate below:

Q2c. Please indicate the two major programs that have been closed within the last five years:

1. 
2. 

Q2d. Notes, if any, on closing programs:

Q3. Notes, if any, on this topic:

Level of Education: Post-Secondary

G7_T5_ep Targets and Incentives for Public Training Institutions

Q1. Are training institutions expected to achieve specific targets for desired WfD outcomes?

- 1. No --> Go to Q7
- 2. Yes --> Go to Q2

Notes, if any:
**G7_T6_ep**

**Autonomy and Accountability of Public Training Institutions**

<table>
<thead>
<tr>
<th>Q1. Over which of the following functions does the management of public training institutions have authority?</th>
<th>Go to Q2</th>
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<tr>
<td>1. Selection and admission of trainees</td>
<td></td>
</tr>
<tr>
<td>2. Purchases of training materials and other inputs</td>
<td></td>
</tr>
<tr>
<td>3. Introduction and closure of programs</td>
<td></td>
</tr>
<tr>
<td>4. Staff remuneration</td>
<td></td>
</tr>
<tr>
<td>5. Hiring of new staff</td>
<td></td>
</tr>
<tr>
<td>6. Dismissal of staff</td>
<td></td>
</tr>
<tr>
<td>7. Other, please elaborate below:</td>
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<table>
<thead>
<tr>
<th>Q2. Are public training institutions allowed to generate and retain revenues?</th>
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<tbody>
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<td>2. Yes, some are allowed</td>
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<tr>
<td>4. Other, please elaborate below:</td>
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<tr>
<th>Q4. How are complaints regarding the management of training institutions addressed?</th>
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</tr>
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<tbody>
<tr>
<td>1. Limited or no channels to file complaints</td>
<td></td>
</tr>
<tr>
<td>2. Ad-hoc processes are in place</td>
<td></td>
</tr>
<tr>
<td>3. A functioning system is in place</td>
<td></td>
</tr>
<tr>
<td>4. Other, please elaborate below:</td>
<td></td>
</tr>
</tbody>
</table>

| Q5. Notes, if any, on this topic: | |

---

**G7_T7_ep**

**Introduction and Closure of Programs**

<table>
<thead>
<tr>
<th>Q1. Introduction of Programs</th>
<th>Go to Q2</th>
</tr>
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<tbody>
<tr>
<td>1. Ad-hoc</td>
<td></td>
</tr>
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<td>2. Systematic (e.g. review protocols, documentation of decisions)</td>
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<tr>
<td>4. Other, please elaborate below:</td>
<td></td>
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---

**Q2. What specific targets are training institutions expected to achieve?**  
1. Enrollment  
2. Repetition rates  
3. Graduation rates  
4. Pass rates on terminal examinations  
5. Job placement rates  
6. Employer satisfaction  
7. Trainee satisfaction  
8. Other, please elaborate below:  

---

**Q3. Is a reward system in place for public training institutions that achieve agreed targets?**  
1. No  
2. Yes  

---

**Q4. What does the reward system consist of?**  
1. Public recognition of well-performing institutions  
2. Increase in funding for well-performing programs or institutions  
3. Other, please elaborate below:  

---

**Q5. Do institutions or programs that fail to achieve agreed targets face consequences?**  
1. No  
2. Yes  

---

**Q6. How does the ministry respond to institutions or programs that fail to achieve agreed targets?**  
1. Increased support to address weaknesses  
2. Reduced funding for poor-performing programs or institutions  
3. Closure of program or institution  
4. Other, please elaborate below:  

---

**Q7. Notes, if any, on this topic:**
Q1b. Which of the following influences or informs decisions on the introduction of major programs?

- Availability of financing
- Capacity for training provision (e.g., staff, equipment, facilities, etc.)
- Support from relevant stakeholders
- Analytical findings (e.g., labor market analyses, impact evaluations)
- Other, please elaborate below:

Q1c. Please indicate two major new programs that were introduced within the last five years:

1. 
2. 

Q1d. Notes, if any, on introducing programs:

Q2. Closure of Programs

Q2a. Does the ministry (or relevant agency under the ministry) conduct system-wide assessments to identify publicly-funded programs for closure?

- No --------> Go to Q2d
- Yes, on an ad-hoc basis --------> Go to Q2b
- Yes, systematically --------> Go to Q2b
- Other, please elaborate below:

Q2b. Which of the following informs decisions on the closure of major programs?

- Assessment of system-wide resource utilization and staffing
- Consultations with relevant stakeholders
- Labor market analyses
- Findings from reviews of programs (e.g., enrollment trends)
- Other, please elaborate below:

Q2c. Please indicate two major programs that have been closed within the last five years:

1. 
2. 

Q2d. Notes, if any, on closing programs:

Q3. Notes, if any, on this topic:

---

**MINISTRY OF LABOR, if relevant**

**Level of Education: Secondary**

**G7_T5_ls**

**Targets and Incentives for Public Training Institutions**

Q1. Are training institutions expected to achieve specific targets for desired WfD outcomes?

- No --------> Go to Q7
- Yes --------> Go to Q2

Notes, if any:

Q2. What specific targets are training institutions expected to achieve?

- Enrollment
- Repetition rates
- Graduation rates
- Pass rates on terminal examinations
- Job placement rates
- Employer satisfaction
- Trainee satisfaction
- Other, please elaborate below:

Q3. Is a reward system in place for public training institutions that achieve agreed targets?

- No --------> Go to Q5
- Yes --------> Go to Q4

Notes, if any:

Q4. What does the reward system consist of?

- Public recognition of well-performing institutions
- Increase in funding for well-performing programs or institutions
- Other, please elaborate below:

Q5. Do institutions or programs that fail to achieve agreed targets face consequences?

- No --------> Go to Q7
- Yes --------> Go to Q6

Notes, if any:

Q6. How does the ministry respond to institutions or programs that persistently fail to achieve agreed targets?

- Increased support to address weaknesses
- Reduced funding for poor-performing programs or institutions
- Closure of programs or institutions
- Other, please elaborate below:

Q7. Notes, if any, on this topic:

---

**G7_T6_ls**

**Autonomy and Accountability of Public Training Institutions**

Q1. Over which of the following functions does the management of public training institutions have authority?

- Selection and admission of trainees
- Purchases of training materials and other inputs
- Introduction and closure of programs
- Staff remuneration
- Hiring of new staff
- Dismissal of staff
- Other, please elaborate below:

Q2. Are public training institutions allowed to generate and retain revenues?

