Facilitator Guide

Technical and Vocational Education and Training (TVET) Self-Assessment Toolkit

Enhancing Skills for Sustainable Development

A guide for facilitators of workshops which identify and compare stages of development in technical and vocational education and training systems

The Commonwealth

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Contents

Foreword

Technical and Vocational Education and Training (TVET) is essential to equip youth and adults with the necessary skills for employment and entrepreneurship and to achieve sustainable development. The Nassau Declaration[1] at the 19th Conference of Commonwealth Education Ministers (19CCEM) in June 2015 highlighted the Commonwealth values of equity and access, and the key role of education for sustainable development. At this conference, Ministers welcomed the significant contributions of the Commonwealth Ministerial Working Group towards achieving the targets among member countries for quality education involving performance, pathways and productivity (3Ps).

Further, it has been recognised that coordinated action on education, skilling and training at national and international levels is crucial for achieving the Sustainable Development Goals (SDGs). Enabling quality and inclusive education systems are critical not only to achieve SDG4 (Quality Education) and SDG8 (Decent Work and Economic Growth), but also toward achieving all other SDGs.

The International Labour Organization (ILO) notes that 267 million young people (aged 15–24) around the world are not in employment, education, or training (NEET), and many more endure substandard working conditions.[2] An effective TVET program can address multiple economic and societal demands by enabling youth and adults to develop relevant lifelong skills needed for employment, decent work and entrepreneurship. TVET also contributes in the transition towards more sustainable societies and greener economies.[3]

Over 60 per cent are under the age of 30, out of the 2.5 billion population of our 56 Commonwealth member countries. Therefore, skills development for the Commonwealth youth continues to be a high priority for Commonwealth Heads of Governments as well as Education Ministers to ensure adequate education and training, reduce barriers to work and increase youth employment. The Commonwealth Secretariat thus continues to advocate for our member

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1   Commonwealth Secretariat. (2015) *Nassau Declaration 19CCEM*. http://thecommonwealth. org/sites/default/files/news-items/documents/2015-06-26_2300_Draft%20Communique%20 FINAL%20(2)%20Ministerial%20Changes%20-%20FINAL%20CHANGES_with%20titles%20 (1).pdf

2   International Labour Organization. (2020) *World Employment and Social Outlook – Trends 2020*. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/ publication/wcms_734455.pdf

3   UNESCO-UNECOV. (2021) *UNESCO-UNEVOC Medium-Term Strategy for 2021-2023: Strengthening TVET capacities and cooperation in the Member States* https://unevoc.unesco.org/ home/UNEVOC+Publications/lang=en/akt=detail/qs=6431

countries to reform their respective TVET systems and actively undertake regular needs based updates.

The TVET landscape is evolving. Emerging skills, digitisation and Industry 4.0, and the implications posed by climate change, are just some factors demanding TVET systems to become more responsive, resilient and sustainable.

In 2020, the COVID-19 pandemic necessitated educational institutions to rapidly move into digital modes of teaching and training. As the pandemic persisted into 2021, the socio-economic constraints highlighted the pre-existing digital divide, restricted access to education causing inequitable development of children and youth. As a practical oriented training program, delivering TVET entirely online is neither feasible nor can it adequately achieve the goals for skills development. Consequently, the TVET sector has been adapting to deliver courses in flexible online and blended modes so that skills training and education remains resilient to future disruption. Building resilience in TVET also requires constantly developing new curricula and assessment models which cater to the emerging technological innovations and digital skills relevant to the evolving world of work during the industrial revolution 4.0. TVET is also important to enable upward economic mobility and equitable development.

The revised Commonwealth TVET Toolkit 2021 includes new responses for vocational education systems in a post-pandemic world to enable knowledge transfer between member countries and facilitate a green recovery through low carbon industries and economies. This Toolkit is expected to support member countries across the Commonwealth to assess the strengths and weaknesses of their TVET systems, identify key gaps in policies and delivery mechanisms, and prioritise areas for further development.

The TVET Toolkit 2021 comprises of a Participant's Manual and Facilitator Guide. The Toolkit provides resources for participants, through facilitated workshops and other modes to explore the six key features of an effective TVET system: (i) governance; (ii) employer engagement; (iii) occupational standards; (iv) qualification frameworks; (v) quality institutions; and (vi) delivery and assessment; and to assess how well their TVET systems are performing under these areas.

It is hoped that this updated Toolkit will serve member countries to review, compare and strengthen their TVET systems toward achieving their respective education policy targets and SDGs.

Dr Arjoon Suddhoo
Deputy Secretary General of the Commonwealth

Acknowledgements

1. Overview of the toolkit

This guide is part of a comprehensive toolkit which includes the following:

1. Participant Manual
   The manual includes:
   - the rationale and methodology used to develop the TVET Assessment Framework,
   - detailed descriptions of the six key features which underpin a strong TVET system,
   - detailed explanations of the five stages or levels of development,
   - a copy of the presentation slides,
   - a web link to the original research report which led to the development of the framework,
   - a template for recording the results of your self-assessment of the TVET system,
   - a sample template of the Excel spreadsheet showing how the self-assessment ratings can be visualised as a spider-web graph.
2. Facilitator Guide for the TVET Self-Assessment Workshop (this document)
   This guide includes:
   - facilitator guidelines for running the workshop and
   - draft workshop agenda for a 1-day workshop with options to extend to 2 days presentation slides in a Word document format.
3. Virtual Introductory Session/TVET Assessment Framework video
   The virtual interactive introductory session will describe the key features of the TVET Assessment Framework and provide guidance on how to use the framework to self-assess a TVET system. Where this is not possible, it will be done via seven short (5–8 minutes) video clips.

Electronic copies of the presentation slides video clips and excel spreadsheet are available through the Secretariat.

2. Updated version 2021

Note that the Secretariat initiated an update of the original toolkit in 2021 to further emphasise the importance of TVET in developing and supporting skills for a sustainable economy and society. The update also takes into account the impact of the COVID-19 pandemic and promotes strategies to ensure TVET systems are resilient, flexible and responsive.

