

Guidelines for KoGe Key Indicator 6b (version 12.11.2020)

Number and proportion of marginalized and vulnerable people who have access to b.) vocational training ¹ .	
¹ Often VT (KI 6b) and Life Skills Education (KI 7/8) overlap. In case the project/programme contains mainly VT, it will only be reported in KI 6 and commented in KI7/8 and vice versa.	
Long-term outcome 2: Rights to economic and basic services (SDG 1.4) Short-term outcome 2.3: BE & VT are accessible for all, especially for the most MaVu Output 2.3b: Increased access to VT for MaVu children/ youths/ adults	
Type of indicator	Periodic (periodic assessment over time) with a baseline
Technical definitions	<p>Vocational training (VT) encompasses all organised learning processes for development of technical, social, and personal skills and qualifications that contribute to sustainable long term integration of trained people in decent working conditions into the formal or informal economy/ labour market either on an employed or self-employed basis and thus increases the chance for livelihood improvement. It can be divided into formal and non-formal VT:</p> <ul style="list-style-type: none"> • Formal VT includes any activities defined as VT by the respective national or regional government. It can be operated by the government or by private entities. The curriculum is typically run in school year cycles and the diploma is recognised by the state. • Non-formal VT includes any activities that teach children, youths or adults vocational skills mentioned above but are not part of the formal VT. Typically, the courses do not follow the same school year cycle as the formal VT and can last between several weeks to several years. There is no diploma which is recognised by the state. <p>Access to VT means that MaVu students are enrolled in a formal or non-formal VT grade, course or course year and complete it. Completed means qualified to advance to the next higher grade, course or course year or graduated (receiving a certification) after the last year. Access to VT is measured by the enrolment rate (ER, optional but recommended, see Annex) and the retention/ graduation rate (RGR, required):</p> $RGR (VT) = \frac{\text{Number of MaVu students who \textit{completed} a year of formal VT grade or non-formal VT course or course year}}{\text{Number of MaVu students \textit{enrolled} in formal VT grade or non-formal VT course or course year}} * 100$ <p>The MaVu student groups in the numerator and the denominator must be the same (e.g. students who were enrolled in grade2 in 2021 are only included in the calculation in 2022, when they had the chance to complete grade2). See also sections “Baseline” and “Data collection”.</p> <p>Marginalized and vulnerable (MaVu) individuals/ groups are defined at the start of a project by each local implementing organisation based on the context and their experience. Marginalized individuals/ groups lack access to rights, resources, and opportunities and may not be able to fully participate in social, economic and political life. The marginalized are often the most vulnerable, which refers to exposure to a range of possible harms and being unable to deal with them adequately. People can be MaVu due to sexual orientation, gender, geography, ethnicity, religion, displacement, conflict or disability.</p> <p>Children are persons younger than 15 years. Youths are persons who are 15-24 years old. Adults are persons who are older than 25 years.</p>
Rationale	The enrolment rate (optional) and retention/graduation rate (required) is used to measure MaVu’s access to VT. Providing MaVu access to VT is an achievement per se, as it provides them with the abilities (knowledge, skills and attitude) to further develop their full potential.

<p>Good performance; Interpretation of results</p>	<p>Higher RGR than planned – and/or higher ER than planned – indicate good performance, i.e. increased access to VT. However, the interpretation of good performance can vary in different contexts, as indicated by the following examples:</p> <ul style="list-style-type: none"> • A project which provides 10% of a <u>formal public VT</u> school’s annual budget aims at increasing the RGR and ER, but (if the budget contribution is not increased) cannot increase those year by year. • A project which runs a <u>formal private VT</u> school at maximum capacity already, cannot increase the number of enrolled or ER year by year unless the capacity of the school is increased. <p>In addition, RGR and ER can be influenced by external factors. In case of population growth, an environmental disaster, if participants are sick or if their caregivers ask them to work at home or on the lands, RGR and ER decrease. Therefore, keeping RGR an ER at increased levels initially achieved by the project is already good performance. In turn, a further increase in RGR and ER indicates an exceptional additional effort.</p>
<p>Baseline</p>	<p>Denominator and Numerator (see “Data collection” below) at the first year of the project or programme phase.</p>
<p>Data collection</p>	<p>Required data <u>RGR denominator</u>: Number of MaVu students enrolled in formal VT at the beginning of school year or in non-formal VT at the beginning of course/ course year <u>RGR numerator</u>: Number of MaVu students who completed a formal VT school year or a non-formal VT course/ course year</p> <p>Data collection tools Enrolment and completion lists per (non-)formal VT grade. In case, the project/ programme has no access to the enrolment lists, the information can be obtained from the caregivers through questionnaires (see Annex).</p> <p>Data disaggregation <u>Required</u>: By sex, by age group (children, youths, adults), by category (formal VT, non-formal VT) <u>Optional</u>: by urban/rural</p> <p>Frequency Yearly</p>
<p>Data reporting</p>	<p>Jan/Feb: The local implementing organisation submits the data to the Swiss partner using the latest version of the “Indicator reporting and learning tool”.</p>
<p>Worked example</p>	<p>In course year 2022/23, 49 of 50 (98 %) youths have completed the vocational trainings and career counselling sessions of Project X in Project Area Y.</p>

Annex:

Required data

Sample questions to caregivers	<p>In case enrolment and retention/ graduation data are not available, the following questions are asked to caregivers:</p> <ul style="list-style-type: none"> • Was your child enrolled in any formal or non-formal VT programme in the last 12 months? • If yes, in which one and when was it enrolled? • Did your child complete this grade/course/course year?
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Optional data

Technical definition	<p>In addition to the RGR, the enrolment rate (ER) allows to examine if the need for vocational training is addressed (project relevance) and is defined as:</p> $ER \text{ (formal VT)} = \frac{\text{Number of MaVu students enrolled in formal VT grade}}{\text{Number of MaVu students who could benefit from formal VT}} * 100$ $ER \text{ (non-formal VT)} = \frac{\text{Number of MaVu students enrolled in non-formal VT course/ course year}}{\text{Number of MaVu in target area who could benefit from non-formal VT}} * 100$ <p>MaVu in the target area who could benefit from non-formal VT: This number can (if at all) only very vaguely be estimated as it could be all people who currently do not attend any other education or formal VT.</p>
Baseline	Denominator and Numerator (see “Data collection” below) at the first year of the project or programme phase.
Data collection	<p>Optional data</p> <p><u>ER (formal VT) denominator:</u> Number of MaVu in the target area who could benefit from formal VT</p> <p><u>ER (non-formal VT) denominator:</u> Number of MaVu in the target area who could benefit from non-formal VT</p> <p><u>ER (numerator):</u> see “RGR denominator” above</p> <p>Data collection tools</p> <p>In most cases this number will be triangulated from secondary literature such as UN/ government/ school/ other NGOs statistics, end line data of a previous project/ programme phase and expert opinions. In few cases this can also be primary data from a survey performed only for this reason. In case evaluations are planned for this indicator, they should investigate ER in more detail (e.g. analyse the strength, weaknesses, opportunities and threats of the education sector, the different key and VT actors in the target area and the relevance of the programme in consideration of this situation) and report these qualitative results in the narrative part of this indicator.</p> <p>Frequency</p> <p>At the beginning of the phase or during an evaluation</p>
Data reporting	See “Data reporting” above
Worked example	In course year 2022/23 in Project Area Y, 50 out 121 youths (41%) who could potentially benefit from vocational trainings were enrolled in one.