- No
- Yes, some are allowed
- Yes, most are allowed
- Other, please elaborate below:
Q3. Are public training institutions governed by a board to which management is accountable? ————> Go to Q4
   1. No
   2. Yes, in some institutions
   3. Yes, in most institutions
   4. Other, please elaborate below:

Q4. How are complaints regarding the management of training institutions addressed? ————> Go to Q5
   1. Limited or no channels to file complaints
   2. Ad-hoc processes are in place
   3. A functioning system is in place
   4. Other, please elaborate below:

Q5. Notes, if any, on this topic:

G7_T7 Js
Introduction and Closure of Programs
Q1. Introduction of Programs ————> Go to Q2
   Q1a. What best describes the ministry’s or agency’s process for approving new programs?
      1. Ad-hoc
      2. Systematic (e.g. review protocols, documentation of decisions)
      3. Systematic with explicit time frame for decision
      4. Other, please elaborate below:
   Q1b. Which of the following influences or informs decisions on the introduction of major programs?
      1. Availability of financing
      2. Capacity for training provision (e.g., staff, equipment, facilities, etc.)
      3. Support from relevant stakeholders
      4. Analytical findings (e.g. labor market analyses, impact evaluations)
      5. Other, please elaborate below:
   Please indicate two major new programs that were introduced within the last five years:
   (Select the most recent major programs)
   1.
   2.
   Q1c. Notes, if any, on introducing programs:

Q2. Closure of Programs
   Q2a. Does the ministry (or relevant agency under the ministry) conduct system-wide assessments to identify publicly-funded programs for closure?
      1. No ————> Go to Q2b
      2. Yes, on an ad-hoc basis ————> Go to Q2b
      3. Yes, systematically ————> Go to Q2b
      4. Other, please elaborate below:
   Q2b. Which of the following informs decisions on the closure of major programs?
      1. Assessment of system-wide resource utilization and staffing
      2. Consultations with relevant stakeholders
      3. Labor market analyses
      4. Findings from reviews of programs (e.g. enrollment trends)
      5. Other, please elaborate below:
   Please indicate two major programs that have been closed within the last five years: ————> Go to Q2d
   1.
   2.
   Q2d. Notes, if any, on closing programs: ————> Go to Q3

Q3. Notes, if any, on this topic:

G7_T5 lp
Targets and Incentives for Public Training Institutions
Q1. Are training institutions expected to achieve specific targets for desired WfD outcomes?
   1. No ————> Go to Q7
   2. Yes ————> Go to Q2
   Notes, if any:

Q2. What specific targets are training institutions expected to achieve? ————> Go to Q3
   1. Enrollment
   2. Repetition rates
   3. Graduation rates
   4. Pass rates on terminal examinations
   5. Job placement rates
   6. Employer satisfaction
   7. Trainee satisfaction
   8. Other, please elaborate below:

Q3. Is a reward system in place for public training institutions that achieve agreed targets?
   1. No ————> Go to Q5
   2. Yes ————> Go to Q4
   Notes, if any:

Q4. What does the reward system consist of? ————> Go to Q5
   1. Public recognition of well-performing institutions
   2. Increase in funding for well-performing programs or institutions
   3. Other, please elaborate below:

Q5. Do institutions or programs that fail to achieve agreed targets face consequences?
   1. No ————> Go to Q7
   2. Yes ————> Go to Q6
   Notes, if any:

Q6. How does the ministry respond to institutions or programs that fail to achieve agreed targets? ————> Go to Q7
   1. Increased support to address weaknesses
G7_T6_lp
Autonomy and Accountability of Public Training Institutions

Q1. Over which of the following functions does the management of public training institutions have authority? ——> Go to Q2

- Selection and admission of trainees
- Purchases of training materials and other inputs
- Introduction and closure of programs
- Staff remuneration
- Hiring of new staff
- Dismissal of staff
- Other, please elaborate below:

Q2. Are public training institutions allowed to generate and retain revenues? ——> Go to Q3

- No
- Some are allowed
- Most are allowed
- Other, please elaborate below:

Q3. Are public training institutions governed by a board to which management is accountable? ——> Go to Q4

- No
- Some institutions
- Most institutions
- Other, please elaborate below:

Q4. How are complaints regarding the management of training institutions addressed? ——> Go to Q5

- Limited or no channels to file complaints
- Ad-hoc processes are in place
- A functioning system is in place
- Other, please elaborate below:

G7_T7_lp
Introduction and Closure of Programs

Q1. What best describes the ministry’s or agency’s process for approving new programs?

- Ad-hoc
- Systematic (e.g. review protocols, documentation of decisions)
- Systematic with explicit time frame for decision
- Other, please elaborate below:

Q1b. Which of the following influences or informs decisions on the introduction of major programs?

- Availability of financing
- Capacity for training provision (e.g., staff, equipment, facilities, etc.)
- Support from relevant stakeholders
- Analytical findings (e.g. labor market analyses, impact evaluations)
- Other, please elaborate below:

Q1c. Please indicate two major new programs that were introduced within the last five years:

1. 
2. 

Q1d. Notes, if any, on introducing programs:

Q2. Does the ministry (or relevant agency under the ministry) conduct system-wide assessments to identify publicly-funded programs for closure?

- No ——> Go to Q2d
- Yes, on an ad-hoc basis ——> Go to Q2b
- Yes, systematically ——> Go to Q2b
- Other, please elaborate below:

Q2b. Which of the following informs decisions on the closure of major programs? ——> Go to Q2c

- Assessment of system-wide resource utilization and staffing
- Consultations with relevant stakeholders
- Labor market analyses
- Findings from reviews of programs (e.g. enrollment trends)
- Other, please elaborate below:

Q2c. Please indicate two major programs that have been closed within the last five years:

1. 
2. 

Q2d. Notes, if any, on closing programs: ——> Go to Q3

Q3. Notes, if any, on this topic:
Policy Goal 8: 
Fostering Relevance in Public Training Programs
## G8 Fostering Relevance in Public Training Programs

### MINISTRY OF EDUCATION, if relevant

**Level of Education:** Secondary

#### G8_T1_es Links between Training Institutions and Industry

<table>
<thead>
<tr>
<th>Q1. What links exist between training institutions and industry to improve training relevance and quality?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Links are rare or absent --------&gt; Go to Q4</td>
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<td>3. Formal links exist --------&gt; Go to Q2</td>
</tr>
<tr>
<td>4. Other, please elaborate below:</td>
</tr>
</tbody>
</table>

#### Q2. What is the scope of the formal links? --------> Go to Q3

| 1. Links exist between some training institutions and industry(ies) |
| 2. Links exist between most training institutions and industry(ies) |
| 3. Other, please elaborate below: |

#### Q3. In what areas have significant links been established? --------> Go to Q4

| 1. Participation in governance or advisory bodies |
| 2. Assessment of labor market needs |
| 3. Industry internships or training for trainees |
| 4. Industry training for instructors |
| 5. Provision of part-time trainers from industry |
| 6. Donation of industry equipment and/or supplies |
| 7. Provision of scholarships or bursaries for trainees |
| 8. Participation by industry in assessment of trainees |
| 9. Collaboration on industry-commissioned projects |
| Other, please elaborate below: |

#### Q4. Notes, if any, on this topic:

---

#### G8_T2_es Industry Role in the Design of Program Curricula

<table>
<thead>
<tr>
<th>Q1. Do industry experts provide inputs into the design of the curricula of publicly-funded training programs?</th>
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<tbody>
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<td>3. Yes, through formal processes --------&gt; Go to Q2</td>
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<tr>
<td>4. Other, please elaborate below:</td>
</tr>
</tbody>
</table>
### Industry Role in the Specification of Facility Standards

#### Q1.
Do industry experts provide inputs into the specification of facility standards for publicly-funded programs?

1. No
2. Yes, informally
3. Yes, through formal processes
4. Other, please elaborate below

#### Q2.
In what areas do industry experts have a role in the specification of facility standards?

1. Setting technical specifications for materials, and consumables
2. Setting technical specifications for equipment
3. Other, please elaborate below