The overall structure of the Framework has not changed; however, new Elements have been added to some of the key features. There is also a more comprehensive description of each of the Features and Elements and updated references and bibliography.

Also added to the Toolkit is a short guide to action planning.

The video clips have not been updated, so there will be some Elements not specifically mentioned in the clips.

3. Objectives of the workshop

Through formal presentations, group discussion and activities, participants will be able to:

1. Identify the key features of a strong and effective TVET system and the different stages of development for each feature,
2. Assess the strengths and weaknesses of the current TVET system in their country, and
3. Recommend priorities for the future development of the TVET system.

4. Structuring the workshop

There are at least two options in how the workshop is structured. The workshop can be scheduled as a 1-day event (sample agenda) or extended over 2 days. The extension option is described on page 9 of this document.

Both options enable the organisers to include other topics over the course of the 1 or 2 days. For example, some organisations or departments use the opportunity of bringing together key stakeholders in their TVET systems to

provide updates on government policy, introduce new processes or regulatory changes, or invite experts to give presentations on related topics.

Although hosting the workshop(s) in-person is recommended, it can also take place virtually through an online meeting platform such as Zoom, Microsoft Teams etc. COVID-19 has proved that moving events and workshops online has a number of advantages, such as increasing access and lowering costs. However, there are also a few disadvantages, such as decreased engagement and technical difficulties. The workshop agenda detailed below would need to be altered if the workshop is to be hosted virtually though the content can remain the same.

5. Pre-workshop

Facilitators should first read the TVET Assessment Framework Participant Manual. This will provide you with a solid understanding of the Framework and how it can be used. For a more in-depth understanding, facilitators should also read the original research report, *Analysis of Technical Vocational Education and Training Systems in Five Commonwealth Countries*.[4]

In the original research report commissioned by the Secretariat in 2011, the second key feature was named 'Industry Engagement'. This has now been changed to 'Employer Engagement' to more accurately reflect the broad range of employers including public and private businesses, government and non-government agencies, and community and not-for-profit organisations.

At least a week before the workshop, participants should be sent the Participant Manual and either a DVD or a web link to the video clips. It is important the participants spend some time becoming familiar with the TVET Framework before they attend the workshop.

You can use the video clips during the workshop although this is not recommended. Showing videos during a workshop can disrupt the flow of your own presentation and often the sound and lighting are not suitable for viewing videos.

We strongly recommend participants view the videos prior to the workshop, or at a later date, to reinforce their understanding of the TVET self-assessment process.

Prior to the commencement of the in-person workshop, the facilitator should ensure the following are in place:

- confirm guest speakers as required,
- set up registration desk and participant list for participants to sign in,

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4   Commonwealth Secretariat (2013).

- provide name tags for all participants (name, position and organisation) plus a few spare tags,

- ensure seating for all participants plus a few spare places,

- facilitator desk or lectern,

- microphone and speakers (for groups over 30 people or in large venues,)

- computer, projector and screen,

- whiteboard and/or flip chart,

- spare copies of participants' User Guide,

- catering as required and

- speaker notes on facilities (bathrooms, prayer rooms, etc.) and evacuation procedures.

For a virtual workshop, the facilitator should ensure the following:

- All attendees have been sent the virtual meeting link in advance.

- A run through on the virtual meeting platform to avoid technical difficulties during the main event.

- Adopt a mandatory video-on policy, unless bandwidth capacity does not permit and

- Keep participants engaged by conducting temperature checks (i.e. ask them if they have any questions or queries) between presentations.

6. Workshop agenda (Facilitator notes)

Timing (sample)	Topic	Slide # or resources	Facilitator notes
8:30–9:00	Registration	#1 – Opening slide	Make sure the details on this slide are updated.
9:00–9:15	Welcome	#2, #3 – Workshop agenda	Revise the agenda as required. Introduce yourself; cover main housekeeping items; go through the objectives and agenda for the workshop.
*Optional icebreaker of an additional 15 minutes (adjust timing as required)			Participants introduce themselves or some similar activity to encourage interaction.
9:15–10:30	Development of the self-assessment tool	#4, #5 – Background to the project #6 – The purpose of the model #7 – Who should use it	Read through each of the key points.
10:30–10:40	Defining TVET	#8 – Definition of TVET	Emphasise the focus is on 'formal' education and training. This is not to discount the importance of informal and non-formal learning.
10:40–11:00	The TVET Framework	#9 – Key features of a strong TVET system	Briefly summarise each of the six key features.
11:00–11:30	Morning tea break		
11:30–12:30	The six key features	#10 to #15 – Six key features	Go through each slide highlighting each of the key points. Where possible give practical examples of how some countries have addressed each area.
12:30–13:00	Five stages of development	#16 – Stages of development	Briefly explain each level and on what basis you would choose a particular level. Give practical examples to assist understanding.
13:00–13:45	Lunch break		

Timing (sample)	Topic	Slide # or resources	Facilitator notes
13:45–14:00	Review of morning session	#2 – Workshop agenda	Review topics covered in the morning session; respond to any questions.
14:00–15:00	Rating each key feature	#17 – Sample rating sheet Handout #1 – Rating sheets for self-assessment * The two handouts are included in the Participant Manual Slides #18 and #19 – Calculating a rating for each key feature Handout #2 – Rating record sheet	Divide the participants into teams of no more than five people. Ideally each group should have a range of organisations represented. Provide one copy of the rating sheets for each group plus the template for recording results. Using the slide, show how you would rate the stage of development for each sub-point. Now ask each group to discuss and rate each of the sub-points for each key feature. Another option to speed up this process would be to allocate one of the six key features to each group, ensuring all six features are covered. When each group has finished their ratings, go through the process for achieving a single rating for each key feature. When each group has finished their ratings and entered the results on the rating record sheet, collect these sheets.
15:00–15:30	Afternoon tea break		During the break, enter the results from each group on the excel spreadsheet (Resource #1 – Excel rating sheet). The spreadsheet enables you to generate a spider-web graph as well as a table showing the range of scores for each of the six key features.

