

Capturing Results in Vocational Training



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1. Introduction

In September 2015 the goal of ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all was established as the fourth of the 17 Sustainable Development Goals. The associated targets expand on the subject of vocational education and training.

For MISEREOR, too, support in the area of vocational training aims to enable people – especially the needy – to obtain better-quality work and hence earn more. Every measure in this field that MISEREOR promotes is evaluated in terms of its employment outcomes and the levels of income achieved. Greater participation in society, more peaceful coexistence and reduced poverty are other key changes that vocational training can help to bring about. As part of its efforts to permanently reduce poverty, MISEREOR adopts a broad approach to vocational training that covers both non-formal/informal training measures to develop vocational and social skills and projects that focus on the acquisition of technical skills in a formal context. It aims to consider the target group's overall pathway into work so that the appropriate support services can then be developed. Promoting employability by improving basic education, encouraging a career-oriented outlook and developing life skills are just as important in this as teaching specific technical skills or providing vocational training. Another important element of this holistic approach is supporting those who have completed their training in their search for employment and in starting work.

Many of these projects cite improving earnings through decent and productive work as their long-term overall objective or a more short-term aim. Other important objectives are improving living conditions and social integration. The vocational training projects teach basic skills, contribute to personal development and lay the foundations for social integration and entry into the labour market. Those who have dropped out of school are encouraged to return to learning. The projects develop the self-confidence and autonomy of participants, especially women. Measures to improve entrepreneurial skills and perhaps also provide loans complement vocational training projects, thereby enabling the specified objectives to be achieved.

The target groups of these projects are usually teenagers or young adults whose education and training has been interrupted and who are living in poverty or other difficult circumstances; they may include prostitutes, domestic workers, working children, street children and young people, ex-prisoners and so on. A common feature of all these vulnerable groups is that they are frequently excluded from formal state training programmes and hence also from the formal labour market.

An evaluation of the funding area of vocational training in 2016 found that all MISEREOR projects operate at the micro level and in the main provide direct support to individuals; only a few specifically target the system level.¹ However, MISEREOR improves the vocational training system indirectly through its support to institutions and training providers (usually partners), most of them in the church- or faith-based sector.

This manual is directed at all vocational training partners. It provides practical and methodological guidance on how issues relating to the capturing of results can be more firmly incorporated into the monitoring system of a vocational training project. The manual does not offer basic explanations of monitoring-related issues but instead focuses on the special requirements associated with measuring

¹ See SUM Consult GmbH (2016): Evaluierung des Förderbereichs Berufliche Bildung des Hilfswerks MISEREOR [Evaluation of the vocational training funding area of the charity MISEREOR]

the results of vocational training projects. The topics covered include how the quality of training can be measured, what can be said about the employability of a project's target group and how progress in areas such as life skills and empowerment can be evaluated. It aims to offer practical advice – for example, on how follow-up studies of ex-trainees (known as tracer studies) can be easily performed, thereby providing a basis for conclusions about the quality of the training scheme and the resulting employability of former students.

2. Measuring results



2.1 Defining objectives and results

What are the objectives of vocational training projects?

The objective of many vocational training projects is comprehensive teaching of vocational skills. Teaching needs to cover not only technical and entrepreneurial skills but also life skills and social skills.

MISEREOR distinguishes between the overall objective and project objectives. The overall objective sets out the strategic orientation of the measure. The objective of vocational training measures is often to 'improve earnings through decent and productive work' and/or to 'improve living conditions'.

Examples of how project objectives may then be formulated are:

-) Young people from difficult backgrounds are prepared for participation in a training course
-) Young people have practical skills for which there is market demand
-) The self-confidence of the target group is boosted

The project objectives can vary depending on the target group. For example, in a vocational training measure that caters for young people who have experienced violence, displacement or migration, it may first be necessary to prepare them for possible training before referring them on to other programmes. The exact form of the measure, its objectives, partners, target groups, etc., should be worked out in planning workshops. The main purpose of this manual is to outline ways of identifying whether the project objectives to which the measure contributes – and hence the planned results – have been achieved.

What are results?

Results are defined as intended or unintended, positive or negative changes in a situation or behaviour as the consequence of an intervention.² Results cannot be predicted with certainty and they are not produced by the project but triggered by it. A seminar organised by the project is termed an output – it is not itself a result, since the result is the effect that this has on participants' lives. Results can occur at different levels – at the outcome or project objective level or at the impact or overall objective level.

Results may affect individuals if these individual acquire opportunities by obtaining access to work, being able to participate to a greater extent in society, or learning to assert their rights and exercise their citizens' rights and duties. At the level of provision of vocational training, projects can aim to improve the quality of teaching or develop suitable materials. Vocational training measures also target the social level by reducing poverty and unemployment/underemployment, promoting the peaceful coexistence of different groups, teaching social values or triggering economic change.³

What are results chains or results frameworks?

The various results can be depicted in a results chain or results framework. These are tools that are used to illustrate the results that a measure aims to achieve and how this will be done. They also provide the basis for the formulation of indicators and hence for the monitoring of results. The results framework links the activities and outputs with the desired results at different levels.

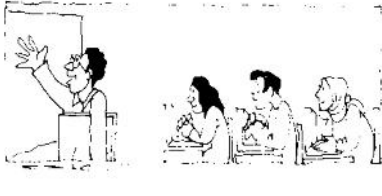
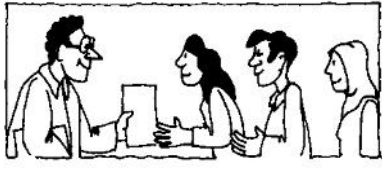


² See MISEREOR (2006): Das Wirkungsverständnis von MISEREOR [MISEROER's understanding of results]. Position paper.

³ See MISEREOR (2017): Orientierungsrahmen Berufliche Bildung – ein Beitrag zur Förderung von Kompetenzen für den Arbeitsmarkt [Guidance framework for vocational training – A contribution to promoting skills for the labour market].

The different levels are defined by asking these questions:

Activities	What do we want to do?
Output	What is this intended to achieve?
Outcome	Who do we want to benefit and in what form?
Impact	What changes do we want to contribute to in the long term?

And the answers might look like this:

Activities	Delivering courses to teach entrepreneurial skills	
Output	Women and men participate in the courses and acquire entrepreneurial skills	
Outcome	They found their own businesses and apply their own skills Their income increases	
Impact	Because the students have their own income, this increases their status in the eyes of their families	

The results chain or results framework can vary widely, depending on the type of vocational training project involved.

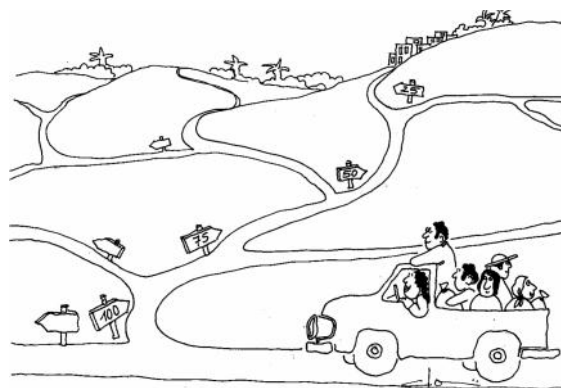
Why must results be captured?

Monitoring data must be collected continuously over the course of a project. The data is then used to identify changes that affect the target group. These changes – or results – must be analysed; they then form the basis for managing the project. The findings of the data analysis enable decisions to be made on issues such as whether the project has achieved its objectives, whether it should be continued, and whether the design of the project needs to be altered. Development cooperation projects are implemented with the aim of improving the lives of the target group; it is necessary to monitor and document whether the desired changes occur. The monitoring data thus also form the basis for learning at project management level. Wherever possible, results-based monitoring should be a participatory process, since this boosts communication and collaboration with the target group.

2.2 Stakeholders in a monitoring system

The stakeholders in a monitoring system are the trainees, trainers, parents, employers, job-seekers, heads of vocational training institutions, staff of the education and employment ministries, etc. During the stakeholder analysis, which is usually performed at the planning stage, possible cooperation partners are identified; these partners may in some cases also be involved in monitoring. Businesses are very important contacts in connection with monitoring, because they can report on the quality of training. Other partners are the public sector in the field of education: organisations here often have a large quantity of relevant data. Finally, networks that include other vocational training institutions can yield information that enable the effectiveness of the courses under consideration to be compared with that of the courses of other institutions. A key stakeholder in the monitoring process is the target group itself. Because the ultimate aim of all vocational training measures is to improve the situation of the target group, this group is naturally at the heart of the collection of information. The target group can also play an active part in monitoring, for example in connection with the formulation of indicators – because no one is better placed than members of the target group to define what a term such as ‘empowerment’ means for them. With suitable guidance, peers can also assist with data collection. They may be better able to understand and categorise the responses of their fellow trainees, because they are familiar with the context. Finally, involving the target group in analysing the data and information that has been collected provides an opportunity for group members to reflect systematically on the changes that have occurred, which can in itself be a personality-building experience.

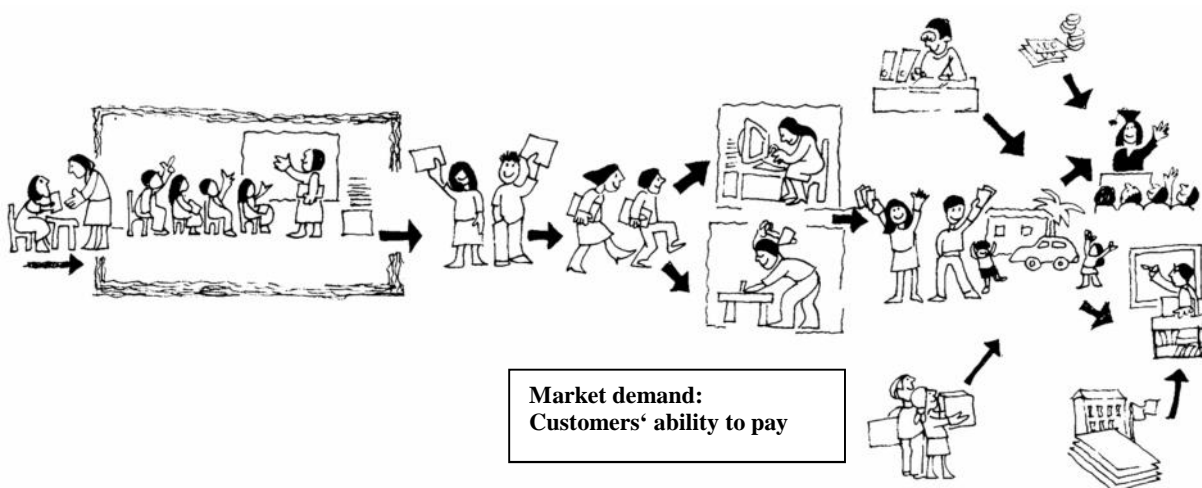
2.3 Indicators



Indicators point the way

What are indicators?