#### Q3.
Notes, if any, on this topic:

---

### Links between Training and Research Institutions

#### Q1.
What links exist between training and research institutions?

1. Links are rare or absent
2. Informal links exist
3. Formal links exist
4. Other, please elaborate below

#### Q2.
In what areas have links led to significant collaboration?

1. Introduction of new training programs
2. Redesigns of existing training programs
3. Innovations in pedagogical or curricular approaches
4. Other, please elaborate below

#### Q3.
Notes, if any, on this topic:
**Heads of Secondary Level Public Training Institutions**

### Recruitment of the Heads

<table>
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<th>Q1. Do explicit standards exist for the recruitment of the heads of these institutions?</th>
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<td>2. Yes  --------&gt; Go to Q2</td>
</tr>
<tr>
<td>Notes, if any:</td>
</tr>
</tbody>
</table>

#### In-service Training for the Heads

| Q2. Please indicate the criteria that heads must satisfy: |
|--------> Go to Q3 |
| 1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees) |
| 2. Minimum years of industry or work experience |
| 3. Minimum years of teaching experience |
| 4. Other, please elaborate below: |

### Recruitment of the Instructors

<table>
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<th>Q1. Do explicit standards exist for the recruitment of the instructors of these institutions?</th>
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<tr>
<td>Notes, if any:</td>
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</tbody>
</table>

#### Recruitment of the Instructors

| Q2. What types of in-service or professional development opportunities are available to heads? |
|--------> Go to Q5 |
| 1. Seminars, workshops, and conferences |
| 2. Formal courses |
| 3. Industry exposure (e.g., attachments, study visits, etc.) |
| 4. Formal mentoring and leadership coaching |
| 5. Other, please elaborate below: |

| Q3. Notes, if any, on this topic: |
### Q2. Please indicate the criteria that instructors must satisfy:

1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
2. Minimum years of teaching experience
3. Minimum years of industry or work experience
4. Other, please elaborate below:

#### In-service Training for the Instructors

### Q3. Do instructors have opportunities to participate in in-service training or professional development?

1. No or rarely ——> Go to Q5
2. Yes, once every few years ——> Go to Q4
3. Yes, at least once a year ——> Go to Q4
4. Other, please elaborate below:

### Q4. What types of in-service or professional development opportunities are routinely available to instructors?

1. Seminars, workshops, and conferences
2. Formal courses
3. Industry exposure (e.g., study visits, participation in projects, etc.)
4. Regularly scheduled industry attachments
5. Other, please elaborate below:

### Q5. Notes, if any, on this topic:

---

### Level of Education: Post-Secondary

**G8_T1_ep**

#### Links between Training Institutions and Industry

### Q1. What links exist between training institutions and industry to improve training relevance and quality?

1. Links are rare or absent ——> Go to Q4
2. Informal links exist ——> Go to Q4
3. Formal links exist ——> Go to Q2
4. Other, please elaborate below:

### Q2. What is the scope of the formal links? ——> Go to Q3

1. Links exist between some training institutions and industry(ies)
2. Links exist between most training institutions and industry(ies)
3. Other, please elaborate below:
### Q3. In what areas have significant links been established? → Go to Q4

- Participation in governance or advisory bodies
- Assessment of labor market needs
- Industry internship or training for trainees
- Industry training for instructors
- Provision of part-time trainers from industry
- Donation of industry equipment and/or supplies
- Provision of scholarships or bursaries for trainees
- Participation by industry in assessment of trainees
- Collaboration on industry-commissioned projects
- Other, please elaborate below:

### Q4. Notes, if any, on this topic:

---

### G8_T2_ep Industry Role in the Design of Program Curricula

| Q1. Do industry experts provide inputs into the design of the curricula of publicly-funded training programs? |
|---|---|---|---|---|---|---|---|
| 1. No  → Go to Q3 |
| 2. Yes, informally  → Go to Q2 |
| 3. Yes, through formal processes  → Go to Q2 |
| 4. Other, please elaborate below: |

| Q2. To what extent do industry experts exercise this role?  → Go to Q3 |
|---|---|
| 1. In some institutions |
| 2. In most institutions |
| 3. Other, please elaborate below: |

<table>
<thead>
<tr>
<th>Q3. Notes, if any, on this topic:</th>
</tr>
</thead>
</table>

---

### G8_T3_ep Industry Role in the Specification of Facility Standards

| Q1. Do industry experts provide inputs into the specification of facility standards for publicly-funded programs? |
|---|---|---|---|---|---|---|---|
| 1. No  → Go to Q3 |
| 2. Yes, informally  → Go to Q2 |
| 3. Yes, through formal processes  → Go to Q2 |
| 4. Other, please elaborate below: |

<table>
<thead>
<tr>
<th>Q2. Notes, if any, on this topic:</th>
</tr>
</thead>
</table>

---
## Q2. In what areas do industry experts have a role in the specification of facility standards?

- Setting technical specifications for materials, and consumables
- Setting technical specifications for equipment
- Other, please elaborate below:

## Q3. Notes, if any, on this topic:

### G8_T4_ep Links between Training and Research Institutions

#### Q2. What links exist between training and research institutions?

- Links are rare or absent
- Informal links exist
- Formal links exist
- Other, please elaborate below:

#### Q3. In what areas have links led to significant collaboration?

- Introduction of new training programs
- Redesign of existing training programs
- Innovations in pedagogical or curricular approaches
- Other, please elaborate below:

## Q3. Notes, if any, on this topic:

### G8_TS_ep Heads of Post-Secondary Level Public Training Institutions

#### Recruitment of the Heads of the Institutions

#### Q2. Do explicit standards exist for the recruitment of the heads of these institutions?

- No
- Yes

#### Q3. Please indicate the criteria that heads must satisfy:

- Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
- Minimum years of industry or work experience
- Minimum years of teaching experience
- Other, please elaborate below:
In-service Training for the Heads:

Q3. Do heads have opportunities to participate in in-service training or professional development?
1. No or rarely ---------> Go to Q5
2. Yes, once every few years ---------> Go to Q4
3. Yes, at least once a year     ---------> Go to Q4
4. Other, please elaborate below:

Q4. What types of in-service or professional development opportunities are available to heads?
1. Seminars, workshops, and conferences
2. Formal courses
3. Industry exposure (e.g., attachments, study visits, etc.)
4. Formal mentoring and leadership coaching
5. Other, please elaborate below:

Q5. Notes, if any, on this topic:

In-service Training for the Instructors:

Q3. Do instructors have opportunities to participate in in-service training or professional development?
1. No or rarely ---------> Go to Q5
2. Yes, once every few years ---------> Go to Q4
3. Yes, at least once a year     ---------> Go to Q4
4. Other, please elaborate below:

Instructors in Post-Secondary Level Public Training Institutions:

Recruitment of the Instructors:

Q1. Do explicit standards exist for the recruitment of the instructors of these institutions?
1. No  ---------> Go to Q3
2. Yes ---------> Go to Q2

Notes, if any:

Q2. Please indicate the criteria that instructors must satisfy: --------> Go to Q3
1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
2. Minimum years of teaching experience
3. Minimum years of industry or work experience
4. Other, please elaborate below:
Q4. What types of in-service or professional development opportunities are routinely available to instructors? 