Timing (sample)	Topic	Slide # or resources	Facilitator notes
15:30–16:15	Results of the self-assessment	Slide #20, #21, #22 Resource #1 – Excel spreadsheet	Emphasise the activity is not meant to produce a definitive rating for their TVET system. The aim is to generate discussion among participants, sharing their own knowledge and experiences of the current TVET system. The analysis enables you to highlight areas where the system is working well and where there is limited development. On this basis, participants can then discuss priorities for the further development of the TVET system. Show the results of the analysis on the projector screen. If such technology is not available, write the results on a board. Go through each of the overall ratings, highlighting where the strengths and weaknesses are according to the results. Also highlight where there are a wide range of scores for particular features. This indicates very different perspectives among the participants which may be due to their knowledge of specific policies or initiatives. It also highlights some communication problems between all key stakeholders.
16:15–16:30	Action planning	Slide #23	Briefly summarise the contents of the Short Guide to Action Planning and explain how this can assist them in turning priorities into action.
16:30–17:00	Summary and workshop evaluation	Slide #2, #3 – workshop agenda Handout #3 – workshop evaluation sheet Slide #24	Refer back to workshop agenda and summarise the content covered and the activities completed. Ask each participant to complete the workshop evaluation, emphasising this will enable further improvements to the way such workshops are conducted. Collect the completed evaluations and thank everyone for their participation. The evaluations should be given to the workshop organisers.

7. Extending the workshop

There are a number of options for extending the workshop beyond a single day:

1. **Split the workshop into two half day sessions**. This allows the participants to review the content and structure of the TVET Assessment Framework and complete an initial self-assessment of their TVET system in their own time.

   On the second half day, participants can then discuss their own assessments in small groups before coming up with a group result. This session then follows the agenda for the afternoon session.

2. **Extend the analysis of the key features.** To give a stronger focus on your own country's current TVET system, the section on the six key features of a strong TVET system could include guest speakers for each feature. For example, a government representative could highlight current TVET policies (Governance), an employer could discuss the ways in which they interact with the system (Employer Engagement) and a regulator could outline their approach to registering and monitoring training institutions (Quality Institutions) and so on.

   This would extend the morning session on the TVET Framework into a full day with a follow-up half day on self and group assessments as described in Option 1.

3. **Add an extra half/whole day to focus on developing an Action Plan.** Run the workshop as a 1 day event. The extra half/whole day enables participants to focus on turning at least one priority identified on Day 1 into a series of actions.

   Participants should start by describing at least one objective and then spelling out the actions which need to be taken to achieve the objective. They can use the template provided in their manual to add further information such as who will be responsible for each action and the start and finish dates.

   The completed template can then be used back in their workplace to further refine the action plan and involve other relevant people in finalising the plan and putting it into action.

Handout #1 – Self-assessment rating sheets

1. Governance

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 *Defined roles and responsibilities*	There is no evidence of defined roles and responsibilities for TVET.	There is evidence of defined roles and responsibilities for TVET at regional and/ or local levels.	There is evidence of defined roles and responsibilities for TVET at a local and national level, but with weak structures and functions, and little interaction between key stakeholders.	There is evidence of well-defined roles and responsibilities for TVET at a local and national level with established mechanisms for stakeholder involvement.	There is evidence of a 'whole of community' approach to TVET with defined roles and responsibilities for all stakeholders
value 30%	6 %	12 %	18 %	24 %	30 %
1.2 *Policies and Funding for Skills Development*	There is no evidence of national skills development policies / strategies that are funded by the government. Funding may be through donor agencies & private investment.	There is evidence of skills development policies and/or strategies at regional or local levels with limited government funding.	There is evidence of skills development policies and/or strategies which are distributed across government ministries, but not nationally coordinated. These policies are funded by the national government but there is no evidence of alignment with national, economic and social priorities.	There is evidence of national skills development policies and/or strategies, with clear lines of communication, and with input from key stakeholders. These policies take into account emerging technological innovations and digital skills. They are funded by the national government and are aligned with national, economic and social priorities.	There is evidence of nationally endorsed skills development policies and/or strategies that cater to emerging technological innovations and digital skills, and are linked to the labour market, sustainable development, and other policies. There is also evidence of established national funding frameworks for TVET with multiple funding sources and evaluation of return in line with other policies. A continuous improvement process is in place.
value 40%	8 %	16 %	24 %	32 %	40 %

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Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.3 *Access and Equity Policies*	There is no evidence of government policies and/or strategies to increase participation in TVET.	There is evidence of these equity policies and/or strategies at local/regional levels.	There is evidence of these equity policies and/or strategies at local/regional levels, with some level of allocated funding attached.	There is evidence of national equity policies and/or strategies, with allocated funding.	There is evidence of national equity policies and targeted government strategies/ initiatives, which are subject to a continuous improvement cycle.
value 30%	6 %	12 %	18 %	24 %	30 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

2. Employer engagement

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
2.1 *Determining skill priorities*	There is no evidence of employer engagement with government in determining skills priorities.	There is evidence of sporadic or informal employer engagement with government in determining skills priorities.	There is evidence of some formal employer engagement with government in determining skill priorities.	There is evidence of the contribution of formal employer bodies to national TVET policy development through engagement with small, medium and large business.	There is evidence of ongoing consultation between employer bodies, enterprises and government to determine and review national skill priorities, policies & occupational lists.
value 20%	4 %	8 %	12 %	16 %	20 %
2.2 *Workplace training*	There is no evidence of training delivered in the workplace	There is evidence of informal workplace training including site visits	There is evidence of formal cooperation between employers and TVET where formal training is conducted at the workplace	There is evidence of a national skills policy and funding which support workplace training through work placements, apprenticeships and other similar arrangements	There is evidence of strong partnerships between government, employers and TVET institutions for the provision of workplace training and Apprenticeship programmes.
value 20%	4 %	8 %	12 %	16 %	20 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
2.3 *Curriculum Development*	There is no evidence of employer contribution to the development of TVET curriculum.	There is evidence of limited employer contribution to the development of TVET curriculum.	There is evidence of a formal role for employers in the development of TVET curriculum.	There is evidence of a formal role for employers in the development and validation of TVET curriculum.	There is evidence of employers' ongoing and extensive input into the development, validation and evaluation cycle of TVET curriculum.
value 20%	4 %	8 %	12 %	16 %	20 %
2.4 *Support for the TVET Sector*	There is no evidence of any support for the TVET sector	There is limited support and contributions from employers	There are many employers directly supporting the TVET sector	There are formal arrangements for employer support	There is extensive support for the TVET sector through a wide range of programmes and agreements
Value 20%	4 %	8 %	12 %	16 %	20 %
2.5 *Support for employers*	There is no evidence of any support for employers in delivering TVET	There is some evidence of employers gaining support in engaging with the TVET sector	There is evidence of formal agreements and cooperation between employers and TVET which support the employer in engaging with TVET	There are policies and funding in place to support employers	There is evidence of strong partnerships between employers and TVET with employers gaining direct support
Value 20%	4 %	8 %	12 %	16 %	20 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	**YOU'RE AT LEVEL**				