To identify where a project stands in relation to its planned objectives, milestones – indicators – that can measure change are formulated. MISEREOR expects that at least at the level of the project objective and/or the planned outcome its partners will formulate indicators that can answer the question of whether the intended change (the project objective) has occurred. These indicators also form part of the contract between MISEREOR and its partners. Changes at impact level are not included in the monitoring process, so no indicators are formulated at this level. This is because projects usually make only a very small contribution to the impact; at this level there are many factors in operation that cannot be influenced by the project.



Selection, training, final assessment	Acquisition of skills	Starting earning work,	Happy family, scientific career, social status....
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What types of indicators are there?

Results-based monitoring therefore uses indicators mainly to assess the outcome level – i.e. monitoring focuses on questions about the quality of training and the skills acquired. Alongside the obligatory indicators at outcome level, indicators at output level can be important for project management, because changes here can be identified faster and sooner. But they are not sufficient if the aim is to measure results. While it is important to know how many people have attended a course (output level), this says nothing about the results of the course. The interesting questions are rather whether the trainees have been able to apply what they learned, whether they feel more confident in job interviews, and whether their prospects of finding a job have improved (outcome level). Capturing the results of measures almost always requires both quantitative and qualitative indicators. Quantitative indicators capture development in numbers: they should involve a baseline value and a target value. MISEREOR partnerships are often long-term ones in which one funding phase builds on another. Before the start of a new phase it is therefore important to record the actual status – the baseline value – so that any change during subsequent phases can be measured. Qualitative indicators capture quality, manner or satisfaction – e.g. trainees' satisfaction with a course. Ideally the two types of indicator are linked: for example, trainees' satisfaction with a course can be assessed using both qualitative criteria (how has their self-confidence changed?) and quantitative ones (how many students managed to find a job?).

Example: Quantitative and qualitative indicators for measuring the quality of a lesson:

Quantitative:
Five students are attentive, one is daydreaming and one absent

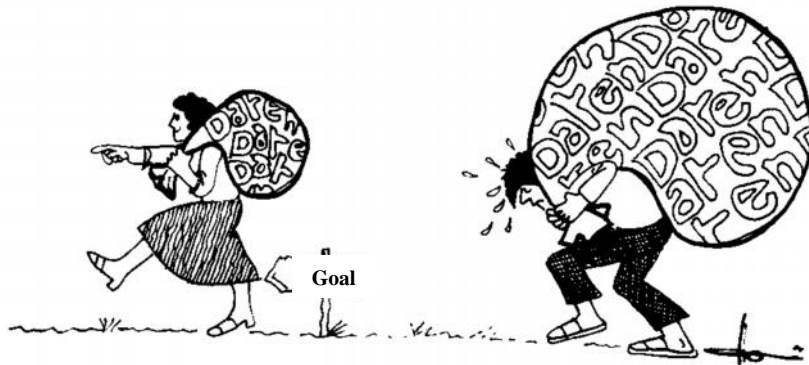
Quantitative: Yes/no clusters:
The test was 'passed' or 'not passed'

Converting from qualitative to quantitative:
Measuring satisfaction in figures or on a scale

Qualitative:
Events, stories, processes...

How is a good indicator worded?

Experience shows that there is a risk of collecting too much data and information that cannot subsequently be analysed or that is not after all of interest. You should therefore always consider what information is actually needed in order to manage the project and what processes are so important that they need to be monitored closely. It is not easy to formulate a good indicator that can measure complex changes without requiring excessive effort.



If you collect too much data, it is easy to lose sight of the goal under the burden of data....

An indicator should normally be able to answer the following five questions:

Who – benefits? E.g. street children who have attended the courses.

Example: *Number of people who have completed the vocational training courses offered*

What – is to be measured? E.g. students' and employers' satisfaction with the course; the number of people taking the course who have found a job.

Example: *Students who have completed the vocational training courses find work in the occupation for which they have trained or become self-employed.*

Where – can this change be observed? E.g. in the partner organisation's schools and colleges.

Example: *Students who have completed the vocational training courses find work in the occupation for which they have trained or become self-employed (tracer studies of the graduates of the partner organisation's five schools)*

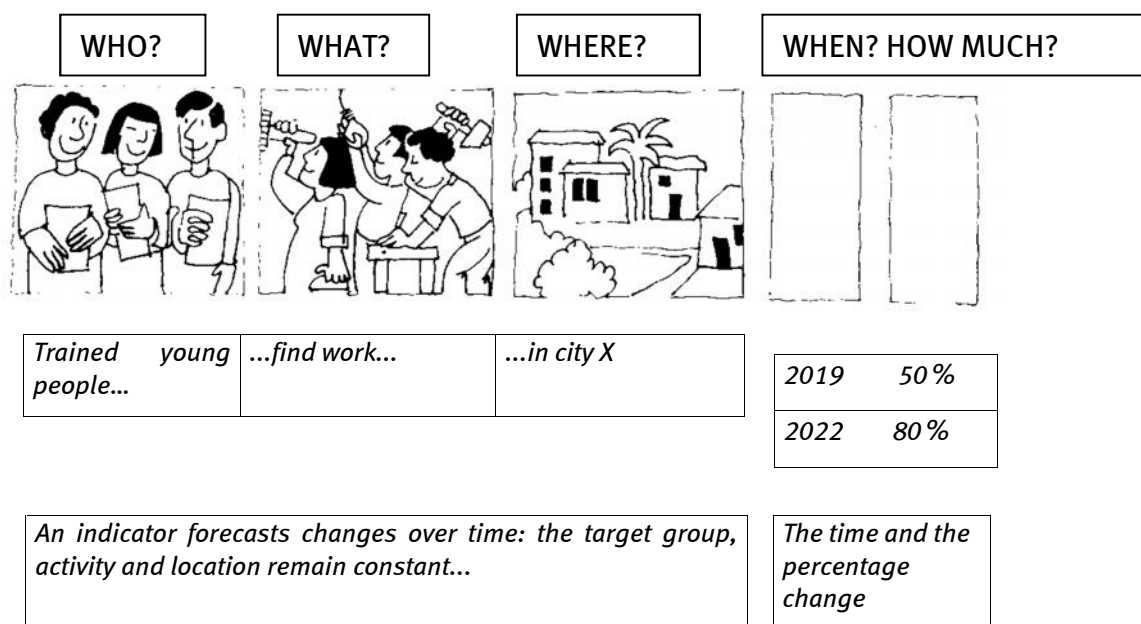
When – do we expect this change? E.g. at the latest by the end of the project. But to use the information to manage the project – including to take corrective action if necessary – it is important to collect the relevant data while the measure is in progress.

Example: *Within six months of the end of the course, students who have completed the vocational training courses find work in the occupation for which they have trained or become self-employed (tracer studies of the graduates of the partner organisation's five schools)*

How much – is the changed intended to contribute? E.g. 70% of all course participants managed to find employment or to become self-employed after the course.

Example: *Within six months of the end of the course, 70% of the 60 students who have completed the vocational training courses offered find work in the occupation for which they have trained or become self-employed (tracer studies of the graduates of the partner organisation's five schools).*

Example of the wording of indicators:



Examples of indicators

Measures that aim to improve employment and potentially earnings:

- J Within six months of the end of the course, 70% of the 60 students who have completed the vocational training courses find work in the occupation for which they have trained or become self-employed (method of investigation: tracer studies)
- J Y% of X companies surveyed state that when recruiting they give preference to ex-trainees who have attended the courses (method of investigation: survey)
- J X% of the self-employed women state that they now earn significantly more than before they attended the training course (method of investigation: survey)
- J The partner organisations have established contact with X businesses that are potentially interested in recruiting the ex-trainees (method of investigation: list with contact details)

Measures that aim to improve employability:

- J X% of ex-trainees rate their chances of finding a job after the end of the course as very good (1) or good (2) on a scale of 1-6 (method of investigation: survey)
- J Businesses in which the trainees on the courses have completed practical placements rate the trainees' skills and abilities as very good (1) or good (2) on a scale of 1-6 (method of investigation: evaluation based on requirements profiles defined with the businesses)
- J X models of the basic and continuing training of vocational training teachers, in particular involving specialist practical training and training in vocational education, have been developed, harmonised and piloted (method of investigation: document analysis)

-) The trainees give more than X% of the trainers who have attended continuing training or are certified a rating of 1 or 2 on a scale of 1-6 (method of investigation: questionnaire)
-) Drop-out rates have fallen by X% and trainee absences on individual days has fallen by Y% (method of investigation: document analysis, baseline required)

Measures that aim to improve the image of vocational training and/or the target group:

-) The number of applications for the training courses in the promoted occupations increases by X% annually (method of investigation: survey, baseline value in 2017 approx. Y applications, target value in 2020 Y+X %)

