



The
World Bank



Human Development
Network



Spanish Impact
Evaluation Fund

www.worldbank.org/hdchiefeconomist



Evaluating Impact: Turning Promises into Evidence

Enhanced Vocational Education and Training (EVENT) Project

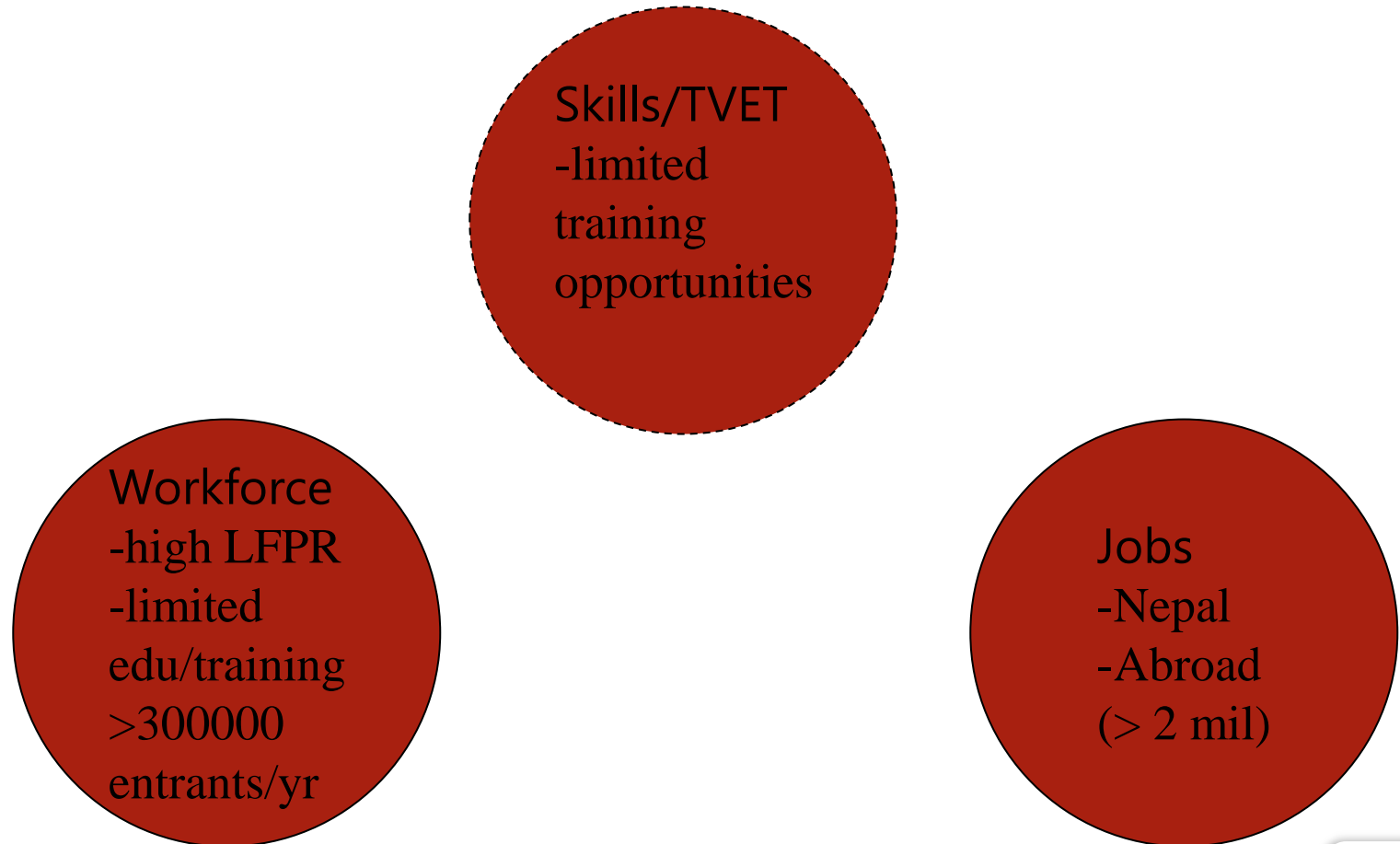
**Dhan S. Dhami, Mahesh Dahal, Mariam Adil,
Ram Kaji Khanal, Saurav Dev Bhatta, Subash
Shrestha, Tirtha Khaniya**

Dhaka, Bangladesh

October 9-13, 2011

1. Background

Technical and vocational education landscape in Nepal



2. Description of Intervention

- ❑ Project development objective:
 - ❑ Expand supply of skilled and employable labor by increasing access to quality training programs, and strengthening the technical and vocational education and training system in Nepal
- ❑ Key project data:
 - Project Implementation Period: 2011-2015
 - Project coverage: National
 - Implementing Agency: MoE, GoN
 - Target beneficiaries: 16-35 year old youth
 - Special focus on: lagging regions, disadvantaged population groups