3. Occupational standards

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
3.1 *Occupational profiles*	There is no evidence of any occupational profiles	There is evidence of profiles for some but not all occupations	There is evidence of a wide range of occupational profiles but not all are current	There is evidence of occupational profiles which cover all industry sectors and are current	There is clear evidence that occupational profiles are regularly reviewed, updated and extended. New profiles are developed as required.
value 30%	6 %	12 %	18 %	24 %	30 %
3.2 *Technical and capability skills*	There is no evidence of a defined set of skills required for specific occupations	There is some evidence of a defined set of skills required for specific occupations	There is evidence of a wide range of skill sets aligned to specific occupations	There is evidence of skills sets which cover all relevant occupations	There is clear evidence of skills sets aligned to occupations with a regular review process to ensure their relevance
Value 30%	6 %	12 %	18 %	24 %	30 %
3.3 *Standards based curriculum*	Curriculum is based on hours and not directly linked to occupational skills	There are some courses directly linked to occupational skills	All courses are directly linked to occupational skills and standards	All courses are regularly reviewed for the currency	New courses are developed to meet new occupational profiles
Value 20%	4 %	8 %	12 %	16 %	20 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
3.4 *Recognition of existing skills and knowledge*	There is no evidence of structures or processes to recognise existing skills and knowledge.	There is evidence of limited recognition structures and processes in place at institution level.	There is evidence of structures and processes at institution level to recognise existing skills and knowledge, but limited implementation.	There is evidence of a nationally coordinated approach to the recognition of existing skills and knowledge that is being accessed by students.	There is evidence of a nationally coordinated approach to recognising existing skills and knowledge which is being readily accessed by students and is subject to a continuous improvement cycle.
value 20%	4 %	8 %	12 %	16 %	20 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

4. Qualification framework

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
4.1 *TVET Qualifications*	There are no formal qualifications offered by TVET institutions	There are some formal qualifications offered but all are for a fixed time of study (mandatory hours)	There is a wide range of qualifications offered with options for short courses (micro-credentials) and online delivery.	There is a wide range of courses offered, both in-person and online, directly linked to occupational profiles and options for part or full completion.	All courses are regularly reviewed and updated, quality online courses are offered, and new courses can be quickly (within 12 months) approved and offered.
value 30%	6 %	12 %	18 %	24 %	30 %
4.2 *Qualifications Structure*	Individual TVET institutions have their own qualifications and certification process.	There is evidence of a TVET qualification structure but it is not mapped to other educational sectors, or national occupational lists.	There is evidence of a TVET qualification structure between TVET and at least one other educational sector, linked to national occupation lists.	There is evidence of recognition of national qualifications and articulation arrangements from primary through to higher education. Employer driven certifications and licensing are incorporated into the system.	There is evidence of recognition of national and international qualifications and articulation arrangements from primary through to higher education. Employer driven certifications and licensing are incorporated into the system
value 40%	8 %	16 %	24 %	32 %	40 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
4.3 Recognition and Articulation	There is no evidence of recognition of qualifications between TVET institutions or articulation pathways between education sectors.	There is evidence of informal recognition of qualifications between TVET institutions and limited articulation arrangements between education sectors.	There is evidence of formal recognition of qualifications and articulation arrangements between education sectors.	There is evidence of national recognition of national qualifications and articulation arrangements from primary through to higher education.	There is evidence of national recognition of national and international TVET qualifications and articulation arrangements from primary to higher education.
value 30%	6 %	12 %	18 %	24 %	30 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

5. Quality institutions

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
5.1 *National Quality Standards*	TVET institutions are not required to operate according to quality standards	There is evidence of TVET institutions creating and adhering to quality standards of their own choosing, but no evidence that they are obliged to do so.	There is evidence of quality standards that are developed for TVET institutions by the Government, but no evidence that these standards are monitored or enforced.	There is evidence of independent quality assurance agencies which exist to monitor and enforce quality standards of TVET institutions and to evaluate them.	There is evidence of an independent quality assurance agency which oversees a self-regulating and risk based system, based on employer and learner feedback.
value 40%	8 %	16 %	24 %	32 %	40 %
5.2 *Registration Process*	There is no evidence of a registration process for TVET institutions to deliver qualifications.	There is evidence of a registration process for government TVET institutions to deliver national qualifications.	There is evidence of a registration process for government and private TVET institutions to deliver national qualifications.	There is evidence of a registration process for all TVET institutions with links to funding agreements.	There is evidence that all TVET institutions are required to register to deliver national qualifications and re-register on a regular basis.
value 20%	4 %	8 %	12 %	16 %	20 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
5.3 *Continuous Improvement*	There is no evidence that TVET institutions are continuing to improve to meet national standards.	There is evidence that a limited number of TVET institutions are continuing to improve to adhere to national standards.	There is evidence of a framework for TVET institutions to accurately report on continuous improvement, but there is no evidence this is monitored or enforced on a national scale.	There is evidence that TVET institutions must report on their continuous development and continue to meet national standards. This includes incorporating emerging technological innovations and digital skills into the delivery and assessment of courses.	There is evidence that all TVET institutions are continuing to improve and provide accurate reporting on the steps taken to continue to meet national standards. An emphasis is placed on incorporating technological innovations and digitil skills into curricula, and providing online delivery and assessment of courses.
value 20%	4 %	8 %	12 %	16 %	20 %
5.4 *Data collection and Analysis*	There is no evidence that data is collected on the local or national TVET system.	There is evidence that data is collected on the local TVET system, but is not coordinated at a national level.	There is evidence that TVET data is collected in a nationally coordinated approach, but it is not disseminated to stakeholders.	There is evidence that TVET data is gathered and disseminated to stakeholders, but it is not always accurate, reliable or timely.	There is evidence of national systems which collect and disseminate accurate, reliable and timely TVET data.
value 20%	4 %	8 %	12 %	16 %	20 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