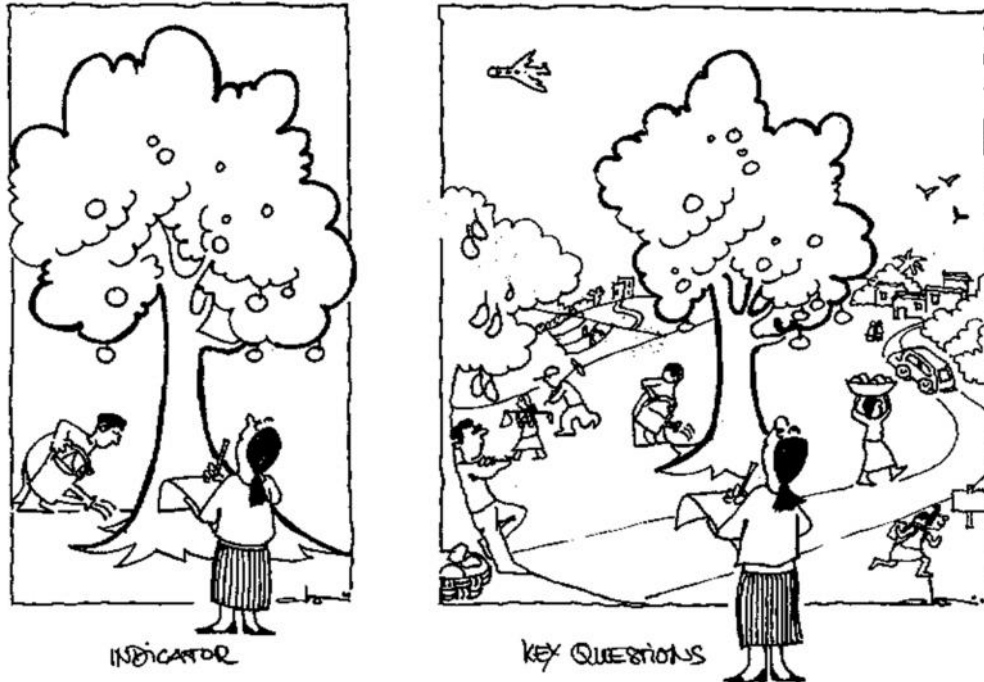
Capacity utilisation of the vocational training institutions has increased from X% to Y%.

Measures that aim to improve life skills, empowerment and social integration:

-) X% of the former prostitutes who have attended the courses and in some cases are able to pursue a new form of self-employment state that they now feel better or much better integrated into their neighbourhood and experience less discrimination (method of investigation: scaled survey, i.e. the women indicate on a scale of e.g. 1-6 how integrated they feel)
-) X% of the entrepreneurs are satisfied with the students' social skills (communication, ability to establish social contact, empathy, constructive handling of conflict) (method of investigation: scaled survey)
-) X% of the former students rate their personal skills (initiative, independence, learning ability, frustration tolerance) as better or much better than before the course (method of investigation: scaled survey)
-) X% of the young people who have attended courses designed to improve their ability to integrate participate in communal activities in their community (method of investigation: survey)
-) X% of the young people who have attended the courses take part in a more advanced training and qualification programme (method of investigation: tracer study)
-) X% of the members of the village council confirm that the young people's trust in the village community and solidarity with it have improved significantly after participation in the training courses (method of investigation: survey)

Unforeseen results

As stated at the outset, project activities trigger many changes. The positive changes are planned and provided with indicators so that their development over time can be measured. However, unplanned and unforeseen changes can also occur. Identifying, collecting and documenting these changes in order to take them into account in the project management process can only be done by using **open questions**.



Example:

In the left-hand picture changes in growth and yield are being monitored. The indicator is the fruit tree.

The right-hand picture takes account of a large number of changes with the open question: 'What important changes have occurred since the start of the project?'

2.4 Data collection methods



Here the school inspector is observing and assessing the teacher, who in turn is observing and assessing the pupils.

2.4.1 Measuring the quality of training

Training is not automatically of good quality; instead, training institutions must repeatedly be reminded of the issue of quality if the aim is to make effective and responsible use of financial and human resources. Training in which young people have invested time and money, possibly involving considerable effort and hardship, but which does not qualify them at the level required by the market will be of little use to them. This can result in significant frustration.

The quality of training depends on many different factors, including the extent to which the private sector is involved, whether the training courses are geared to the labour market, the schools' facilities and equipment, the trainers' enthusiasm for their subject, the ratio of practical work to theory, and so on. Another important aspect is the quality of the courses offered. This is crucial both for the objective of employment and for the other objectives, such as improving employability, life skills, etc. But how can the quality of courses be measured? There are three possible ways of approaching this: (i) by assessing the quality of the framework curricula, the teaching and learning materials and the schools' own curricula and comparing the curricula with what is actually taught, (ii) by measuring the skills acquired by the students, (iii) by rating the quality of the courses.

Assessing the quality of the framework curricula and the schools' own curricula

The framework teaching plan sets out the objectives and content of the vocational teaching programme. Whether these objectives and contents are actually the right ones that will enable students to enter the labour market after training, and whether they are applied in practice, is best clarified by analysing them in collaboration with representatives of employers, with chambers of commerce and industry (where they exist) or with respected local tradespeople with whom the partner already cooperates. These tradespeople may be alumni – former trainees who are now self-employed – who are familiar with the courses.

In formal vocational training a framework curriculum provides guidance and scope for the creation of the schools' own curricula, which in turn reflect the education and training mission of the vocational training institutions. However, framework curricula are also a key planning and management tool for non-formal training and qualification measures, because they specify learning objectives.

Non-formal vocational training also provides an opportunity to consider the specific needs, situation and socioeconomic setting of the target group; for example, relevant issues might be low levels of education or gender-specific requirements. A curriculum that sets out verifiable and transparent learning objectives provides a basis for effective evaluation of learning and teaching.

Possible monitoring methods are observation of teaching sessions and surveys of teachers and trainees. Focus groups that include representatives of the labour market can be used to review the relevance of the framework curricula. The DACUM method (<http://www.dacum.org/>) provides a simple means of doing this.

If there is no framework curriculum, the following aspects of a course should be defined as a minimum: target group, chief characteristics of the course, employment and/or income potential, content of the courses, the most important expected learning outcomes and the way in which training will be organised (Annex 01 – Training quality checklist).

Measuring the acquired skills

Skills can be measured by (i) self-assessment, (ii) testing trainees' skills and (iii) assessment by the employer. The students can be given a short questionnaire that asks them to rate the practical and theoretical skills that they have acquired from the course; the ratings can be on a scale of 1-6 or use some other scale appropriate to the target group or usual in the country (Annex 04 – Sample data collection sheet for ad-hoc student survey). The measured abilities should ideally be derived from the learning objectives set out in the curriculum; they must be broken down into simple, easily understood questions. It is important that the questionnaire focuses on the core learning objectives. It is also possible to word the questions in such a way that they provide a before-and-after comparison, or to ask the same questions at the start of the course and again at the end. These methods have the advantage of identifying the baseline situation, so that an increase in knowledge can be clearly attributed to the course. Of course, practical and theoretical examinations of the sort used in many formal vocational training institutions also shed light on course quality, but only if they test vocational skills appropriately.

Interesting information can also be obtained by asking employers to rate the skills of students that they have got to know on work placements or have actually employed upon completion of their course. Competence standards for aspects of a job that are particularly important from a labour-market perspective can be drawn up with employers – if this has not been done before the measure commenced. These standards then provide the basis for a short questionnaire that identifies the necessary requirements for new employees (Annex 02 – Guidelines on interviewing work placement providers). The responses obtained from businesses can provide valuable indications of course quality and of any need to make changes. It is important to ensure that the questionnaire is answered by someone in the business who actually knows the student and that the students are deployed in a capacity related to their training. This does not necessarily occur, since students are often assigned simple, menial or irrelevant tasks.

A labour-market orientation is a key factor in the success of vocational training. This means that the type and content of training courses must be regularly adjusted to suit demand. Good ongoing contact with the labour market and with employers, who can also be reached by involving them in the evaluation of skills, is therefore extremely important.

Assessing course quality

In addition, a more or less extensive evaluation of the courses can be performed. Such an analysis might involve noting changes in student numbers. If the numbers fluctuate widely over time, this can be tentatively interpreted as reflecting the quality of the courses. However, a drop in demand for a course may be due to reasons other than poor quality. For example, it is possible that the country's economic situation may have changed and that the target group can no longer afford the courses. Further indications of whether courses are needs-appropriate and of good quality can be obtained from a survey of the target group. As well as containing questions about skills, the survey can ask members of the target group to rate the quality of the course and their satisfaction with it. A questionnaire is not necessarily the best tool; focus group discussions can also be used to elicit the target group's ratings.

Focus group discussions: In a group interview, different points of view can be exchanged and issues can be explored in more depth than in a one-to-one talk. Focus group discussions are a cost-efficient method of assessing project progress against qualitative indicators; they also provide an opportunity to reflect on monitoring findings and back them up. A significant drawback is that strong-minded individuals may dominate the discussion and skew the results. In addition, analysis and evaluation is significantly more difficult and time-consuming than analysis of standardised questionnaires. (Annex 05 – Guideline: Focus Group Discussion, Trainees and Graduates).

To complete the picture of the courses, other qualitative tools can be used. For example, student cohesion can be assessed by observing whether the students ask each other for help and offer each other support. Whether they are able to explain the topics to each other can also be noted. Case studies can be produced or success stories documented to complement the quantitative data. In addition, students can be asked to assess their trainers.

What sort of things can be monitored?

What?	How?
Monitoring area	Method/instrument
Student attendance	Participant lists
Drop-outs	Participant lists/attendance registers
Implementation of the curriculum	Trainers' and students' notes on teaching sessions, verbal reports of trainers and students, observation of teaching sessions
Students' progress	Tests, observations based on defined assessment criteria, mid-year and final examinations, focus group discussions
Quality of teaching	Students' written or verbal assessment of the teaching
Results of teaching: utilisation of the acquired knowledge	Tracer studies, focus group surveys

2.4.2 Measuring employability, work and income by means of tracer studies

MISEREOR requires its partners to submit follow-up statistics (Annex 06 – MISEREOR document: Follow-up statistics on ex-trainees). These statistics provide information on the type of work and level of income obtained by ex-trainees. However, the requested information is insufficiently detailed to be very useful to MISEREOR for project management purposes and it yields only limited indications of employability and the type of work obtained; it fails to provide the necessary information on the quality, relevance and effectiveness of the courses. In future, therefore, partners will be asked to perform more tracer studies. These more detailed questionnaire-based surveys of trainees will be used more frequently. By conducting the surveys at different times they can be used to collect data on both the short-term and the long-term results of the training measures. Tracer studies are used to plan and monitor training programmes. For example, they can indicate what other courses should be offered, which courses should be discontinued, and how course content can be better adapted to demand.