Project Components

C1. Strengthening
TEVT regulatory
framework and
capacity building

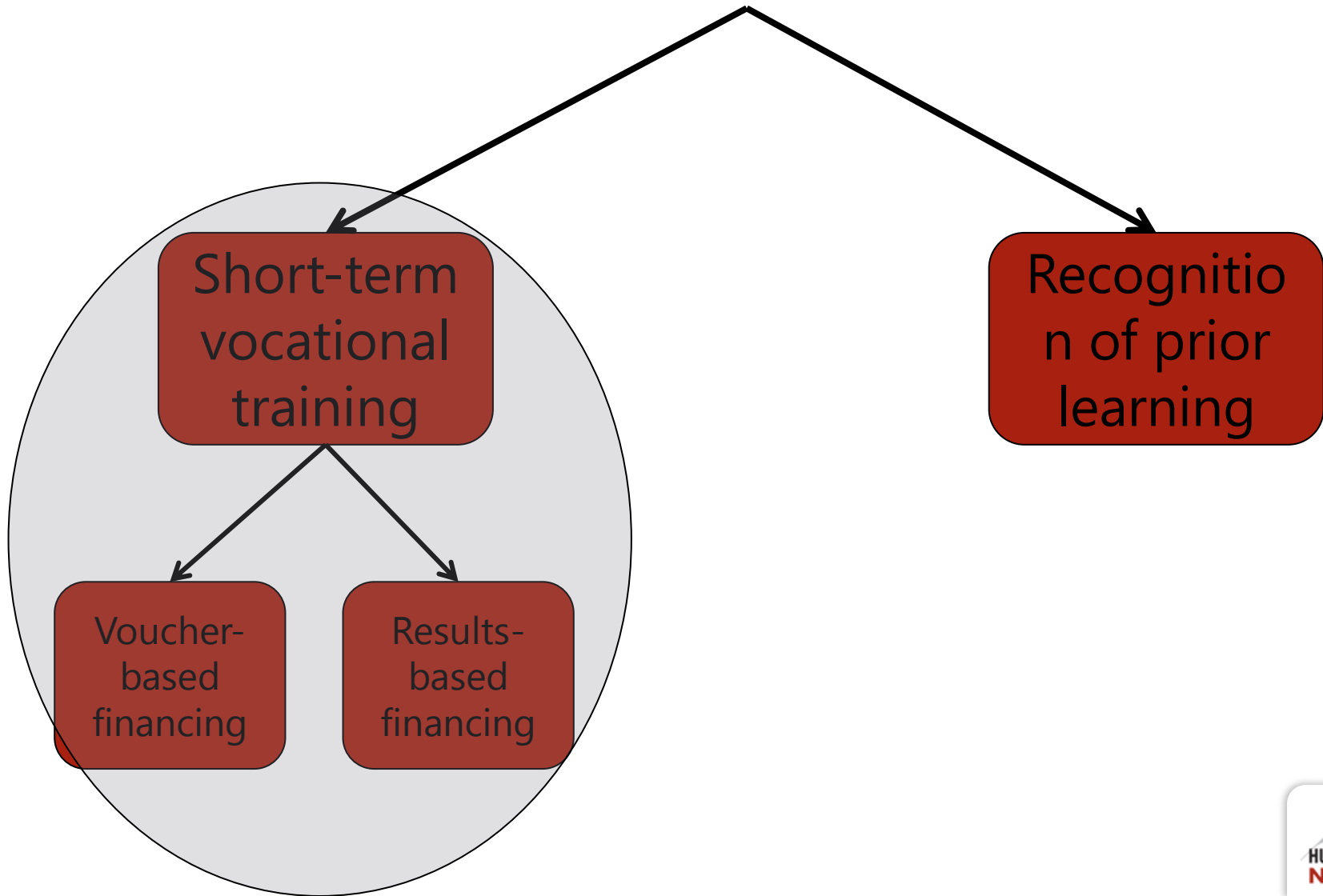
C2. Strengthening
technical
education
(TSLC/Diploma)

C4. Proj.
management
and
M & E

C3. Supporting
short-term training

5

C3: Supporting short-term training and recognition of prior learning



Short-term vocational training

- *Focus*: short-term training in specific trades
- *Scale*: $\approx 45,000$ beneficiaries trained
- *Beneficiaries*: the poor, and youth from lagging regions and disadvantaged socio-economic groups
- *Training providers*: private (primarily) and public institutions
- *Employment focused*: payments to providers linked to job placement of trainees

3. Results Chain



4. Primary Research Questions

- ☐ What is the impact of short term training on the employability, income and skill levels of trainees, especially for lagging regions, women and marginalized groups?
 - ☐ What is the impact of soft-skills training on employability?
 - ☐ What is the impact of certification of prior learning on employment?
-
- ☐ What is the impact of information campaign on access to and uptake of training programs?
 - ☐ What is the impact of the voucher program on effectiveness and efficiency of training providers and on the satisfaction of trainees?