6. Delivery and assessment

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
6.1 ***Teachers and trainers***	There is no evidence that teachers/ trainers are required to have formal teaching/ training qualifications or relevant industry experience.	There is evidence that teachers/ trainers are required to have formal teaching/ training qualifications but not relevant industry experience.	There is evidence that teachers/ trainers are required to have relevant minimum teacher/ trainer qualifications and industry experience.	There is evidence that teachers/ trainers are required to have teacher/trainer qualifications and relevant industry qualifications and experience.	There is evidence that teachers/trainers are required to have teacher/ trainer qualifications, current industry experience and qualifications and undertake continuous professional development.
value 30%	6 %	12 %	18 %	24 %	30 %
6.2 ***Flexible and online delivery***	Delivery is classroom based. There is no evidence of other available delivery options.	There is evidence of the availability of part time delivery, but not of other modes of delivery.	There is evidence of the availability of flexible modes of delivery including online options	There is evidence of online and flexible delivery options being integrated with mainstream teaching and learning	There is evidence of online and flexible delivery being constantly reviewed, updated and improved.
value 15%	3 %	6 %	9 %	12 %	15 %
6.3 ***Student support services***	There is no evidence of any student support services on offer	There is some evidence of student support services being offered	There is evidence of a range of student support services being offered and used by students	There is evidence of student support services being used regularly and supported by the TVET system	There is evidence of student support services being regularly reviewed, improved and extended as required.
value 15%	3 %	6 %	9 %	12 %	15 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
6.4 Teaching and assessment guidelines	Teaching and assessment practices are determined by the individual teacher or institute	There is evidence of guidelines for teachers on delivering and assessing training	There is evidence of nationally endorsed guidelines for teaching and assessment but limited evidence of their implementation	Nationally endorsed teaching and assessment guidelines are implemented across the TVET sector	The implementation of teaching and assessment guidelines are regularly monitored, reviewed and adapted as required
Value 20%	4 %	8 %	12 %	16 %	20 %
6.5 Validation and moderation processes	There is no evidence of learning and assessment strategies being validated or moderated.	There is evidence of assessments being moderated at an institution level.	There is evidence of processes in place between local institutions to validate and moderate learning and assessment strategies.	There is evidence of processes in place between institutions nationally to validate and moderate learning and assessment strategies.	There is evidence of processes in place between institutions nationally and internationally to validate, moderate and review learning and assessment strategies.
value 20%	4 %	8 %	12 %	16 %	20 %
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Sample rating sheet

Governance

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 *Roles and responsibilities*	There is no evidence of defined roles and responsibilities for TVET.	There is evidence of defined roles and responsibilities for TVET at regional and/or local levels.	There is evidence of defined roles and responsibilities for TVET at a local and national level, but with weak structures and functions, and little interaction between key stakeholders.	There is evidence of well-defined roles and responsibilities for TVET at a local and national level with established mechanisms for stakeholder involvement.	There is evidence of a 'whole of community' approach to TVET with defined roles and responsibilities for all stakeholders
value 30%	6 %	12 %	18 %	24 %	30 %
1.2 *Policies and Funding*	There is no evidence of national skills development policies / strategies that are funded by the government. Funding may be through donor agencies & private investment.	There is evidence of skills development policies and/or strategies at regional or local levels with limited government funding.	There is evidence of skills development policies and/or strategies which are distributed across government ministries, but not nationally coordinated. These policies are funded by the national government but there is no evidence of alignment with national, economic and social priorities.	There is evidence of national skills development policies and/or strategies, with clear lines of communication, and with input from key stakeholders. These policies take into account emerging technological innovations and digital skills. They are funded by the national government and are aligned with national, economic and social priorities.	There is evidence of nationally endorsed skills development policies and/or or strategies that cater to emerging technological innovations and digital skills, and are linked to the labour market, sustainable development, and other policies. There is also evidence of established national funding frameworks for TVET with multiple funding sources and evaluation of return in line with other policies. A continuous improvement process is in place.
value 40%	8 %	16 %	24 %	32 %	40 %

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.3 *Policies for Access and Equity*	There is no evidence of government policies and/or strategies to increase participation in TVET.	There is evidence of these equity policies and/or strategies at local/regional levels.	There is evidence of these equity policies and/or strategies at local/ regional levels, with some level of allocated funding attached.	There is evidence of national equity policies and/or strategies, with allocated funding.	There is evidence of national equity policies and targeted government strategies/ initiatives, which are subject to a continuous improvement cycle.
value 30%	6 %	12 %	18 %	24 %	30 %
Add up your % to find your score	Your score is 74 %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL 3.7				

Participants circle the appropriate percentage figure based on the level they think their TVET system is currently operating. They then add up the percentages, in this example 62 per cent. By dividing the number by 20, they arrive at the overall level for this particular Key Feature.

Each participant or group then completes the rating record sheet to assist the facilitator in calculating the results for all participants or groups.

Handout #2 – Rating record sheet

Group number or participant name _____

Key feature	Rating level
Governance	
Employer engagement	
Occupational standards	
Qualifications framework	
Quality institutions	
Delivery and assessment	

Facilitator Rating Results sheet (Resource #1)

The facilitator enters the results from each group or participant in the excel spreadsheet (*Facilitator Rating Results*).

The average scores for each key feature are then entered in the second table, which automatically generate the web diagram.

The facilitator also enters in the range of scores to highlight any major variations in assessments.