Tracer studies can provide answers to the following specific questions:

-) What happens to trainees after they leave the vocational training centre?
-) Have they found work and if not, why not?
-) Are they earning an appropriate amount?
-) Are they using the knowledge and skills that they acquired on the course?
-) What skills and abilities are in demand on the labour market? What trends are observable?
-) Have trainees acquired these skills and abilities or do they need better training?
-) Is there a shortage or oversupply of these skills on the labour market?
-) Have the students been successful in setting up a small business and are they employing other people?
-) Are they holding their own in the market?
-) Has their economic and/or social position and that of their family improved?
-) And – last but not least – are they satisfied with their situation?

No one can answer these questions better than the former students themselves.

Two examples: The answer to the question of how much individual students earn after training can only be meaningfully evaluated if you know how much they earned previously. It is perfectly possible for ex-trainees to be earning less in their new job than they did beforehand, in which case they may not continue in the new job for long.

The question about whether a trainee has found a job only sheds light on employability if the job is in the occupation for which the student has trained. For example, if a student returns to the business in which he worked previously, he has a job, but his situation has probably not improved – unless, of course, his training was related to the work he is now doing. And another challenge arises here – the question of what can be classed as training that advances the student in his job, and what is not in this category. This is often difficult to decide.



Performing a tracer study in eight steps

Step 1: Designing the survey

The whole process must be planned and thought through step by step. Decisions must be made on issues such as whether or not the survey will be anonymous. In principle an anonymous survey is preferable, because it encourages openness and critical comments. However, if the progress of the ex-trainees is to be monitored over time – which can yield interesting information – the survey cannot be anonymised. Tracer studies are usually performed using a questionnaire. However, questionnaires have their limits: questions may be misunderstood, and not all questions are suitable for questionnaires. It is therefore worth combining a questionnaire with other tools, such as one-to-one interviews that can be conducted by telephone. Focus group discussions with ex-trainees are also a very effective means of obtaining feedback on aspects of the training course, such as the relevance of the content. It is important for the focus group to include a representative selection of students – for example, not just those who have been successful but also those who are unemployed.

Step 2: Making contact with former students

One of the biggest challenges in conducting tracer studies is making contact with former students some time after the course has ended. The following suggestions may help:

Create a register or database containing basic details of the trainees such as telephone numbers, addresses, course attended and so on.

Because young people often change their mobile number more frequently than their parents do, it may be worth noting not only the students' telephone numbers and addresses but also those of their parents – provided that the parents' consent has been obtained.

Social media channels such as Facebook and WhatsApp groups can be used to find students, as can local radio.

Inform trainees that they will need to be questioned again some time after completing their course.

Organise an open day to which former students and the general public are invited.

Organise 'class reunions'.

Create incentives for participating in the survey through slightly reduced charges for advanced or refresher courses or through participation in a lottery.

Step 3: Drawing up the questionnaire

If your colleagues have no experience of collecting data, you should arrange for some people to be trained.

Use questionnaires from other projects, adapting them to your particular information requirements (Annexes 3a and 3b – sample tracer study questionnaire (formal); sample tracer study questionnaire (non-formal)).

Keep the questionnaire as short as possible. Analysing questionnaires is very time-consuming, so limit yourself to questions that are likely to be immediately useful.

Avoid tendentious and negatively worded questions, and use clear and straightforward language.

Keep sentences short and use a separate question for each topic.

Ask questions whose meaning and background can be understood by the former students.

Include a few open questions: these give the students an opportunity to come up with their own suggestions for the course.

Use a mixture of quantitative and qualitative questions.

Use scales that are commonly used in the country in question – e.g. school grades.

It is important to test the questionnaire on a group that is comparable in terms of age and education level in order to make sure that all the questions are understood as intended. Then adapt the questions if necessary.

Step 4: Selecting the respondents

Because the courses in question have probably not been attended by very large numbers of people, the aim should be to survey all the students.

If the number of students on a course is more than 50, a minimum of 30 can be selected at random.

If the number of students on a course is less than ten, the answers are not reliably transferable to other courses.



Step 5: Timing the survey

Because tracer studies are designed to record results that typically occur after a period of time, the first survey of ex-trainees should be conducted six months after the end of the course.

The survey will ideally be repeated some time later in order to capture longer-term results. This can only be done if contact with the former students has been maintained.

Step 6: Distributing the questionnaires

Questionnaires can be distributed via social media; surveys can also be conducted by telephone.

A good idea is to use an event at the school or college to which the former students are invited: the questionnaires can then be distributed and returned on the same occasion.

Step 7: Analysing the data

The decision on whether to use a computer programme to analyse the information collected or whether to evaluate it by using tables (Excel or Word) will depend on the quantity of data obtained (Annex 3c – Instructions for analysing tracer studies based on the example of SDB Vietnam).

Graphs and tables help to depict results in clear and easy-to-grasp form.

The qualitative information can be summarised.

Involving the staff of the vocational schools in analysing the data can help avoid misinterpretations and can be a valuable learning experience for the trainers.

Former students can also be called on to help with data analysis. Their feedback can be useful both in checking the data and in drawing conclusions from it.

Step 8: Using the results

Before meaningful use can be made of the results of the tracer study, they and their practical implications must be discussed. This can only succeed if an atmosphere of trust is created.

The information should then be shared with the staff, management and other relevant stakeholders.

Together the stakeholders can then formulate conclusions and define the resulting need for action. Important questions may include:

- Do we need to revise our curricula and training strategy so that they are better adapted to the requirements of business life?
- Do we know enough about the market or do we need a market study?
- Do we need to introduce new courses?
- Are there courses that should be discontinued because they do not meet the requirements of the market?
- What can we do to improve employability?

And finally

Tracer studies are an important foundation for knowledge management by a vocational training institution or training programme. Regular tracer studies can provide information about the social and economic integration of the target group. They are an effective means of harmonising employment conditions – such as labour market trends – with the outputs of the institution. Conducting the first tracer study involves a considerable amount of work, but the work decreases from year to year because it can build on the lessons learned from the previous year.

2.4.3 Measuring the results of life skills training

Many of MISEREOR's partners adopt a holistic approach to vocational training. This means that their vocational training measures cover the acquisition not only of technical and entrepreneurial skills but also of life skills. This promotes both integration into the employment system and social integration. The WHO defines life skills as '...abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.'⁴

In the context of vocational training, life skills relate to all areas of life, their purpose being to promote individuals' cognitive, social and personal skills. In this way they help a person to develop a healthy sense of self-esteem and the confidence to shape his or her life actively and creatively and cope with difficult phases. For workers in the informal economy, in particular, life skills are an important aid to coping with everyday life. Given the variety of activities and uncertain nature of employment in the informal economy, the skills required are more than just technical and entrepreneurial in nature. In particular, they include the ability to adapt to new situations and surroundings and to continue pursuing training and education.⁵

Life skills training is not usually a standalone measure but forms part of vocational training programmes. The combination of theoretical and practical knowledge, entrepreneurial competence and life skills must be adapted to the needs and requirements of the target group.

Key elements of life skills training are:

Self-confidence and self-image: self-esteem, self-reflection, responsible treatment of oneself (health, nutrition, etc.).

Social awareness: empathy, tolerance, considerateness, learning to respect differences between groups and individuals.

Relationships: standing up to peer pressure, learning to handle conflict (e.g. within the family, learning to communicate constructively with one's parents).

Responsible decision-making: gathering information, critical reflection, weighing up consequences.

Self-management: dealing with stress and anger, learning to control impulses, setting goals, learning to handle goods and money.⁶

⁴ http://apps.who.int/iris/bitstream/10665/63552/1/WHO_MNH_PSF_93.7A_Rev.2.pdf

⁵ <https://www.giz.de/expertise/html/12727.html> and GIZ (January 2012): Handreichung: Wirkungen und wirkungsorientiertes Monitoring von Beiträgen Beruflicher Bildung und Beschäftigungsförderung zu sozialer (Re-)Integration in (Post-)Konfliktsituationen [Manual: Results and results-based monitoring of contributions of TVET and employment promotion to social (re-)integration in (post-)conflict situations], p. 39.

⁶ *ibid.*

How can changes be measured?

A fundamental challenge in measuring the results of life skills training arises from the fact that training leads to complex changes that cannot be measured by means of single indicators. The results can be much better measured by indicator systems and qualitative monitoring questions. However, it will never be possible to capture all the changes, and you should therefore focus on the most important ones. In a monitoring system that focuses more on qualitative than on quantitative indicators, a problem arises in that achievement or non-achievement of the indicators may be assessed differently by each person. To standardise the interpretations, indicators should be developed in collaboration with the target group, which should also be involved in drawing up definitions that are then used to measure the indicator. Ideally the results-based monitoring is then incorporated into the measure and organised on a participatory basis. This procedure ensures that the training institutions receive feedback on their training modules while also promoting self-reflection on the part of students, who can observe their own behaviour and, for example, reflect on their own unconscious attitudes and values. This enables the particular cultural situation in which the project is embedded to be taken into account. For example, self-confident women's behaviour does not mean the same thing in every culture – western ideas are not universally accepted.

Areas of monitoring and sample monitoring questions

Examples of possible indicators have already been provided in Section 2.3. Accompanying monitoring questions will now be described here. As already mentioned, the questions must be formulated in the light of the cultural context: not every question is automatically appropriate in every setting, and some may be completely inappropriate.