1. Seminars, workshops, and conferences
2. Formal courses
3. Industry exposure (e.g., study visits, participation in projects, etc.)
4. Regularly scheduled industry attachments

Other, please elaborate below:

Q5. Notes, if any, on this topic:

MINISTRY OF LABOR, if relevant

Level of Education: Secondary

G8_T1_ls Links between Training Institutions and Industry

Q1. What links exist between training institutions and industry to improve training relevance and quality? 

1. Links are rare or absent -------- Go to Q4
2. Informal links exist -------- Go to Q2
3. Formal links exist -------- Go to Q2
4. Other, please elaborate below:

Q2. What is the scope of the formal links? -------- Go to Q3

1. Links exist between some training institutions and industry(ies)
2. Links exist between most training institutions and industry(ies)
3. Other, please elaborate below:

Q3. In what areas have significant links been established? -------- Go to Q4

1. Participation in governance or advisory bodies
2. Assessment of labor market needs
3. Industry internships or training for trainees
4. Industry training for instructors
5. Provision of part-time trainers from industry
6. Provision of industry equipment and/or supplies
7. Provision of scholarships or bursaries for trainees
8. Participation by industry in assessment of trainees
9. Collaboration on industry-commissioned projects
10. Other, please elaborate below:

Q4. Notes, if any, on this topic:

G8_T2_ls Industry Role in the Design of Program Curricula

Q1. Do industry experts provide inputs into the design of the curricula of publicly-funded training programs? 

1. No -------- Go to Q3
2. Yes, informally -------- Go to Q2
3. Yes, through formal processes -------- Go to Q2
4. Other, please elaborate below:

Q2. To what extent do industry experts exercise this role? -------- Go to Q3

1. In some institutions
2. In most institutions
3. Other, please elaborate below:

Q3. Notes, if any, on this topic:

G8_T3_ls Industry Role in the Specification of Facility Standards

Q1. Do industry experts provide inputs into the specification of facility standards for publicly-funded programs? 

1. No -------- Go to Q3
2. Yes, informally -------- Go to Q2
3. Yes, through formal processes -------- Go to Q2
4. Other, please elaborate below:

Q2. In what areas do industry experts have a role in the specification of facility standards? -------- Go to Q3

1. Setting technical specifications for materials, and consumables
2. Setting technical specifications for equipment
3. Other, please elaborate below:

Q3. Notes, if any, on this topic:

G8_T4_ls Links between Training and Research Institutions

Q1. What links exist between training and research institutions? 

1. Links are rare or absent -------- Go to Q3
2. Informal links exist -------- Go to Q3
3. Formal links exist -------- Go to Q2
4. Other, please elaborate below:

Q2. In what areas have links led to significant collaboration? -------- Go to Q3

1. Introduction of new training programs
2. Redesign of existing training programs
3. Innovations in pedagogical or curricular approaches
4. Other, please elaborate below:

Q3. Notes, if any, on this topic:

G8_T5_ls Heads of Secondary Level Public Training Institutions

Recruitment of the Heads

Q1. Do explicit standards exist for the recruitment of the heads of these institutions? 

1. No -------- Go to Q3
2. Yes -------- Go to Q2

Notes, if any:

Q2. Please indicate the criteria that heads must satisfy: -------- Go to Q3

1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
2. Minimum years of industry or work experience
3. Minimum years of teaching experience
4. Other, please elaborate below:
In-service Training for the Heads:
Q3. Do heads have opportunities to participate in in-service training or professional development?
   1. No or rarely ----------> Go to Q5
   2. Yes, once every few years ----------> Go to Q4
   3. Yes, at least once a year ----------> Go to Q4
   4. Other, please elaborate below:

Q4. What types of in-service or professional development opportunities are available to heads? ----------> Go to Q5
   1. Seminars, workshops, and conferences
   2. Formal courses
   3. Industry exposure (e.g., attachments, study visits, etc.)
   4. Formal mentoring and leadership coaching
   5. Other, please elaborate below:

Q5. Notes, if any, on this topic:

In-service Training for the Instructors:
Q3. Do instructors have opportunities to participate in in-service training or professional development?
   1. No or rarely ----------> Go to Q5
   2. Yes, once every few years ----------> Go to Q4
   3. Yes, at least once a year ----------> Go to Q4
   4. Other, please elaborate below:

Q4. What types of in-service or professional development opportunities are routinely available to instructors? ----------> Go to Q5
   1. Seminars, workshops, and conferences
   2. Formal courses
   3. Industry exposure (e.g., study visits, participation in projects, etc.)
   4. Regularly scheduled industry attachments
   5. Other, please elaborate below:

Q5. Notes, if any, on this topic:

Level of Education: Post-Secondary
Links between Training Institutions and Industry:
Q1. What links exist between training institutions and industry to improve training relevance and quality?
   1. Links are rare or absent ----------> Go to Q4
   2. Informal links exist ----------> Go to Q4
   3. Formal links exist ----------> Go to Q2
   4. Other, please elaborate below:

Q2. What is the scope of the formal links? ----------> Go to Q3
   1. Links exist between some training institutions and industry(ies)
   2. Links exist between most training institutions and industry(ies)
   3. Other, please elaborate below:

Q3. In what areas have significant links been established? ----------> Go to Q4
   1. Participation in governance or advisory bodies
   2. Assessment of labor market needs
   3. Industry internships or training for trainees
   4. Industry training for instructors
   5. Provision of part-time trainers from industry
   6. Donation of industry equipment and/or supplies
   7. Provision of scholarships or bursaries for trainees
   8. Participation by industry in assessment of trainees
   9. Collaboration on industry-commissioned projects
   10. Other, please elaborate below:

Q4. Notes, if any, on this topic:

Industry Role in the Design of Program Curricula:
Q1. Do industry experts provide inputs into the design of the curricula of publicly-funded training programs?
   1. No ----------> Go to Q3
   2. Yes, informally ----------> Go to Q2
   3. Yes, through formal processes ----------> Go to Q2
   4. Other, please elaborate below:

Q2. To what extent do industry experts exercise this role? ----------> Go to Q3
   1. In some institutions
   2. In most institutions
   3. Other, please elaborate below:

Q3. Notes, if any, on this topic:

Industry Role in the Specification of Facility Standards:
Q1. Do industry experts provide inputs into the specification of facility standards for publicly-funded programs?
   1. No ----------> Go to Q3
   2. Yes, informally ----------> Go to Q2
   3. Yes, through formal processes ----------> Go to Q2
   4. Other, please elaborate below:

Q2. In what areas do industry experts have a role in the specification of facility standards? ----------> Go to Q3
   1. Participation in governance or advisory bodies
   2. Assessment of labor market needs
   3. Industry internships or training for trainees
   4. Industry training for instructors
   5. Provision of part-time trainers from industry
   6. Donation of industry equipment and/or supplies
   7. Provision of scholarships or bursaries for trainees
   8. Participation by industry in assessment of trainees
   9. Collaboration on industry-commissioned projects
   10. Other, please elaborate below:

Q3. Notes, if any, on this topic:
### Links between Training and Research Institutions

**Q1.** What links exist between training and research institutions?

1. Links are rare or absent
2. Informal links exist
3. Formal links exist
4. Other, please elaborate below.

**Q2.** In what areas have links led to significant collaboration?

1. Introduction of new training programs
2. Redesign of existing training programs
3. Innovations in pedagogical or curricular approaches
4. Other, please elaborate below.