TVET self-assessment workshop evaluation

Name:
Position:
Organisation:

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

WORKSHOP EVALUATION	Scale				
	Poor			Excellent	
BEFORE THE WORKSHOP Did you have access to the videos and the Participant Manual before the workshop? YES/NO	1	2	3	4	5
1. If yes, please rate the value of the videos					
2. If yes, please rate the value of the participant manual	1	2	3	4	5
DURING THE WORKSHOP Please rate each of these topics and activities based on how relevant and useful they were.					
3. Background to the self-assessment framework	1	2	3	4	5
4. Rationale and definition of TVET	1	2	3	4	5
5. Six key features of a strong TVET system	1	2	3	4	5
6. Stages of development	1	2	3	4	5
7. Group or Self-assessment activity	1	2	3	4	5
8. Results and analysis of the group or self-assessments	1	2	3	4	5
OVERALL RATING OF THE WORKSHOP					
9. Please give an overall rating for the workshop	1	2	3	4	5

Additional comments

To help us improve the resources and activities used during this workshop, please provide any additional comments or suggestions:

Virtual / online session on the framework	
Video clips	
Participant manual	
Presentation slides	
Length and timing of the sessions	
Workshop activities	
Any other suggestions or comments	

PLEASE RETURN THIS COMPLETED EVALUATION TO THE ORGANISERS BEFORE YOU LEAVE

THANK YOU ☺

The Commonwealth

8. Workshop Presentation Slides

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Workshop Agenda

8:30 – 9:00	Registration
9:00 – 9:15	Welcome
9:15 – 10:30	Development of the self-assessment tool
10:30 – 10:40	Defining TVET
10:40 – 13:00	The TVET Framework
	- Six key features
	- Five stages of development
13:00 – 13:45	Lunch break

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Workshop Agenda

13:45 – 14:00	Review of first session
14:00 – 15:00	Rating each key feature
15:00 – 15:30	Tea break
15:30 – 16:30	Results of the self assessment
16:30 – 17:00	Summary and workshop evaluation

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Background to the Framework

- Commissioned by the Commonwealth Secretariat in 2011 – "*Analyse the current status of TVET systems in 5 Commonwealth countries and identify priorities for future development*"

- Further refinements through additional research, workshops and piloting of the model between 2012 and 2015

- Major refresh in 2021 to update climate change strategies and the impact of the pandemic

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5

Background to the Framework

- Identified as a valuable resource to support the United Nations 2030 Sustainable Development Goals, especially Goal #4:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

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The purpose of the framework

- To encourage discussion among key decision makers

- To identify strengths and weaknesses in your current TVET system

- To identify priorities for further development

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Who should use it?

- Government officials and policy makers

- Public and private employer and employee associations

- Public and private education and community institutions

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8

Definition of TVET

The TVET sector is defined as:

"the policies, programs and institutions dedicated to providing formal education, training and assessment for skills required in the workplace"

Refer to the *Participants Manual* for a more detailed explanation of this definition.

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Key features of a strong TVET system

| 1. Governance | 2. Employer engagement | 3. Occupational Standards | 4. Qualifications Framework | 5. Quality institutions | 6. Delivery & assessment |

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1.
Governance

- A 'whole of government' approach to defining roles and responsibilities for all stakeholders in the TVET system
- Policies and initiatives which promote and support access and equity for all
- Policies which meet both current and future skill needs of the country and have a global perspective
- National funding frameworks which draw on multiple funding sources, match skill needs and priorities, and are subject to constant monitoring and evaluation

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2.
Employer engagement

- Direct employer engagement with setting skill priorities
- Partnerships between public and private employers, employee associations and training institutions in providing workforce training
- Direct engagement by employers in the development, validation and evaluation of TVET curriculum
- Financial and in-kind support for the TVET sector at both a national and local level
- Support for employers in engaging with the TVET sector and supporting learners

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5. Quality institutions

- A nationally approved set of standards for TVET institutions which award qualifications and can gain government funding

- Processes to ensure standards continue to be met

- Registration includes the levels of qualification institutions can issue and the range of courses they can offer.

- A national system for collecting and analyzing data on TVET provision.

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15

6. Delivery & assessment

- Mandatory qualifications for TVET teachers including subject expertise and relevant industry experience
- Different study options for students to suit their preferred learning styles and their personal situation
- A wide range of services to support students with their learning
- Assessment guidelines for every course
- Regular sessions for teachers to jointly moderate their assessments and for employers to validate such assessments

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The five stages of development

1. • Limited national approach
2. • Some national coordination
3. • Structures & policies in place
4. • Effective implementation
5. • Continuous evaluation & improvement

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Sample rating sheet

Elements	Level 1	Level 2	Level 3
3.1 Occupational profiles	There is no evidence of any occupational profiles	There is evidence of profiles for some but not all occupations	There is evidence of a wide range of occupational profiles but not all are current
Value 30%	6 %	12 %	18 %
3.2 Technical and capability skills	There is no evidence of a defined set of skills required for specific occupations	There is some evidence of a defined set of skills required for specific occupations	There is evidence of a wide range of skill sets aligned to specific occupations
Value 30%	6 %	12 %	18 %
3.3 Standards based curriculum	Curriculum is based on hours and not directly linked to occupational skills	There are some courses directly linked to occupational skills	All courses are directly linked to occupational skills and standards
Value 20%	4 %	8 %	12 %
3.4 Recognition of existing skills and knowledge	There is no evidence of structures or processes to recognise existing skills and knowledge.	There is evidence of limited recognition structures and processes in place at institution level.	There is evidence of structures and processes at institution level to recognise existing skills and knowledge, but limited implementation.
Value 20%	4 %	8 %	12 %
Add up your % to find your score	Your score is %		
Divide this number by 20 to determine your level	YOU'RE AT LEVEL		

The Commonwealth   18

Calculating a rating

1. Circle the appropriate level on the rating sheets for each of the elements within a key feature
2. Add up the percentages you have given for each element
3. Divide this number by 20 and round up your result to one decimal place (eg. 3.4)
4. This now gives you a rating score for this key feature on a scale of 1 to 5.
5. Repeat this procedure for all six key features and enter your final scores on the Rating Record Sheet.