Area of monitoring	Questions:
Self-confidence/self-image	<p>Do you think your self-confidence has increased as a result of attending the course?</p> <p>In what situations do you notice that?</p> <p>Possible answers that should be drawn up in collaboration with the target group might be:</p> <ul style="list-style-type: none">)] I can attend training courses without asking someone in my family for permission.)] I have the confidence to speak to my trainer if I don't like some aspect of the course.)] I have the confidence to express my opinion in a large group.)] I have more professional and/or private contact with people outside my own group and I am involved in social networks.)] I am willing to assume a formal leadership role in my community.)] My improved self-confidence has helped me integrate better into the labour market.
Social behaviour	<p>Do you think your social behaviour has improved as a result of attending the course?</p> <p>In what situations do you notice that?</p> <p>Possible answers that should be drawn up in collaboration with the target group might be:</p> <ul style="list-style-type: none">)] I participate in activities in my community more often.)] I cooperate better with my colleagues; we market our products together.)] I share my knowledge with my colleagues and tell them about changes that I have heard of.)] I find it easier to respect the fact that other people are different (different faith, ethnicity, etc.) and I behave tolerantly towards them.
Relationships	<p>Conflicts in my family and/or with my colleagues have decreased.⁷</p> <p>I am able to take my own decisions when I think that my group is not right.</p> <p>I can talk to my family about conflict without immediately getting into an argument.</p> <p>Since I have taken the course, my family has shown me more respect.</p>
Responsible decision-making	<p>I make my decisions carefully and consider different options.</p> <p>I am able to collect information, analyse it, consider it critically and foresee possible consequences.</p>
Self-management	<p>I can manage my money better.</p> <p>I don't get angry so quickly and I am better at controlling my impulses.</p> <p>I have learned to set goals for myself and I pursue them consistently.</p> <p>I am better at managing my time and I get to appointments and training sessions on time.</p>

⁷ In some cultures a moderate increase in conflict may be advantageous since it indicates that disagreement is not being swept under the carpet but is being used productively.

Data collection methods

To identify changes, data must be collected periodically and systematically. If you want to establish the degree of change by comparison with the baseline situation, you will ideally ask the same questions at the start of the course and then again at the end, thereby defining the starting situation or baseline. The questions could look like this:

Question:

'I have the confidence to express my opinion in a large group.'

Answer options (choose only one):

- I have no difficulty with this
- I sometimes have difficulty with this
- I often have difficulty with this
- I very often have difficulty with this
- I would never dare do this

If an improvement in students' behaviour is identified after the course, it can be assumed that the change is attributable to the course. If no change is identified – i.e. if the same number of people still have difficulty expressing their opinion in a large group – this should be interpreted as a sign that the course content needs revising.

If it has not been possible to question the students at the start of the course, before/after questions can be asked afterwards. However, this method yields less reliable answers than questioning at the beginning and end of the course. The question and answers could then read as follows:

Question:

'I have the confidence to express my opinion in a large group.'
How would you describe your situation before the training course?

Answer options (choose only one):

- I have no difficulty with this
- I sometimes have difficulty with this
- I often have difficulty with this
- I very often have difficulty with this
- I would never dare do this

How would you describe your situation after the training course?

Answer options (choose only one):

- I have no difficulty with this
- I sometimes have difficulty with this
- I often have difficulty with this
- I very often have difficulty with this
- I would never dare do this

Another form of data collection involves using a scale, e.g. from 1 to 6.

Question:

'I have the confidence to express my opinion in a large group.'

Give your answer on a scale from 1 to 6

1 = always, 2 = very often, 3 = often, 4 = sometimes, 5 = occasionally, 6 = never.

Or:

1 = is always true, 2 = is usually true, 3 = is often true, 4 = is not usually true, 5 = is rarely true, 6 = is never true.

Whatever method of data collection is used, you should always try to ask simple questions that are appropriate to the local context. Wherever possible, methods should be participatory: this might mean involving students in drawing up the questionnaire or discussing the analysis with them. This has the advantage that (i) the points of view and interpretations of everyone involved in the measure can be taken into account, (ii) it promotes shared learning and (iii) it promotes dialogue between everyone involved. As already mentioned, a questionnaire-based survey is not the only possible method of collecting data: focus group discussions and structured one-to-one interviews can also be used.



3. Results-based management

Monitoring and in particular tracer studies involve a lot of work that is only worthwhile if the data is analysed and conclusions drawn from it. To do this the data must be presented in clear and easy-to-grasp form in graphs and tables. Traffic-light markers can be used to highlight critical areas (red traffic light). Important questions to be answered from the data are:

-) Do we need to revise our curricula and our training strategy?
-) Do we need to offer other courses that enhance employability?
-) Can other courses that do not lead to work be discontinued?

The information from the monitoring system thus provides the basis for project management and for reporting to MISEREOR and the general public; in some cases it can also be used for internal knowledge management.

It is important that trainers and where possible also trainees are involved in analysing the data, because their view of the monitoring results is bound to differ from that of the school administrators. It is essential that a climate of trust can be created in the team and that the foundations for a constructive dialogue can be laid.

As well as conducting tracer studies it is also important to maintain regular contact with some of the former trainees in order to follow what happens to them. Successful former trainees can be invited to give talks; this motivates the current students.

4. List of annexes:

- 01 Training quality checklist**
- 02 Guidelines on interviewing work placement providers**
- 03 Tracer studies**
- 03a Sample tracer study questionnaire – formal vocational training**
- 03b Sample tracer study questionnaire – non-formal vocational training**
- 03c Instructions for analysing tracer studies**
- 04 Sample data collection sheet for ad-hoc student survey**
- 05 Instructions for focus group discussions with trainees and graduates**
- 06 Misereor – Tracer Studies on ex-trainees**

01– Training quality checklist

This sample checklist provides people such as training managers and project coordinators with guidance on monitoring the quality of training; it is thus a quality management tool. The questions must be adapted to the specific context of the vocational training institution or project.

To be completed by:	Training manager or project coordinator
Time required (approx.):	1 – 2 days (depending on the size of the institution/project)

Curricula, accreditation/certification of courses/examinations

Is the course (a) state accredited or (b) geared to state-accredited framework curricula?

- (a) Course is state accredited
- (b) Course is geared to state-accredited framework curricula
- Not applicable

In the case of a formal/state-accredited course:

In your opinion, do the content and learning objectives of the state framework curriculum meet the requirements of the (local) labour market?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If possible obtain both the opinion of the trainers and that of representatives of the economy (locally respected tradespeople etc.) as external stakeholders.

Have the framework curricula been updated in the past five years?

Yes: No: Not applicable:

Do they reflect technological developments currently in demand in the market?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you rate the usability of the framework curricula for trainers? Are the learning objectives formulated clearly?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much scope is there for enriching the framework curricula with content of your own?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is this flexibility actually used?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information question: How much use is made of assessments and to what extent are the assessments competence-based and aligned with the framework curriculum (give specific examples)?

In the case of non-formal education and training:

Is there a simple curriculum that sets out the learning objectives?

Yes, clear learning objectives 1	Yes, but content only/no learning objectives 2	No, each trainer makes his/her own decision on content 3	No information 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have labour market surveys been conducted within the past three years in order to define the content of the curriculum and the competence standards?

Yes 1	To some extent 2	No 3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are the trainees' skills assessed at the end of training?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Existence and use of teaching and learning materials

To what extent are teaching and learning materials available for implementation of the framework curriculum?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are the trainers in a position to develop teaching and learning materials for implementation of the curriculum themselves?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are teaching and learning materials actively used in teaching sessions?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How could they be improved?

Resources for implementation of the curriculum

Can the skills described in the curriculum be taught with the facilities/equipment of the training workshop?

Yes: No: Not applicable:

If not, where are there weaknesses?

Are the trainers sufficiently well-qualified and sufficiently experienced in their occupational field to implement the curriculum?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If not, where are there weaknesses?

To what extent are the existing (framework) curricula actively used by the trainers?

Completely 1	Largely 2	Only partly 3	Not at all 4	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Involving the private sector (industry and/or trades)

Area of collaboration	Extent of collaboration					
	None	Limited/ sporadic	Frequent/ adequate	Very intensive/ optimal	Not appli- cable	No infor- mation
Dialogue to identify need for workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue to identify skills needed in particular occupations/sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement in curriculum development and refinement/adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of work placements during or after training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in the workplace (as an integral component of the curriculum/training process)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of trainers (work placements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of experienced trainers from trade and industry in the training centre (short-term, on a fee basis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of resource persons from trade and industry for vocational guidance (as lecturers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involving representatives of trade and industry in assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including representatives of trade and industry on the training institution's supervisory board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Managing the quality of training

Is there a person who is responsible for managing the quality of training?

Yes: No: Not applicable:

Are criteria for the quality of training drawn up in collaboration with the trainers?

a) drawn up: Yes: No:

b) regularly monitored: Yes: No:

c) evaluated with the trainers: Yes: No:

Recording methods of monitoring the quality of training and how frequently they are used

	Not used	Used sporadically	Used regularly	Not applicable	No information
Observation of teaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey of trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other methods:) ...) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

02 – Guidelines on interviewing work placement providers

The main aim of these guidelines is to suggest ways of obtaining **feedback from businesses** on how the **skills of your trainees** compare with the actual standards that new entrants to the labour market need to meet. This will provide you with information on the employability of your trainees direct from potential employers. It will only succeed if your trainees have been sufficiently involved in work processes during their work placements, as only then can the placement providers give good feedback on the trainees' skills from their personal perspective.

The guidelines also enable you to collect general information from placement providers on **developments in the labour market** in the occupations that you cover.

Both types of information are important for regular reflection on the relevance and quality of the training offered in relation to labour market trends and requirements.

To be completed by:	Training manager, project coordinator
Time required (approx.):	Approx. 30 min. for each placement provider

Collecting general information:

The following questions are only relevant if you have no database or other source of information on your placement providers. It is generally advisable to have such a source of information as a basis for systematic organisation and possible extension of collaboration with placement providers.