5. Outcome Indicators

- ❑ What is the impact of short term training on employability, income and skill levels of trainees?
 - ❑ % of trainees employed within 3 to 6 months of completion of training
 - ❑ % of employed trainees who continue to be employed after 9 months
 - ❑ Average monthly earnings of trainees after 3 to 6 months of completing training
 - ❑ % of trained beneficiaries who are considered well trained by employers

- ❑ What is the impact of soft-skills training sub-component on Employability?
 - ❑ % of trained beneficiaries who perform adequately in soft-skills test conducted by evaluators
 - ❑ % of trained beneficiaries who employers consider adequate in terms of soft-skills

5. Outcome Indicators

- ☐ What is the impact of short term training on employability, income and skill levels of trainees?
 - ☐ % of trainees employed within 3 to 6 months of completion of training
 - ☐ % of employed trainees who continue to be employed after 9 months
 - ☐ Average monthly earnings of trainees after 3 to 6 months of completing training
 - ☐ % of trained beneficiaries who are considered well trained by employers
- ☐ What is the impact of soft-skills training sub-component on Employability?
 - ☐ % of trained beneficiaries who perform adequately in soft-skills test conducted by evaluators
 - ☐ % of trained beneficiaries who employers consider adequate in terms of soft-skills
- ☐ What is the impact of certification of prior learning on employment and income?
 - ☐ % of certified workers employed within 3 to 6 months of completion certification?
 - ☐ Average monthly earnings of certified workers after 3 to 6 months of completing training
- ☐ What is the impact of information campaign on access to training programs?
 - ☐ % of training applicants from lagging regions and marginalized groups
 - ☐ % of trainees from lagging regions and marginalized groups

6. Identification Strategy/ Method

- ❑ Key interests:
 - ❑ Impact of training as a whole
 - ❑ Impact of including soft skills in training curriculum
- ❑ Implications for design: two levels of assignment
 - ❑ Assignment of potential trainees
 - ❑ Assignment of soft skills curriculum

	No training	Training
No soft skills	Grp I	Grp II
Soft skills added	-----	Grp III

6. Identification Strategy/ Method

- ❑ Assignment of **trainees**: Random assignment (option 1)
 - ❑ Eligibility criteria used to screen applicants
 - ❑ For each training event, training provider ensures there are at least 50% more eligible applicants than places
 - ❑ Lottery system used to select beneficiaries
 - ❑ Randomized experimental design
- ❑ Assignment of **trainees**: Scoring system(option 2)
 - ❑ Eligibility criteria used to screen applicants
 - ❑ For each training event, training provider ensures there are at least 50% more eligible applicants than places
 - ❑ Selection criteria used to compute applicant score
 - ❑ Training provider uses a cutoff score to assign applicant to training program(treatment) or reject applicant (control)
 - ❑ RD design

6. Identification Strategy/ Method

- ❑ Assignment of soft skills curriculum: random
 - ❑ Focus on some specific trades where soft skills might be most relevant
 - ❑ Within these trades
 - ❑ Curriculum of some training **events** include soft skills
 - ❑ Other training **events** do not
 - ❑ Beneficiaries not aware which training events include soft skills and which do not

6. Identification Strategy/ Method

□ Analysis:

- Impact of training: outcome of Grp (II+III)-Grp I
- Impact of soft skills: outcome of Grp III-Grp II
- Impact of training w/o soft skills: Grp II – Grp I
- Impact of training w/ soft skills: Grp III – Grp I

	No training	Training
No soft skills	Grp I	Grp II
Soft skills added	-----	Grp III

7. Sample and Data

- ❑ Two dimensions (**beneficiaries** and **training events**)
 - ❑ Sampling of individual **beneficiaries**
 - ❑ If RD design used, from each training event, take XX% of applicants from each side of the cutoff score
 - ❑ If randomized experimental design used, take random sample from each group
 - ❑ Sampling of institutions/training **events** for soft skills
 - ❑ Power computations will be made later to determine required sample size of training events
 - ❑ Random assignment of soft skills to these events
 - ❑ group II—training+ no soft skills;
 - ❑ group III—training+soft skills
- ❑ Baseline and endline data collected on individuals as well as training events

8. Time Frame / Work Plan

- ☐ First round analysis—starting December 2012
 - ☐ Follow-up survey of trainees –October 2012
 - ☐ Collection of worker data from training providers after job placement
 - ☐ Job placement of trainees (by July 2012)
 - ☐ Baseline survey of next round of training—Feb2012
 - ☐ Training—November 2012-January 2012
 - ☐ Baseline survey of eligible trainees –November 2012
 - ☐ Preparation of list of eligible trainees –November 2012
 - ☐ Applications collected from potential trainees –Nov 2012
 - ☐ Completion of survey instruments for baseline-Sept 2012
 - ☐ Random assignment of institutions/trades for soft skills training—Sept 2012
 - ☐ Selection of training institutions—Aug 2012

9. Sources of Financing

- ☐ Some funds from project?
- ☐ Trust Funds
 - ☐ Spanish Impact Evaluation Fund?
 - ☐ ???