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The results of the assessments

• Overall averages for each key feature

• Variations in the range of scores

The Commonwealth   20

Next steps - adapting the model

- The elements for each Key Feature have been given a default percentage

- You can change these percentages to reflect your own priorities

- The percentages for each level of development should remain the same.

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21

Next steps – setting priorities

- Which of the six key features are less developed?

- What actions or strategies can be put in place to improve these features?

- What is achievable in the short, medium and long term?

- Who should take responsibility for planning and implementing these changes?

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22

Turning plans into action

- Key elements of an action plan
  - Setting your objective
  - Listing actions or tasks
  - Allocating responsibility
  - Setting the time frame
  - Monitoring progress (notes, traffic light)

Realistic   *Achievable*   *Flexible*

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Please complete the workshop evaluation
before you leave

Thank you for your participation☺

For more information please contact:
<contact details for facilitator or
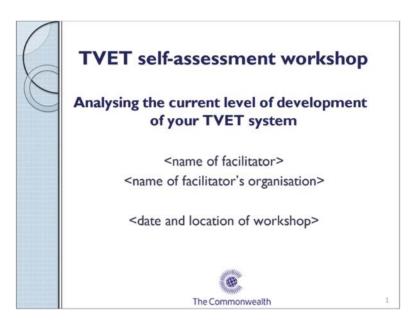relevant official and department>
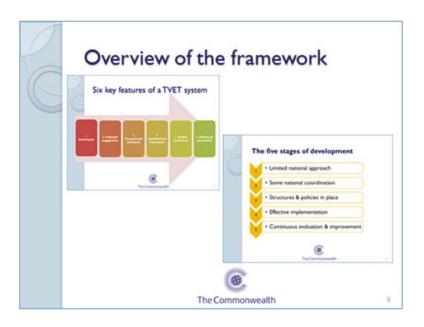
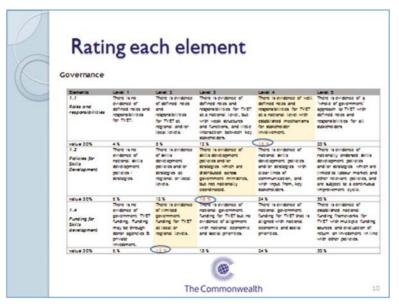The Commonwealth   22

9. Video Presentation Slides

Please note these slides are as they appear in the video clips. They have not been updated to reflect the changes made in 2021. These changes include additional elements for some of the Key Features.
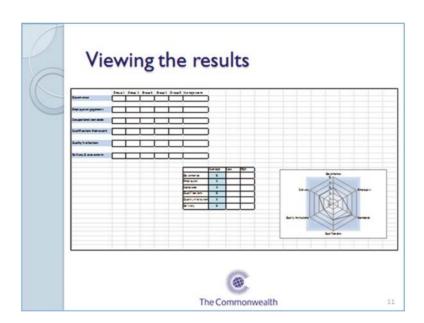

Video Clip #2: Overview of the TVET framework

Video Clip #3: Key Features of the Framework (part 1)

9

2.
Employer engagement

Partnerships with public and private employers which support:

- Setting priorities for skills development
- Providing workforce and workplace training
- Developing, validating and evaluating TVET curriculum
- Providing financial and in-kind support for the TVET sector

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3.
Occupational Standards

Courses and qualifications which directly relate to employment opportunities through:

- Qualifications which are based on nationally endorsed industry standards
- Standards which align to current and future occupational profiles
- A process for recognizing existing skills and knowledge of the students.

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Video Clip #4: Key Features of the Framework (part 2)

4.
Qualifications
Framework

A national framework which links all formal qualifications and provides:

- Descriptions of each level of qualification

- Clear pathways between school, TVET and university

The Commonwealth   17

5.
Quality
institutions

A national approach to maintaining and improving the quality of TVET including:

- A national set standards for those who wish to award qualifications and can gain government funding.
- A registration process which approves the level and type of qualifications to be delivered
- Regular monitoring and evaluation
- A national system for collecting and analyzing data on TVET provision.

The Commonwealth   18

6.
Delivery & assessment

- Mandatory qualifications for TVET teachers including subject expertise and relevant industry experience
- Different study options for students to suit their preferred learning styles and their personal situation
- A wide range of services to support students with their learning
- Assessment guidelines for every course
- Regular sessions for teachers to jointly moderate their assessments and for employers to validate such assessments

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Video Clip #5: The five levels of development

The five levels of development

1. • Limited national approach
2. • Some national coordination
3. • Structures & policies in place
4. • Effective implementation
5. • Continuous evaluation & improvement

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Video Clip #6: How to use the Framework

Calculating a rating

1. Circle the appropriate level on the rating sheets for each of the elements within a key feature
2. Add up the percentages you have given for each element
3. Divide this number by 20 and round up your result to one decimal place (eg. 3.4)
4. This now gives you a rating score for this key feature on a scale of 1 to 5.
5. Repeat this procedure for all six key features and enter your final scores on the Rating Record Sheet.
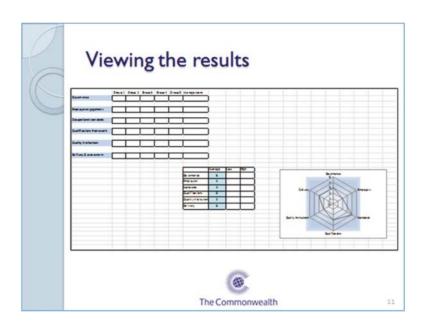
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The results of the assessments

- Overall averages for each key feature

- Variations in the range of scores

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Video Clip #7: The next steps

Bibliography

Commonwealth Secretariat (2013) *Analysis of Technical Vocational Education and Training Systems in Five Commonwealth Countries*. Available at: https://thecommonwealth.org/sites/default/files/inline/TVET%20Report-F.pdf (Accessed November 2021).