1. Since when has your business offered work placements for trainees from our training centre? In what occupations?
2. How many students have completed a work placement in your business this year and/or are currently undertaking a placement? In what occupations or areas of activity?
3. Do you also accept work placement students from other vocational training institutions? If so, how many have completed or are completing a work placement in your business this year?
4. Have there been cases in which a placement has been terminated prematurely? If so, why?

Assessing the vocational skills of work placement students:

5. Please rate the skills of the work placement students from our institution by comparison with your expectations of people starting work in your business:

	Very good 5	Good 4	Satisfactory 3	Largely un- satisfactory 2	Inadequate 1	No an- swer possi- ble
1. Theoretical oc- cupational knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practical occu- pational compe- tencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Social compe- tences or soft skills (communi- cation / team- work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supplementary questions about the above assessment:

-) What are the reasons for your assessment? What is it based on (examples)?
-) If students from other vocational training institutions also complete placements in your business, how do you rate their skills by comparison with those of students from our institution (using a table like that above or more simply: better/the same/worse).

6. Please provide an overall assessment of the extent to which the work placement students met your expectations as an employer, measured against everyday working standards in your business:

Expectations fully met	Expectations largely met	Expectations largely not met	Expectations not met at all	No answer pos- sible
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Both tools can be incorporated into a system of regular monitoring of work placements. One source of information on the progress of work placements is the logbook in which students document their activities each day, with their entries being confirmed by the placement provider. The above table can be used as a template for the general assessment of trainees by placement providers.

General questions on the need for workers:

7. Have you looked for new employees this year: Yes/no

If yes,

7.1 How many have you actually taken on?

7.2 Supplementary question: with what level of experience? (untrained/ trained beginners/moderately experienced/very experienced workers)

8. How many work placement students from our training institution or other training institutions have you taken on this year and last year?

If there is demand for new workers:

9. What is your experience of recruiting new workers? Is it very easy/easy/difficult /very difficult to find workers who meet your requirements? (if appropriate, broken down according to the above levels of experience)

10. By comparison with last year, has the demand for workers in your business risen/stayed the same/fallen/I am not currently taking on any new workers – why?

Further exploratory questions about the level of skills that workers need to have can be asked here (for example: What minimum skills should a career entrant have? What is particularly important?)

03a – Sample tracer study questionnaire: formal vocational training

Explanation: This questionnaire was designed for a tracer study of three different vocational schools in Vietnam. The vocational schools involved offer general secondary education alongside vocational training. The questionnaire was used in a digitalised format; the data was processed in MICROSOFT EXCEL. The survey focused on collecting quantifiable data on respondents' employment status. The interviews were conducted by phone, so it was important to minimise the number of questions asked. Qualitative information (e.g. feedback on the relevance of the training provided) was collected through focus group discussions.

Note: you need to customise this questionnaire to fit your vocational training programme and your specific context!

Interviewer:	Job placement officer or other interviewer (trained in interview techniques)
Time required (approx.):	20 - 30 min. per interview (possibly by phone)

Basic data	
Name of respondent	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> No answer
Name of vocational school/vocational training centre graduated from	<input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> No answer
Course attended in which trade area? (customise to relevant trades)	<input type="checkbox"/> Motorcycle/automotive <input type="checkbox"/> Industrial mechanic/metal cutting <input type="checkbox"/> Welding/fabrication <input type="checkbox"/> Domestic and industrial electricity <input type="checkbox"/> Garment making/fashion <input type="checkbox"/> Secretary/accounting <input type="checkbox"/> Housekeeping <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
Highest certification obtained in vocational school (customise to relevant certification offered by your institution)	<input type="checkbox"/> Intermediate certificate <input type="checkbox"/> Lower intermediate certificate <input type="checkbox"/> Short course without certification <input type="checkbox"/> No answer
Attended high school classes in vocational school? (only relevant for vocational secondary schools)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No answer

Successfully passed high school examination in vocational school? (only relevant for vocational secondary schools)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
Alternative question to the above (if graduated from vocational training centre with no formal education) What was your highest educational attainment when you enrolled in the skills training program?	<input type="checkbox"/> No schooling at all <input type="checkbox"/> Primary drop-out <input type="checkbox"/> Primary graduate <input type="checkbox"/> Secondary school drop-out <input type="checkbox"/> Secondary school graduate <input type="checkbox"/> College and higher level <input type="checkbox"/> No answer
Internship	<input type="checkbox"/> Yes, internship organised by vocational school <input type="checkbox"/> Yes, internship organised by myself/my family <input type="checkbox"/> No internship <input type="checkbox"/> No answer
What year did you finish your vocational training?	<input type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
What were you doing most of the time just before you enrolled in the vocational school?	<input type="checkbox"/> In education, not working <input type="checkbox"/> In education and working <input type="checkbox"/> Not working, not in education <input type="checkbox"/> Working occasionally for payment, not in education <input type="checkbox"/> Working regularly (employed), not in education <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
Employment	
What is your employment status now?	<input type="checkbox"/> Working (paid) in the field of training <input type="checkbox"/> Working (paid) but not in the field of training <input type="checkbox"/> Further education, working at the same time <input type="checkbox"/> Further education, not working <input type="checkbox"/> Not working, looking for job <input type="checkbox"/> Not working, not looking for job <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer You may add the category “working but not paid”
If working: What are you doing?	Job title: _____
If working: To what extent is your work related to your field of training?	<input type="checkbox"/> Directly related (I could not do the job without the occupational skills I learned in the vocational school) <input type="checkbox"/> Indirectly related (I use some of the occupational skills I have learned in my work) <input type="checkbox"/> Not related (the work I do has no or very little relation to the occupational skills learned in the vocational school)

If working: Are you waged or self-employed?	<input type="checkbox"/> Wage employed with permanent work contract <input type="checkbox"/> Wage employed with short-term work contract (1 year and less) <input type="checkbox"/> Wage employed but not with contract <input type="checkbox"/> Self-employed (own account worker) <input type="checkbox"/> Self-employed, employing others <input type="checkbox"/> No answer
If working: Full- or part-time work?	<input type="checkbox"/> Working full-time (whole day, 5-6 days a week) <input type="checkbox"/> Working part-time (regular but not full time) <input type="checkbox"/> Jobs from time to time (occasional work) <input type="checkbox"/> No answer
If wage employed: Employed status?	<input type="checkbox"/> Still in 'on the job training' (trainee) <input type="checkbox"/> Regular worker (not in training any more) <input type="checkbox"/> No answer
If wage employed: How did you get the job?	<input type="checkbox"/> Applied by myself <input type="checkbox"/> Continue to work at place of internship <input type="checkbox"/> Job placement by vocational school <input type="checkbox"/> Introduction by friends/ relatives <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
If wage-employed: Name of company	_____
If wage-employed: Type of company	<input type="checkbox"/> Small scale (<10 workers) <input type="checkbox"/> Medium scale (10-500 workers) <input type="checkbox"/> Large scale (>500 workers) <input type="checkbox"/> I do not know <input type="checkbox"/> No answer
Income before and after training	Your average monthly income (if any) before training: _____ Your average monthly income in the last three months: _____ <input type="checkbox"/> No answer
Satisfaction	
Satisfaction with your employment situation	<input type="checkbox"/> Satisfied with my employment situation (<i>go to next-but-one question</i>) <input type="checkbox"/> Not satisfied (<i>go to next question</i>) <input type="checkbox"/> Cannot answer
If you are not satisfied with your employment situation: Which of the following factors or reasons, if any, hindered you from becoming satisfactorily employed/self-employed and earning an income (two choices maximum)	<input type="checkbox"/> Practical skills in my trade are inadequate <input type="checkbox"/> Theoretical knowledge of my trade is inadequate <input type="checkbox"/> Lack of employment opportunities in my field of training where I live <input type="checkbox"/> Too much competition in the job market <input type="checkbox"/> Certificate not recognised by employers <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer

<p>If you are satisfied with your employment situation: What, if anything, most helped you to achieve your employment situation? (two choices maximum)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Occupational skills learned in vocational school <input type="checkbox"/> Occupational skills learned in internships <input type="checkbox"/> Work attitude acquired in vocational school <input type="checkbox"/> Soft skills (communication etc.) acquired in vocational school <input type="checkbox"/> Other: _____ <input type="checkbox"/> No answer
<p>Recommendation</p>	
<p>What do you recommend to improve the quality of vocational training in the SDB school?</p>	
<p>Contact details</p>	
<p>Contact details of graduate</p>	
<p>Contact details of parents or caretaker</p>	

03b – Sample tracer study questionnaire: non-formal vocational training

Introduction:

This interview guide has been used for both telephone and face-to-face interviews. Target groups for the six-month-long skills training courses have been unemployed rural youth and members of women groups with very varying education levels.

Interviewer:	Job placement officer or other interviewer (trained in basic interview techniques)
Time required (approx.):	30 min
Method:	Face-to-face interview, phone interview (some questions to be simplified/deleted)

Background information

1. What technical vocational skills training course did you attend?

2. Where did you attend the course?

Region: _____

Location: _____

3. Duration of the course?

Short course (1-2 months)

Long course (6 months)

4. What year did you finish your training?

2014

2015

2016

Other? _____

5. What was your highest educational attainment when you enrolled in the skills training program?

- No schooling at all
- Primary drop-out
- Primary graduate
- Secondary school drop-out
- Secondary school graduate
- College and higher level

6. What were you doing most of the time before you enrolled in the training course?

- Not working
- Studying, going to school
- Helping family (e.g. in agriculture), not earning cash income
- Apprenticeship - not earning income
- Working occasionally for payment
- Permanent/regular work for payment
- Other _____

7. What was your average monthly income before joining the training course?

- No income
- Below 50 USD
- 50 – 99 USD
- 100 – 199 USD
- 200 – 250 USD
- Above 250 USD

Please note: this income scale takes account of poverty levels and minimum wages in the given context. The income scale can best be determined in dialogue with the target group.

A) Were you placed in a job with assistance from the project after finishing the training course?

- Yes
- No

B) If yes: Are you still working in the job in which you were placed?