### Heads of Post-Secondary Level Public Training Institutions

**Recruitment of the Heads**

**Q1.** Do explicit standards exist for the recruitment of the heads of these institutions?

1. No
2. Yes

**Q2.** Please indicate the criteria that heads must satisfy:

1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
2. Minimum years of industry or work experience
3. Minimum years of teaching experience
4. Other, please elaborate below.

**In-service Training for the Heads**

**Q3.** Do heads have opportunities to participate in in-service training or professional development?

1. No or rarely
2. Yes, once every few years
3. Yes, at least once a year
4. Other, please elaborate below.

**Q4.** What types of in-service or professional development opportunities are available to heads?

1. Seminars, workshops, and conferences
2. Formal courses
3. Industry exposure (e.g., attachments, study visits, etc.)
4. Formal mentoring and leadership coaching
5. Other, please elaborate below.

### Instructors in Post-Secondary Level Public Training Institutions

**Recruitment of the Instructors**

**Q1.** Do explicit standards exist for the recruitment of the instructors of these institutions?

1. No
2. Yes

**Q2.** Please indicate the criteria that instructors must satisfy:

1. Minimum academic qualifications (e.g., certificates, diplomas, and degrees)
2. Minimum years of teaching experience
3. Minimum years of industry or work experience
4. Other, please elaborate below.

**In-service Training for the Instructors**

**Q3.** Do instructors have opportunities to participate in in-service training or professional development?

1. No or rarely
2. Yes, once every few years
3. Yes, at least once a year
4. Other, please elaborate below.

**Q4.** What types of in-service or professional development opportunities are routinely available to instructors?

1. Seminars, workshops, and conferences
2. Formal courses
3. Industry exposure (e.g., study visits, participation in projects, etc.)
4. Regularly scheduled industry attachments
5. Other, please elaborate below.
Policy Goal 9:
Enhancing Evidence-based Accountability for Results
G9_T1_es

Administrative Data from Training Providers

Q1. Are public training providers required to report specific data?

Q2. What data are public training providers required to report?

Q3. Do public training providers produce annual reports?

Data and Reports from Public Providers

Q4. Are non-state training providers required to report administrative data (enrollments, staffing, etc.)?
Q5. What best describes the completeness of reporting by non-state training providers?

Q6. How are data from training providers organized and maintained?

Q7. What is the latest year for which system-wide data are available?

Q8. Notes, if any, on this topic:

Survey and Other Data

Q1. Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?

Q2. Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Q3. Does the ministry or agency conduct or sponsor impact evaluations of major programs?

Q4. Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

Q5. Notes, if any, on this topic:
Q2. What data are public training providers required to report? 

Q3. Do public training providers produce annual reports? 

Q4. Are data and reports from non-state training providers required? 

Q5. What best describes the completeness of reporting by non-state training providers? 

Q6. How are data from training providers organized and maintained? 

Q7. What is the latest year for which system-wide data are available? 

Q8. Notes, if any, on this topic: Are non-state training providers required to report administrative data (enrollments, staffing, etc.)?
Survey and Other Data

Q1. Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?

Q2. Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Q3. Does the ministry or agency conduct or sponsor impact evaluations of major programs?

Q4. Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

Q5. Notes, if any, on this topic:

Use of Data to Monitor and Improve Program and System Performance

Q1. What best describes how the ministry or agency uses the administrative data reported by training?

Q2. How has the ministry or agency used the results of the special surveys and impact evaluations listed?
Q1. Are public training providers required to report specific data?

Q2. What data are public training providers required to report?

Q3. Do public training providers produce annual reports?

Q4. Is the above information available online to all users, including potential trainees?

Q5. Notes, if any, on this topic:

MINISTRY OF LABOR, if relevant

Level of Education: Secondary

G9_T1_ls

Administrative Data from Training Providers

Data and Reports from Public Providers

Q1. Are non-state training providers required to report administrative data (enrollments, staffing, etc.)?
Q5. What best describes the completeness of reporting by non-state training providers?

Consolidation and Maintenance of Administrative Data

Q6. How are data from training providers organized and maintained?

Q7. What is the latest year for which system-wide data are available?

Q8. Notes, if any, on this topic:

Survey and Other Data

Q1. Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?

Q2. Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Q3. Does the ministry or agency conduct or sponsor impact evaluations of major programs?

Q4. Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

Q5. Notes, if any, on this topic:

Use of Data to Monitor and Improve Program and System Performance

Q1. What best describes how the ministry or agency uses the administrative data reported by training
Q1. Are public training providers required to report specific data?

Q2. What data are public training providers required to report?

Q3. Do public training providers produce annual reports?

Q4. Is the above information available online to all users, including potential trainees?

Q5. Notes, if any, on this topic:

Level of Education: Post-Secondary

Administrative Data from Training Providers

Data and Reports from Public Providers

G9_T1_Ip
Data and Reports from Non-State Providers

Q4. Are non-state training providers required to report administrative data (enrollments, staffing, etc.)?

Consolidation and Maintenance of Administrative Data

Q5. What best describes the completeness of reporting by non-state training providers?

Q6. How are data from training providers organized and maintained?

Q7. What is the latest year for which system-wide data are available?

Q8. Notes, if any, on this topic:

Survey and Other Data

G9_T2_lp

Q1. Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?

Q2. Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Q3. Does the ministry or agency conduct or sponsor impact evaluations of major programs?
Q4. Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

1. 
2. 

Q5. Notes, if any, on this topic:

OTHER MINISTRY OR AGENCY, if relevant

G9_T3_lp Use of Data to Monitor and Improve Program and System Performance

Q1. What best describes how the ministry or agency uses the administrative data reported by training providers?

Q2. How has the ministry or agency used the results of the special surveys and impact evaluations listed?

Q3. Does the ministry or agency publish information on the employment and earnings of the graduates of its programs?

Q4. Is this information available online to all users, including potential trainees?

Q5. Notes, if any, on this topic:
Enhancing Evidence-based Accountability for Results

MINISTRY OF EDUCATION, if relevant

Education: Secondary

Reports from Training Providers

Are public training providers required to report specific data?
1. No  ---------> Go to Q3
2. Yes ---------> Go to Q2

Notes, if any:

What data are public training providers required to report?  ---------> Go to Q3
1. Administrative data (enrollments, staffing, budgets, etc.)
2. Graduation statistics
3. Job placement
4. Earnings of graduates
5. Client feedback (e.g., employers, alumni, etc.)
6. Other, please elaborate below:

Do public training providers produce annual reports?  ---------> Go to Q4
1. No
2. Yes, some do
3. Yes, most institutions produce reports for internal use
4. Yes, most institutions produce publicly-available reports
5. Other, please elaborate below:

Public training providers produce annual reports?  ---------> Go to Q4

Reports from Non-State Providers

Are non-state training providers required to report administrative data (enrollments, staffing, etc.)?
1. No  ---------> Go to Q6
2. Yes, some are required  ---------> Go to Q5
3. Yes, all are required  ---------> Go to Q5

Notes, if any:
What best describes the completeness of reporting by non-state training providers?  
1. Few providers supply the required data  
2. Some providers supply the required data  
3. Most providers supply the required data  
Notes, if any:

Consolidation and Maintenance of Administrative Data
How are data from training providers organized and maintained?  
1. Each training provider maintain its own databases for their own use  
2. Data are submitted to the ministry or agency but are not maintained in centralized databases  
3. Data are maintained in an integrated management information system (MIS)  
4. Other, please elaborate below:

What is the latest year for which system-wide data are available?  
Notes, if any, on this topic:

Survey and Other Data
Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?  
1. No  
2. Yes, occasionally  
3. Yes, routinely  
Notes, if any:
Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Does the ministry or agency conduct or sponsor impact evaluations of major programs?  
1. No  
2. Yes  
Notes, if any:
Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

Notes, if any, on this topic:
Data to Monitor and Improve Program and System Performance

What best describes how the ministry or agency uses the administrative data reported by training providers?