Key agencies and resources

The following summary provides links to some of the key agencies with a specific focus on TVET. It is by no means exhaustive and generally does not include agencies with an exclusive focus on their own host country. However, even these agencies often promote, sponsor and disseminate a more global response to strengthening TVET systems.

For the most up to date TVET profiles for individual countries, visit UNESCO-UNEVOC, OECD, ILO, and/or CEDEFOP (Europe only).

Agency	Acronym	Web link
British Council		http://www.britishcouncil.org
China Education Association for International Exchange	CEAIE	http://www.ceaie.edu.cn
Commonwealth of Learning	COL	http://www.col.org
Deutsche Gesellschaft für Internationale Zusammenarbeit	GIZ	http://www.giz.de
Education International	EI	http://www.ei-ie.org
European Centre for the Development of Vocational Training	CEDEFOP	http://www.cedefop.europa.eu
European Training Foundation	ETF	http://www.etf.europa.eu
Inter-American Development Bank	IADB	http://www.iadb.org
International Labour Organisation	ILO	http://www.ilo.org
Journal of Vocational Education and Training		http://www.tandfonline.com
National Centre for Vocational Education and Research	NCVER	http://www.ncver.edu.au
Organisation for Economic Co-operation and Development	OECD	http://www.oecd.org
Skillman (transnational platform for advanced manufacturing)		http://www.skillman.eu
TAFE Directors Australia	TDA	http://www.tda.edu.au
United Nations Education, Scientific & Cultural Organisation	UNESCO	http://www.unesco.org
UNESCO International Centre for Technical & Vocational Education and Training	UNESCO-UNEVOC	http://www.unevoc.unesco.org
World Bank		http://www.worldbank.org
World Federation of Colleges and Polytechnics	WFCP	http://www.wfcp.org

Selected resources

European Training Foundation	http://www.etf.europa.eu
	SELFIE tool for digital capacity in education and training systems including Methodology and lessons learnt (2021)
	CoVEs (Centres of Vocational Excellence) *as Engines for VET Development*
The Torino Process	
	ETF – Torino Process (europa.eu)
	The Torino Process launched in 2010 is a biannual participatory analytical review of the status and progress of vocational education and training in the ETF partner countries. The objective of the Torino Process is twofold: to acquire up to date knowledge about the policies and their results in a country; and to strengthen the ownership, participation and evidence-base of policy making to improve the performance of policies.
UNESCO-UNEVOC	http://www.unevoc.unesco.org
	This website is a key resource for all stakeholders involved in TVET. The online forum provides a very effective sharing platform on TVET with contributors from across the globe. Key sections on the website include:
	• Online TVET Forum (free registration required) • Country Profiles (includes descriptions of their TVET system with several updates in 2020–2021) • Webinar on online learning (20 May 2021) • Global Inventory of Regional and National Qualification Frameworks (Volume 1, 2017; Volume 2, 2015) • SDGs Affinity Group (requires free registration) • Thematic areas include *Inclusion and Youth; SDGs and Greening TVET; Innovation and Future of TVET; Private Sector Engagement* • *TVET Leadership Programme*
OECD	http://www.oecd.org
	Search for *Vocational Education and Training (VET) and Adult Learning.* Here you will find a wide range of resources, guides and reports including:
	• Country reviews • Work-based learning and apprenticeships • Inclusive VET and adult learning • Apprenticeships in a Green Economy

Key publications include:

- *How are young VET graduates faring in the digital transformation? (9 November 2020)*
- *Looking Beyond CoVID19 (30 March 2021)*
- *Impact of AI on the labour market (25 January 2021)*
- *Improving evidence of VET (10 October 2020)*
- *Scaling up policies that connect people with jobs in the recovery from COVID (29 April 2021)*
- *The potential of online learning for adults*
- *Skill measures to mobilise the workforce during the COVID crisis*
- *Future ready adult learning systems*
- *Quality assurance in non-formal training*

UNESCO

http://www.unesco.org

Skills for a Green and Resilient Economy; UNESCO Strategy 2016–2021

ILO

http://www.ilo.org

The Skills and Employability Branch provides the most up to date and relevant resources for TVET. These include:

- Podcast *Is the future ready for youth?*
- *Skills for Trade and Economic Development (2020)*
- *Guidelines for the development of regional model competency standards* (16 guides by industry/ trade sector providing a skeleton framework for the development of competency standards)
- *Labour market impact of NQFs in six countries (2015)*

CEDEFOP

http://www.cedefop.europa.eu

CEDEFOP is an initiative of the European Union with resources specific to Europe. However, many of the publications, research reports and tools have direct relevance for any TVET system. These include:

- 2020 European Skills Agenda
- Skills OVATE tool
- *Digital, greener and more resilient* (booklet)
- National qualification frameworks

GIZ

http://www.giz.de

GIZ is the German government's provider of international cooperation services with a strong track record in TVET and sustainable development. They produce an online magazine Telegraph (article on Green Recovery and TVET) and run a TVET Academy with courses for TVET teachers and trainers.

RMIT Blog

http://www.unevocrmit.org

Post COVID Recovery for young people

Skillman

http://www.skillman.eu

Webinars:

	• *Creating effective innovative ecosystems: lessons learned (19 April 2021)* • TVET and civic participation : lessons learned (20 April 2021)
World Federation of Colleges and Polytechnics	http://www.wfcp.org • SDG Affinity Group • Community of Practice; Education for sustainable development
Education International	http://www.ei-ie.org Podcast June 2021; ISU – TVET and social justice
British Council	http://www.britishcouncil.org **VET Toolbox** (indicators of achievement over five levels) • Leadership and management • Quality of learning, teaching and assessment • Personal development, behaviour, care and guidance • Outcomes for learners **i-work project** Research on COVID response – report on 30 institutes due in mid to late 2021 **e-library:** • Local economic partnerships • Guides and templates covering apprenticeships, employer engagement, skills gaps and labour market assessments
Commonwealth of Learning	http://www.col.org

The focus for TVET is on supporting policy makers, managers and teaching and administrative staff use technology to support flexible skills development. COL manages a small number of Skills in Demand projects to test and scale up their model of Technical and Vocational Skills Development.

The Commonwealth