- Yes
- No

Your present employment situation

1. Tick the one choice that best describes your present employment status:

- Working in the field of training
- Working but not in the field of training
- Further education, not working
- Further education, working at the same time
- Not working, looking for jobs
- Not working, raising family
- Not working, not raising family, not looking for job right now
- None of the above; please specify: _____

2. If you are working (in field of training or other field):

- Wage employed
- Self-employed (home business)
- Self-employed (own account worker - outside home)
- Running business, employing others

3. a. If you are working (in field of training or other field): How much do you earn on average in a month (average for the last 3 months)

- Below 50 USD
- 50 – 99 USD
- 100 – 199 USD
- 200 – 250 USD
- Above 250 USD

Please note: this income scale takes account of poverty levels and minimum wages in the given context. The income scale can best be determined in dialogue with the target group.

b. Additional information **only if working in the field of training:** (Please choose only one)

The work in the field of training:

- is my only source of income and main means of subsistence
- does not provide a sufficient income; I need additional sources of income to make a living
- is just a small additional source of income; other means of subsistence (such as agriculture) are more important

Assessment of your personal situation (for all)

1. Which of the following statements is most true for you? Please choose only one.
- Since I finished the training course I have always had a job and never been unemployed since.
 - Most of the time I have a job, but I am unemployed occasionally.
 - I am unemployed or jobless most of the time. I only have jobs occasionally.
 - I have never had any jobs and have always been unemployed.
 - None of the above

2. How would you best describe your income situation (choose just statement):

- I have no cash income at present
- My income is not enough to cover my basic personal expenses
- My income is just enough to cover my personal expenses
- I can save some money at the end of each month

If you **save some money**:

- I keep the money for myself
- I send money home to my family from time to time
- I send money home regularly

3. Which of the following factors or reasons, if any, prevented you becoming employed/self-employed in your field of training and earning an income (choose all that apply)

- I lack practical skills in my field of training.
- The skills I have learned are not in demand in the market.
- There are not enough employment/income opportunities in my field of training where I live.
- Other people in the market are more competent.
- Certificate from the training centre not accepted by employers.
- Other (please specify) _____
- None of the above

Please note: this question must be adapted to your context and the aim of your training programme. In the case of programmes aimed primarily at self-employment you need to focus on/add questions that deal with potential obstacles to starting a business/income-generating activity.

4. In general, how useful do you think the vocational training was for earning an income?

Not useful at all						Very useful
①	②	③	④	⑤	⑥	

Personal information

<p>1. Age: _____</p> <p>2. Sex :</p> <p><input type="checkbox"/> Male <input type="checkbox"/></p> <p>Female</p>	<p>3. Your family status:</p> <p><input type="checkbox"/> Single, living with parents</p> <p><input type="checkbox"/> Single, living in own house</p> <p><input type="checkbox"/> Married, living with parents (yours or your partner's)</p> <p><input type="checkbox"/> Married, living in own house</p>
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Thank you very much for your valuable responses!

03c – Instructions for analysing tracer studies based on the example of SDB Vietnam

Introduction

Data collected using the questionnaire in Annex 03a can be analysed at two levels of complexity. The brief instructions below describe both these complexity levels by referring to a practical example (tracer study as part of an evaluation of vocational schools run by the Salesian Order in Vietnam):

1. Basic analysis of tracer studies

We first describe the basic steps involved in analysing the collected data. These instructions will be appropriate for the majority of projects and programmes that use tracer studies for monitoring purposes. The basis analysis is the starting point for the more complex forms of analysis described under 2. below. A basic analysis does not require extensive technical and human resources.

2. Complex analysis of tracer studies

A complex analysis, by contrast, requires technical and/or human resources that partners may not necessarily be able to provide themselves. The complex analysis described here should therefore be regarded as an add-on to the basic analysis.

A complex analysis cannot be performed unless adequate technical and/or human resources are available.

These brief instructions are based on a Microsoft Excel analysis tool used in an evaluation in Vietnam. The training being evaluated is a combination of formal vocational training and secondary school education. The data survey focused on collecting quantitative data. Qualitative information was gathered in focus group discussions. The number of questions in the tracer study was therefore kept to a minimum; this enabled the data to be collected in telephone interviews if necessary. The information gained from the analysis facilitates the effective management and planning of vocational training measures, enabling them to be geared to both the labour market and the target group; it therefore provides an important management tool.

The data collected can be divided into the following main categories:

Basic data	<ul style="list-style-type: none"> - Gender - Training institution - Subject areas - Highest educational attainment - Work placements completed - Year of completion
Work situation	<ul style="list-style-type: none"> - Work status before the training measure - Current work status <ul style="list-style-type: none"> ▪ Waged or self-employed work ▪ Part-time/full-time work (this question must be adapted to the particular context (labour market)) ▪ Information on how work was obtained ▪ Details of the business (name, size) ▪ Income before and after the vocational training measure

Satisfaction	<ul style="list-style-type: none"> - Satisfaction with the work situation - Reasons for dissatisfaction - Reasons for satisfaction
Recommendations	<ul style="list-style-type: none"> - Recommendations for improving the vocational training measures

Both questionnaires and analysis tools (telephone interviews, tally sheets, Excel tools, etc.) must be adapted to the particular context. However, the basic procedures described here apply to all data collection and analysis schemes based on the sample questionnaire and analysis tool.

1. Basic analysis

Analysing quantitative data

Simple analysis involves counting how many times each answer option is selected. This can be done manually (e.g. using a tally sheet) or automatically with the help of technical tools such as Microsoft Excel.

Example: Gender

The answer options provided are (1) male, (2) female, (0) not stated. For each of these options, the number of times it is selected is counted and entered (either manually or by means of a formula) in an analysis table. This provides information on the numbers of men and women in the tracer study in a form that can be taken in at a glance. An analysis table (simple analysis) might therefore look like this:

Example: GENDER	Number	% of TOTAL
Male	148	55.2 %
Female	117	43.7 %
Not stated	3	1.1 %
TOTAL	268	100 %

All the question/answer categories can be handled in this manner.

2. Complex analysis

Matrix analysis is more complicated, since it involves the relationship between two questions or responses, which are depicted in **cross tables**. Complex analysis requires some expertise in analysing data. It can be performed if the necessary personnel and expertise are available. In some cases a customised Microsoft Excel tool may be produced. If this is the case, it is recommended that the basis analysis is also performed using this tool.

When performing this type of data analysis it is necessary to define in advance what information is to be combined in the matrix analysis. The decision will depend on what the training institution wants to find out. For example, it makes sense to analyse the employment data in terms of important parameters such as gender, level of education and age. The decisions on the choice of analysis parameters should be taken by a specialist committee so that the analysis can be performed in line with its recommendations. If Microsoft Excel is to be used, an Excel expert can then create a customised analysis tool (see sample tool for SDB Vietnam). In the example shown (SDB Vocational Schools in Vietnam), the following matrix analyses were performed:

TRACER STUDY - ANALYSIS MATRIX		Gender	SDB vocational school graduated from	Course attended in which trade area?	Successfully passed high school examination in SDB vocational school?	What year did you finish your vocational training?
Gender		X				X
SDB vocational school graduated from	X					X
Course attended in which trade area?	X	X				X
Highest certification obtained in SDB vocational school	X	X				X
Attended high school classes in SDB vocational school?	X	X				X
Successfully passed high school examination in SDB vocational school?	X	X				X
Internship	X	X				X
What year did you finish your vocational training?	X	X				
What were you doing most of the time just before you enrolled in the SDB vocational school?	X	X				X
What is your employment status right now?	X	X			X	X
<i>If working: Are you waged or self-employed?</i>	X	X			X	X
<i>If working: Full- or part-time work?</i>	X	X				X
<i>If wage employed: Employed status?</i>	X	X				X
<i>If wage employed: How did you get the job?</i>	X	X				X
Income before and after training	X	X				X
Satisfaction with your employment situation	X	X			X	X
<i>If you are not satisfied with your employment situation: Which of the following factors ...</i>	X	X				X
<i>If you are satisfied with your employment situation: What helped ...</i>	X	X				X

The answers to the question about the **highest certification** obtained in SDB vocational schools (where the answer options were intermediate certificate, lower intermediate certification, short course without certification, not stated) were therefore each disaggregated according to gender (male – female – not stated), the school attended (Dong Thuan – Tan Tien – Phuoc Loc – not stated) and year of completion (2014 – 2015 – other – not stated).

This gives rise to large and complex analysis tables. If an Excel tool is used, the data can be counted directly in the tool by entering a formula. The tool links two parameters with each other. A matrix table might look like this (this example is analysing how many men and women are in each employment status category):

Gender x employment status										
	Working (paid) in the field of training	Working (paid) but not in the field of training	Further education, working at the same time	Further education, not working	Not working, looking for job	Not working, not looking for job	Other (specify in comments)	No answer given	No.	%
Male	13	28	4	7	6	4	7	0	69	75.82 %
Female	2	4	0	5	4	6	1	0	22	24.18 %
No answer given	0	0	0	0	0	0	0	0	0	0.00 %
No.	15	32	4	12	10	10	8	0	91	100.00 %
%	16.48 %	35.16 %	4.40 %	13.19 %	10.99 %	10.99 %	8.79 %	0.00 %	100.00 %	

This table shows that of the 15 people who have obtained paid employment in the field in which they trained, 13 are men and two are women. Of the ten people who are neither working nor looking for work, four are men and six are women.

04 – Sample data collection sheet for ad-hoc student survey

To be completed by:	Job placement officer or counsellor or students themselves
Time required (approx.):	15 mins

No.	Content	Fully disagree	Mostly disagree	Mostly agree	Fully agree	No answer
1	We are given sufficient practical exercises to become competent in our trade/occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Trade theory lessons are good and related to the practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The vocational teachers are well-qualified in their trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Our vocational teachers' instructions are clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Our vocational teachers motivate us and help us to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Training materials are always available if we need them for practical exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The training equipment is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The moral education and life- skills training is very effective for my personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your participation!