1. Rarely used
2. Used to monitor and assess the performance of institutions
3. Used to assess institutional performance as well as analyze system-level trends and issues
4. Other, please elaborate below:

Has the ministry or agency used the results of the special surveys and impact evaluations listed?

1. To provide feedback to institutions
2. To prioritize funding allocations to institutions and programs
3. To identify good practices and innovations for sharing with service providers
4. To inform the design of policies for system-level improvements in service delivery
5. Other, please elaborate below:

Does the ministry or agency publish information on the employment and earnings of the graduates of:

1. No -> Go to Q5
2. Yes, information is available for a few programs -> Go to Q4
3. Yes, information is available for some programs -> Go to Q4
4. Yes, Information is available for a diversity of programs -> Go to Q4
5. Other, please elaborate below:

Is the above information available online to all users, including potential trainees?

1. No
2. Yes
Notes, if any:

Notes, if any, on this topic:

Education: Post-Secondary

Proprietary Data from Training Providers

Reports from Public Providers

Public training providers required to report specific data?

1. No -> Go to Q3
2. Yes -> Go to Q2
Notes, if any:
What data are public training providers required to report?  
1. Administrative data (enrollments, staffing, budgets, etc.)
2. Graduation statistics
3. Job placement
4. Earnings of graduates
5. Client feedback (e.g., employers, alumni, etc.)
6. Other, please elaborate below:

Public training providers produce annual reports?  
1. No
2. Yes, some do
3. Yes, most institutions produce reports for internal use
4. Yes, most institutions produce publicly-available reports
5. Other, please elaborate below:

Reports from Non-State Providers

Non-state training providers required to report administrative data (enrollments, staffing, etc.)?  
1. No  
2. Yes, some are required  
3. Yes, all are required  
Notes, if any:

What best describes the completeness of reporting by non-state training providers?  
1. Few providers supply the required data
2. Some providers supply the required data
3. Most providers supply the required data
Notes, if any:

Consolidation and Maintenance of Administrative Data

Are data from training providers organized and maintained?  
1. Each training provider maintain its own databases for their own use
2. Data are submitted to the ministry or agency but are not maintained in centralized databases
3. Data are maintained in an integrated management information system (MIS)
4. Other, please elaborate below:

What is the latest year for which system-wide data are available?  
Notes, if any, on this topic:
### Survey and Other Data

**Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?**

1. No  ---------> Go to Q3
2. Yes, occasionally ---------> Go to Q2
3. Yes, routinely ---------> Go to Q2

Notes, if any:

**Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:**

### Impact Evaluations

**Does the ministry or agency conduct or sponsor impact evaluations of major programs?**

1. No  ---------> Go to Q5
2. Yes ---------> Go to Q4

Notes, if any:

**Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:**

Notes, if any, on this topic:

### Data to Monitor and Improve Program and System Performance

What best describes how the ministry or agency uses the administrative data reported by training institutions?

1. Rarely used
2. Used to monitor and assess the performance of institutions
3. Used to assess institutional performance as well as analyze system-level trends and issues
4. Other, please elaborate below:

**What has the ministry or agency used the results of the special surveys and impact evaluations listed for?**

1. To provide feedback to institutions
2. To prioritize funding allocations to institutions and programs
3. To identify good practices and innovations for sharing with service providers
4. To inform the design of policies for system-level improvements in service delivery
5. Other, please elaborate below:
1. No --------> Go to Q5
2. Yes, information is available for a few programs --------> Go to Q4
3. Yes, information is available for some programs --------> Go to Q4
4. Yes, Information is available for a diversity of programs --------> Go to Q4
5. Other, please elaborate below:

Is the above information available online to all users, including potential trainees? --------> Go to Q5
1. No
2. Yes

Notes, if any:

Notes, if any, on this topic:

MINISTRY OF LABOR, if relevant

Education: Secondary

Summary of Data from Training Providers

Reports from Public Providers

public training providers required to report specific data?
1. No --------> Go to Q3
2. Yes --------> Go to Q2

Notes, if any:

What data are public training providers required to report? --------> Go to Q3
1. Administrative data (enrollments, staffing, budgets, etc.)
2. Graduation statistics
3. Job placement
4. Earnings of graduates
5. Client feedback (e.g., employers, alumni, etc.)
6. Other, please elaborate below:

public training providers produce annual reports? --------> Go to Q4
1. No
2. Yes, some do
3. Yes, most institutions produce reports for internal use
4. Yes, most institutions produce publicly-available reports
5. Other, please elaborate below:

Reports from Non-State Providers

non-state training providers required to report administrative data (enrollments, staffing, etc.)?
1. No --------> Go to Q6
2. Yes, some are required --------> Go to Q5
3. Yes, all are required --------> Go to Q5
Notes, if any:

What best describes the completeness of reporting by non-state training providers? --------> Go to Q6
1. Few providers supply the required data
2. Some providers supply the required data
3. Most providers supply the required data
Notes, if any:

Consolidation and Maintenance of Administrative Data
Are data from training providers organized and maintained? --------> Go to Q7
1. Each training provider maintain its own databases for their own use
2. Data are submitted to the ministry or agency but are not maintained in centralized databases
3. Data are maintained in an integrated management information system (MIS)
4. Other, please elaborate below:

What is the latest year for which system-wide data are available? --------> Go to Q8
Notes, if any, on this topic:

Survey and Other Data
Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?
1. No --------> Go to Q3
2. Yes, occasionally --------> Go to Q2
3. Yes, routinely --------> Go to Q2
Notes, if any:

Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

Does the ministry or agency conduct or sponsor impact evaluations of major programs?
1. No --------> Go to Q5
2. Yes --------> Go to Q4
Notes, if any:

Provide two examples of impact evaluations conducted or sponsored by the ministry or agency in recent years:

Notes, if any, on this topic:

Use of Data to Monitor and Improve Program and System Performance
What best describes how the ministry or agency uses the administrative data reported by training
1. Rarely used
2. Used to monitor and assess the performance of institutions
3. Used to assess institutional performance as well as analyze system-level trends and issues
4. Other, please elaborate below:

1. To provide feedback to institutions
2. To prioritize funding allocations to institutions and programs
3. To identify good practices and innovations for sharing with service providers
4. To inform the design of policies for system-level improvements in service delivery
5. Other, please elaborate below:

Is the ministry or agency used the results of the special surveys and impact evaluations listed
1. To provide feedback to institutions
2. To prioritize funding allocations to institutions and programs
3. To identify good practices and innovations for sharing with service providers
4. To inform the design of policies for system-level improvements in service delivery
5. Other, please elaborate below:

1. No --> Go to Q5
2. Yes, information is available for a few programs --> Go to Q4
3. Yes, information is available for some programs --> Go to Q4
4. Yes, Information is available for a diversity of programs --> Go to Q4
5. Other, please elaborate below:

Is the above information available online to all users, including potential trainees? --> Go to Q5
1. No
2. Yes

Notes, if any:

1. Administrative data (enrollments, staffing, budgets, etc.)
2. Graduation statistics
3. Job placement
4. Earnings of graduates
5. Client feedback (e.g., employers, alumni, etc.)
6. Other, please elaborate below:

Do public training providers produce annual reports? --> Go to Q4
1. No
2. Yes, some do
3. Yes, most institutions produce reports for internal use
4. Yes, most institutions produce publicly-available reports
5. Other, please elaborate below:

**Reports from Non-State Providers**

**non-state training providers required to report administrative data (enrollments, staffing, etc.)?**

1. No --------> Go to Q6
2. Yes, some are required --------> Go to Q5
3. Yes, all are required --------> Go to Q5

Notes, if any:

**What best describes the completeness of reporting by non-state training providers?** --------> Go to Q6

1. Few providers supply the required data
2. Some providers supply the required data
3. Most providers supply the required data

Notes, if any:

**Consolidation and Maintenance of Administrative Data**

**Are data from training providers organized and maintained?** --------> Go to Q7

1. Each training provider maintain its own databases for their own use
2. Data are submitted to the ministry or agency but are not maintained in centralized databases
3. Data are maintained in an integrated management information system (MIS)
4. Other, please elaborate below:

**What is the latest year for which system-wide data are available?** --------> Go to Q8

Notes, if any, on this topic:

**Survey and Other Data**

**Does the ministry or agency conduct or sponsor periodic surveys of special topics or issues?**

1. No --------> Go to Q3
2. Yes, occasionally --------> Go to Q2
3. Yes, routinely --------> Go to Q2

Notes, if any:

Provide two examples of major surveys conducted or sponsored by the ministry or agency in recent years:

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1. No --------> Go to Q5
2. Yes --------> Go to Q4

Notes, if any:
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Notes, if any, on this topic:

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Does the ministry or agency publish information on the employment and earnings of the graduates of?

1. No --> Go to Q5
2. Yes, information is available for a few programs --> Go to Q4
3. Yes, information is available for some programs --> Go to Q4
4. Yes, Information is available for a diversity of programs --> Go to Q4
5. Other, please elaborate below:

Is the above information available online to all users, including potential trainees? --> Go to Q5

1. No
2. Yes

Notes, if any:

Notes, if any, on this topic:

**MINISTRY OR AGENCY, if relevant**
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation standards</td>
<td>Benchmark of excellence and quality that must be met to signify that an institution or program has been given official approval and authorization to operate, conduct approved programs of education and training, and award credentials to students and trainees upon successful completion of their respective courses or programs of education and training</td>
</tr>
<tr>
<td>Ad-hoc (versus sustained)</td>
<td>Occasional, for a particular case, purpose or situation at hand, often impromptu, without any consideration for extended or wider application (vis-à-vis for a specific purpose, and for an extended, prolonged or sustained period without interruption)</td>
</tr>
<tr>
<td>Advisory</td>
<td>Membership in skills councils, task forces, committees, etc. with the duty and power to offer council, opinion, suggestions that deserve consideration and deliberation but without any decision-making duty and/or power</td>
</tr>
<tr>
<td>Annual budget</td>
<td>A statement of all planned revenues and expenditures that is prepared for a twelve-month period</td>
</tr>
<tr>
<td>Apex-level leadership</td>
<td>The highest level of leadership in the country or region; e.g., the Prime Minister, relevant ministers, heads of workforce development organizations</td>
</tr>
<tr>
<td>Articulation</td>
<td>1. Express skills needs or requirements 2. Formal agreement between institutions allowing transfer of credits to partner institution</td>
</tr>
<tr>
<td>Assessments, evaluations</td>
<td>The process of gathering information from diverse sources in order to ascertainment performance or realization of a given objective(s) and, in the case of education and training, what trainees or workers know, understand, and are able to do</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Self-governance or the right of self-government</td>
</tr>
<tr>
<td>Champion</td>
<td>A person(s) or agency(s) who or that speaks/writes in favor of skills training or workforce development in general</td>
</tr>
<tr>
<td>Competency standards</td>
<td>A frame of reference or statement specifying the aptitudes, attitudes, knowledge and skills that trainees and workers should possess in order to exhibit superior work performance in a given job or work</td>
</tr>
<tr>
<td>Competency-based testing</td>
<td>Tests that assess the abilities and personality of trainees and workers to “do the job” that is, testing what the trainee or worker can do compared to standards that are, for instance, defined by sector councils for their industries</td>
</tr>
<tr>
<td>Continuing vocational education and training (CVET)</td>
<td>Education and training after initial vocational education and training</td>
</tr>
<tr>
<td>Demand-driven</td>
<td>Employers play the dominant role in defining the skills requirements for the jobs they create</td>
</tr>
<tr>
<td>Dominant sectors</td>
<td>Determined by share of employment</td>
</tr>
<tr>
<td>Equity</td>
<td>Evenhandedness in the distribution of funding</td>
</tr>
<tr>
<td>Executive role</td>
<td>Decision-making function pertaining to programming, financing and strategic priorities.</td>
</tr>
<tr>
<td>Explicit</td>
<td>Fully and clearly described or expressed</td>
</tr>
<tr>
<td>External</td>
<td>Independent as opposed to internal</td>
</tr>
<tr>
<td>Few (G5_T3_Q3)</td>
<td>More than one but no more than a handful</td>
</tr>
<tr>
<td>Financial support</td>
<td>Budgetary allocations, student subsidies in the form of loans and grants, etc. to sustain specific programs or types of training</td>
</tr>
<tr>
<td>Firm</td>
<td>A commercial partnership or enterprise and the people who constitute it, especially when it is incorporated.</td>
</tr>
<tr>
<td>Formal (versus informal) assessment/evaluation/feedback</td>
<td>Determination of the level of achievement or attainment of various characteristics and/or objectives under analysis through structured research and study, using quantitative and qualitative tools of analysis (vis-à-vis determination of achievement that relies on unstructured analysis)</td>
</tr>
<tr>
<td>Formal (versus informal) education/training</td>
<td>Education and training that includes structured courses or programs whereby a student or trainee is taught by a teacher, instructor or trainer and receives some form of recognition or certification upon successful completion, such as a certificate, diploma or degree (vis-à-vis an education or training that is unstructured and not recognised by way of a certification at the end of the course or program)</td>
</tr>
<tr>
<td>Formal (versus informal) mechanism/process</td>
<td>A structured system for WfD stakeholders to dialogue on WfD issues on a routine basis (vis-à-vis on an ad hoc basis)</td>
</tr>
<tr>
<td>Formal links</td>
<td>Structured relationship between training institutions, on the one hand, and industry and research institutions, on the other which provides the former with access to industry-relevant information and technologies.</td>
</tr>
<tr>
<td>Framework for partnership</td>
<td>A definite structure that guides and supports an agreement to work collectively between two or more independent WfD bodies and/or stakeholders</td>
</tr>
<tr>
<td>Funding</td>
<td>Money provided and set aside by the government (public sector) or an organization (such as a donor organization) for a specific WfD purpose.</td>
</tr>
<tr>
<td>Grant credit</td>
<td>Recognition of study or training completed in other training institutions that count towards completion requirements in current institution</td>
</tr>
<tr>
<td>Implicit criteria</td>
<td>Principle for judging or testing that is implied rather than expressly stated</td>
</tr>
<tr>
<td>Industry</td>
<td>Organized economic activity, business or commerce that is concerned with the production and output of a specified product or service</td>
</tr>
<tr>
<td>Industry standards and benchmarks</td>
<td>Established regulations, requirements and rules, and operating practices and procedures defined by industry or trade associations and/or government laws relevant to a product or service, and accepted by members of the respective industry or trade association</td>
</tr>
<tr>
<td>Informal links</td>
<td>Unstructured relationship between training institutions, on the one hand, and industry and research institutions, on the other that provides access to industry-relevant information and technologies on an ad-hoc basis</td>
</tr>
<tr>
<td>Informal mechanisms</td>
<td>Casual or irregular forms of convening meetings</td>
</tr>
<tr>
<td>Informal sector</td>
<td>The subset of the economy consisting largely of small-scale units, often undocumented, engaged in the production of goods and services, typically at a low level of organization and technology, and offering little or no social protection to its employees.</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Initial vocational education and training (IVET)</td>
<td>Preparation of people with skills and/or competencies to gain entry into a specific occupations/sectors.</td>
</tr>
<tr>
<td>Institutionalized</td>
<td>Of an official or organized nature, possessing some regularity and uniformity.</td>
</tr>
<tr>
<td>Job-relevant skills</td>
<td>A set of competencies, including behavioral, cognitive and technical skills that enables the individual to perform work that is useful for self-employment or is valued by employers.</td>
</tr>
<tr>
<td>Key growth/key/leading (sectors)</td>
<td>Top sectors in terms of contribution to GDP.</td>
</tr>
<tr>
<td>Large (G5_T3_Q3)</td>
<td>More than a handful.</td>
</tr>
<tr>
<td>Legally-defined</td>
<td>Duties and responsibilities that are defined, stated or provided for in Acts of Parliament or laws of the country.</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Made into a principal or widely accepted aspect of the formal workforce development system.</td>
</tr>
<tr>
<td>Major programs/measures/initiatives</td>
<td>Programs/measures/initiatives that are of great importance.</td>
</tr>
<tr>
<td>Measures</td>
<td>Actions or policies taken to achieve desired effects or outcomes.</td>
</tr>
<tr>
<td>Multi-year programmatic budget</td>
<td>Budgeting that links revenues and expenditure to the goals and objectives or anticipated results and output of a program that is spread over several years.</td>
</tr>
<tr>
<td>National consensus (D1A1T1)</td>
<td>General agreement among members of an institutionalized leadership in WFD.</td>
</tr>
<tr>
<td>Non-state</td>
<td>Includes private for-profit providers, private non-profit providers, communities, faith-based organizations, NGOs and philanthropic organizations.</td>
</tr>
<tr>
<td>Occupational and career development</td>
<td>Lifelong process of developing the individual’s skills and competencies through a sequence of jobs.</td>
</tr>
<tr>
<td>Prior learning</td>
<td>Previous learning from informal, non-formal, and formal learning situations.</td>
</tr>
<tr>
<td>Priority economic sector</td>
<td>Sector(s) of the economy the government seeks to promote over and above other sectors.</td>
</tr>
<tr>
<td>Progression</td>
<td>Advancing or passing successfully from one level to a higher level.</td>
</tr>
<tr>
<td>Public dialogue (D1A1T2A2b)</td>
<td>Public deliberations that includes participation from the private sector (employers, workers’ union) and/or NGOs and other organizations such as universities and research institutes.</td>
</tr>
<tr>
<td>Public training institutions</td>
<td>Training institutions that are financed or guided by the government.</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Certification that minimum standards have been met.</td>
</tr>
<tr>
<td>Semi-skilled occupations (D4A2Q1)</td>
<td>Occupations and work that call for the proper discharge of assigned work of a generally routine nature where judgment and important decisions are primarily made by others.</td>
</tr>
<tr>
<td>Skilled occupations</td>
<td>Occupations and work that call for comprehensive and thorough knowledge of the craft or trade, and the ability on the part of the person performing the work to discharge his/her duties efficiently with considerable independent judgment and responsibility.</td>
</tr>
<tr>
<td>Skills measurement survey</td>
<td>A formal examination of the current levels and distribution of cognitive, technical and non-cognitive/behavioral skills among adults; possibly including identification of the mismatch between skills of the adult population and employers’ needs.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>Persons, institutions, organizations and/or entities that have an interest in and are involved in education and training or WfD in general.</td>
</tr>
<tr>
<td>Standardized protocols (D2A1T1Q2b)</td>
<td>Rules of behavior or performance that have been formed by general consent or by an authority.</td>
</tr>
<tr>
<td>Strategic</td>
<td>Necessary or important part of action designed to achieve a long-term or overall goal.</td>
</tr>
<tr>
<td>Student aid</td>
<td>Grants, loans, vouchers, scholarships.</td>
</tr>
<tr>
<td>Sustained</td>
<td>Continuing to speak/write for an extended period of time in favor of workforce development.</td>
</tr>
<tr>
<td>Target groups</td>
<td>Set of persons who constitute the focal point for a particular program.</td>
</tr>
<tr>
<td>Training program</td>
<td>A structured order of courses designed to instruct a student or trainee up to a specific standard of proficiency.</td>
</tr>
<tr>
<td>Training-related active labor market programs (ALMPs)</td>
<td>Training that is designed to increase the probability of the unemployed finding employment.</td>
</tr>
<tr>
<td>Valued (G5_T4_Q3)</td>
<td>Considered of worth or importance to employers.</td>
</tr>
<tr>
<td>Workforce development</td>
<td>The coordination of education, training and employment efforts, policies and programs aimed at helping employers to obtain the workforce and individuals that they need in their workplace while, at the same time, enabling individuals the opportunity to achieve sustainable livelihood.</td>
</tr>
<tr>
<td>Workforce development authority</td>
<td>An agency, corporation or ministry that is assigned the power to facilitate the coordination of education, training and employment of individuals in order to meet the demands of employers for workers who have the competencies and skills to perform the work that is required of them in the workplace.</td>
</tr>
<tr>
<td>Workforce development priorities</td>
<td>Aspects or programs of workforce development that take precedence over others.</td>
</tr>
<tr>
<td>Workforce development stakeholders</td>
<td>Persons, institutions, organizations and/or entities that have an interest in and are involved in education and training or WFD in general.</td>
</tr>
<tr>
<td>Workforce development standards</td>
<td>Benchmark of excellence and quality in education and training to signify that an institution, provider or program has been given official approval and authorization to operate, conduct approved programs, and award credentials to students and trainees upon successful completion, and/or to signify that the institution or program has met the criteria to compete for public training contracts and/or funding, and/or to be a participant or member of a skills training council.</td>
</tr>
</tbody>
</table>