Note: this sheet can be filled in during a focus group discussion with students/ trainees. The results can be shared with them and further verified and discussed.

05 – Guideline: Focus Group Discussion – Trainees and Graduates

The primary aim of this focus group discussion is to obtain feedback from trainees or graduates on their satisfaction with the training they receive or have received and to formulate recommendations for improving the training provided.

This FGD format is a self-evaluation tool. The FGD moderator should be a person who is not directly involved in training provision. The questions listed below are only examples. They need to be modified to suit the specific purpose of the focus group discussion and the background of the trainees/graduates. All the questions about the labour market are only applicable to graduates and/or students/trainees who have completed workplace training/internships.

FGDs with graduates provide a specific opportunity to extract lessons learned from the stories graduates tell about their post-training experiences. The method used is the biographic interview. These interviews can be done individually (which is time-consuming) or in a group. The group option has two advantages: graduates share their stories with fellow graduates, which facilitates peer learning (graduates learning from each other's experiences in the market). The group option may also be less intimidating for an individual than a one-to-one interview. Generally speaking, FGDs with graduates should preferably be incorporated into your training institution's systematic post-training activities and should aim not only to collect information on graduates but to provide them with post-training counselling to promote better labour market and social integration.

To be completed by:	Person experienced in conducting focus group discussions (social worker, student counsellor, person responsible for monitoring)
Time required (approx.)	2 - 4 hrs.

1. Introduction

-) In which course are you enrolled/which course did you complete?
-) Was this your first choice or second choice?
-) How did you hear of our vocational training centre/school?
-) Why did you choose our vocational training centre and not another one?
-) Have you previously enrolled at any other VT institution?
-) Did you undergo/complete workplace training/an internship as part of your training?

For graduates only:

-) Have you previously been in contact with the training centre/vocational school since you graduated? If yes, on what occasions?
-) Have you taken part in any post-training measure (advanced training, counselling, job placement or business start-up measure) since you graduated?

2. Trainee's background (these questions may be asked and results documented if there is no database on the background of trainees)

-)] Place of residence before enrolment? (village, town, city)
-)] Father's occupation
-)] Mother's occupation
-)] Highest grade obtained in school or further education
-)] Doing any work (for payment/without payment) before enrolment

3. Assessment of satisfaction with the training measure

See student questionnaire

See sample tracer study questionnaire

Interactive methods for self-assessment of training:

Depending on your target group, you may use an interactive method in which trainees rate their satisfaction using different media. A simple method of assessing satisfaction with non-formal training used with participants of varying educational background (e.g. semi-literate persons) involves using symbols and coloured cards (each colour associated with a symbol for satisfaction level) which the participants can put anonymously into a basket:



Rating exercise with women's group in rural Bangladesh

The results of the rating exercise are shared and further discussed with the whole group. The results of the group discussion are documented.

Guiding questions (can be put to both trainees and graduates):

Topic	Direct question	Indirect question
Overall satisfaction with the training provided	<ul style="list-style-type: none">) What do/did you particularly like about the training provided?) What is/was not so good and could be improved?) What challenges do/did you experience during training? 	<ul style="list-style-type: none">) If you were recommending this training course to someone else, what would you say?) What do your friends in your class say about the training?) What needs to change if you are to become completely satisfied with the training?
Appropriateness of learned occupational skills to labour market needs (it may only be appropriate to ask this question after trainees have completed internships/workplace training)	<ul style="list-style-type: none">) To what extent do you feel competent to work in the market or get a job in your field of training?) What skills/competences do you feel you lack to be successful in the market?) How do you see your chances of getting a job/working for income once you have completed the training? (ask about both potentials and challenges) 	<ul style="list-style-type: none">) If an employer were interviewing/ assessing you in your field of training today, how do you think he would rate your qualifications and skills?
Adequacy of soft skills/ social competencies	<ul style="list-style-type: none">) Apart from the training in technical/occupational skills, what other elements of the training provided are/have been useful to you? Why? 	<ul style="list-style-type: none">) If somebody in your group asks/ asked for help, what happens?) What do you do if you need to solve a technical problem in your work? Do you do it yourself or do you solve the problem as a group? Please quote a specific example.
Most important benefits of the training received (question for graduates)	<ul style="list-style-type: none">) What were the most important skills acquired/things learned in our training centre that helped you: <ul style="list-style-type: none">) get a job/earn an income after training?) be recognised by friends/in the family/in the community 	<ul style="list-style-type: none">) If you had trained at our centre, would your situation be any different now? Please specify.) If someone in your community asked you whether it is worth spending time and money training at the training centre, what would you say?) If you could turn back the clock, would you enrol again in the same institution/training course? Please explain why/why not.

Some of the above topics/questions may be explored in working groups. This is particularly helpful if students/trainees are afraid of participating in open discussion in the presence of adults. Alternatively, the focus group can be facilitated by trained peer educators/moderators of the same age as the students/trainees or slightly older.

Biographic interview (graduates)

This session provides an opportunity for graduates to share their experiences of what has happened to them since they graduated or left the training institution. Through the stories told we can determine the extent to which the training helped them obtain employment. The stories also tell us what is helping young people to succeed in the market and what challenges they face.

Guiding questions:

-) Each person in the group introduces him/herself. This round of introductions can be used to collect background data on age/education/family background
-) The past: What were you doing before you enrolled in our training centre?
-) After graduation: What happened after graduation? (open question); follow-up questions depending on employment status/career path)
-) Present status: What are you doing now? (working, in education, etc. (see categories in tracer study questionnaire). If working: What job do you do? In what way is your job (or your further education) related to your field of training?

After this session it is possible to determine the extent to which the training provided has an effect on a person's present employment status. The employment outcomes can be rated on the basis of the following criteria (scale from 5 - highest to 1 - lowest), in accordance with the labour market context:

Grade	Description	Criteria: employment status	Criteria: use of skills learned	Progression in education
5	Excellent effect	Story told shows <u>career progression</u> : e.g. graduate working as foreman, supervising others or running own business, employing others	Working in a field that is directly related to training, or certificate obtained has been important in obtaining employment/progressing in the labour market	Training and income earned have been important for <u>progression in education</u> . The person is employed in the field of study and his/her career is progressing
4	Good effect	Employed (regular income, skilled worker) or self-employed in a field related to training and earning a regular income	Working in a field that is directly related to training, or certificate obtained has been important in obtaining employment	Training and income earned have been important for progression in education. The person is employed in the field of study
3	Moderate effect	Employed but work status/income still low (e.g. still an apprentice or junior worker) Using skills frequently for income generation but business activity is unstable and irregular	Work is indirectly related to field of training	Further education/training in a field related to training, not yet working
2	Small, marginal effect	Sporadic wage or self-employment, work is not or only very marginally related to training	Sporadic use of skills for income, mostly home use, sometimes for income	Further education or training but not in a field related to training, the training has not opened up a new career path
1	No effect of training on employment + income	Never employed, not using skills at all	Never employed, not using skills at all (neither for income generation nor home use)	Not in education and training

Summary and Recommendations

The final discussion round is used to collect recommendations. Again, this exercise can be performed in a group:

What recommendations do you have for improving your training course? (Either as an open question or with reference to sub-categories):

-) Content of the training course (compared to what is needed in the market place)
-) The way teachers/instructors teach/deliver the training
-) The extent/quality of practical training
-) The extent/quality of trade theory and the link between trade theory and practice application
-) The organisation of internships/workplace learning
-) The adequacy of training facilities
-) The adequacy of training materials
-) Relationships between students/trainees and instructors/teachers
-) Relationships between students/trainees

Specific topics for graduates only:

-) Recommendations on how the training centre could support/facilitate access to employment/self-employment or further training and education, if at all
-) Recommendations on how the training centre can assist access to certification of competencies

MISEREOR TRACER STUDIES BLUE PRINT
 (page 1 of 4, to be adapted according to your context)

Personal Data

0	1	2	3	4	5	6	7	8	9
	Name and Telephone Number	M / F	Coming from a stable family? Yes / No	Poverty level of the family Extremely poor (a) Poor (b) Moderately poor (c)	Single or having a small family?	Does the trainee live alone? With a small family, with his/her parents?	Who wanted the training? The trainee? The parents?	School level, at the end of the course? At graduation?	Age at the end of the course? At graduation?
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

MISEREOR TRACER STUDIES BLUE PRINT

(page 2 of 4, to be adapted according to your context)

Training

Profession / Vocation chosen				Type of training		Apprenticeship		
10	11	12	13	14	15	16	17	18
Profession learned	Did the trainee chose the profession / occupation or has he or she been oriented by the center?	Did the parents influence the choice of the profession/occupation?	Has the profession been changed during the training?	Has the training been conducted at: The training center of the project (a) A different center (b) In a master workshop in town (c)	Duration of the training	Apprenticeship Yes / No	If there was an apprenticeship: Area, Township, Town	Duration of the apprenticeship

MISEREOR TRACER STUDIES BLUE PRINT
 (page 3 of 4, to be adapted according to your context)

Job placement / Employment

Situation after training				Job placement			
19	20	21	22	23	24	25	26
Occupied in the profession trained? Yes / No?	If not occupied in the trained profession? Unemployment? Different activity?	If in a different activity: Self-sufficient? Yes / No	If unemployed: Looking for a job or idle?	Employed somewhere: Company, Workshop?	How has she or he found employment? Independently or supported by the project?	Time needed to find the job?	Since employment: Has the employment been stable, or have there been several changes?

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(page 4 of 4, to be adapted according to your context)

Job Placement / Employment

Self-employed		Support to become self-employed		Follow-up	Income, living conditions	
27	28	29	30	31	32	33
Self-employed in the trained profession? Yes / No?	Time needed to get self-employed?	Self-employment has been created independently or supported?	(Support given in kind or cash): Toolkit? Credit? Guaranty?	Follow up through you: Planned and structured (a) Often, but not planned (b) On occasion (c)	Self-Sufficient due to his/her employment or self-employment? Yes / No	Do the revenues go beyond the coverage of basic needs?