

SABER-Workforce Development: Examples of Benchmarking Rubrics for Topic-Level Data

Functional Dimension 1					
Policy Goal	Topic	Level of Development			
		Latent	Emerging	Established	Advanced
Policy Goal 1: Setting a Strategic Direction for WfD	G1_T1: Advocacy for WfD to Support Economic Development	No visible champions advocate for WfD to support economic development.	Some visible champions advocate for WfD to support economic development on an ad-hoc and limited basis.	Government leaders exercise sustained advocacy for WfD with support from non-government leaders , and collaborate on the WfD policy agenda for selected industries or economic sectors .	Both government and non-government leaders exercise sustained advocacy for WfD, and rely on routine, institutionalized processes to collaborate on an economy-wide WfD policy agenda .
	G1_T2: Strategic Focus and Decisions by the WfD Champions	WfD champions have taken no specific action to advance strategic WfD priorities.	WfD champions have taken specific action on strategic WfD priorities through a few interventions , but no arrangements exist to monitor and review implementation progress.	WfD champions have taken specific action on strategic WfD priorities through a range of interventions , and implementation progress is monitored, albeit through ad-hoc reviews .	WfD champions have taken specific action on strategic WfD priorities through a well-integrated range of interventions , and implementation progress is monitored through routine, systematic reviews .

Functional Dimension 1					
Policy Goal	Topic	Level of Development			
		Latent	Emerging	Established	Advanced
Policy Goal 2: Fostering a Demand-Driven Approach to WfD	G2_T1: Overall Assessment of Economic Prospects and Skills Implications	There is limited or no formal assessment of the country's economic prospects and their implications for skills.	Either the government or other WfD stakeholders conduct occasional assessments of the country's economic prospects and skills implications for a few industries , based on limited data .	Both the government and other WfD stakeholders conduct routine assessments of the country's economic prospects and skills implications for key growth sectors , based on multiple data sources .	The government and other WfD stakeholders, as well as independent organizations conduct routine assessments of the country's economic prospects and economy-wide skills implications , based on comprehensive data .

Functional Dimension 2

Policy Goal	Topic	Level of Development			
		Latent	Emerging	Established	Advanced
Policy Goal 2: Fostering a Demand-Driven Approach to WfD	G2_T2: Critical Skills Constraints in Priority Economic Sectors	The government or WfD stakeholders have not identified critical skills constraints in priority economic sectors.	The government or WfD stakeholders have identified critical skills constraints in priority economic sectors on the basis of ad hoc assessments ; measures to address the identified constraints are limited to the reform of existing courses .	The government or WfD stakeholders have identified critical skills constraints in the key priority economic sectors, based on formal, well-informed assessments ; selected measures are being taken to address the skills constraints (e.g., reforming existing courses, dedicated budgets); WfD champions are associated with these measures to some extent .	The government or WfD stakeholders have identified critical skills constraints in the key priority economic sectors, based on formal, well-informed assessments ; a wide range of measures to address the skills constraints benefit from visible and sustained support from WfD champions .
	G2_T3: Role of Employers and Industry	Industry/employers have limited or no role in defining strategic WfD priorities.	Industry/employers help define WfD priorities on an ad-hoc basis and are making limited contributions to address skills implications of major policy/investment decisions.	Industry/employers help define WfD priorities on a routine basis and are making some contributions in selected areas to address skills implications of major policy/investment decisions.	Industry/employers help define WfD priorities on a routine basis and are making significant contributions in multiple areas to address skills implications of major policy/investment decisions.
	G2_T4: Skills-upgrading Incentives for Employers	The government provides no incentives for formal and informal sector employers to develop and upgrade skills.	The government provides some incentives for skills upgrading for formal and informal sector employers. The levy-grant scheme, if included, is of limited coverage .	The government provides a range of incentives for skills upgrading for formal and informal sector employers, including a levy-grant scheme with broad coverage .	The government provides a range of incentives for skills upgrading for formal and informal sector employers, including a levy-grant scheme with comprehensive coverage for which an annual report is available.
	G2_T5: Monitoring of the Incentive Programs	There is no evidence of reviews of incentive programs to encourage skills upgrading by employers.	Incentive programs to encourage skills upgrading by employers are reviewed for impact, albeit not systematically .	Incentive programs to encourage skills upgrading by employers are systematically reviewed for impact; adjustments are made to the programs following the reviews, with a limited focus on skills and productivity .	Incentive programs to encourage skills upgrading by employers are systematically reviewed for impact; adjustments are made to the programs following the reviews, with an explicit focus on skills and productivity .

SABER-Workforce Development: Composite Rubrics for the Policy Actions

Functional Dimension 1: Strategic Framework					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G1: Articulating a Strategic Direction	Provide sustained advocacy for WfD at the top leadership level	Visible champions for WfD are either absent or take no specific action to advance strategic WfD priorities.	Some visible champions provide ad-hoc advocacy for WfD and have acted on few interventions to advance strategic WfD priorities; no arrangements exist to monitor and review implementation progress.	Government leaders exercise sustained advocacy for WfD with occasional, ad-hoc participation from non-government leaders ; their advocacy focuses on selected industries or economic sectors and manifests itself through a range of specific interventions; implementation progress is monitored, albeit through ad-hoc reviews.	Both government and non-government leaders exercise sustained advocacy for WfD, and rely on routine, institutionalized processes to collaborate on well-integrated interventions to advance a strategic, economy-wide WfD policy agenda; implementation progress is monitored and reviewed through routine, institutionalized processes .

Functional Dimension 1: Strategic Framework					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G2: Fostering a Demand-Driven Approach to WfD	Establish clarity on the demand for skills and areas of critical constraint	There is limited or no formal assessment of the country's economic prospects and their implications for skills; thus critical skills constraints have not been identified .	Either the government or other WfD stakeholders conduct occasional assessments of the country's economic prospects and skills implications for a few industries, based on limited data sources; some critical skills constraints have been identified through ad-hoc assessments and measures to address these constraints are limited (e.g., reform of existing training courses).	Both the government and other WfD stakeholders conduct routine assessments of the country's economic prospects and skills implications for key growth sectors , based on multiple data sources; critical skills constraints have been identified through formal, well-informed assessments; selected measures (e.g., reform of existing courses, dedicated budgets), supported to some extent by WfD champions, are taken to address the identified skills constraints.	The government and other WfD stakeholders, as well as independent organizations conduct routine assessments of the country's economic prospects and economy-wide skills implications, based on comprehensive data sources; critical skills constraints have been identified through formal, well-informed assessments; a wide range of measures, benefitting from visible and sustained support from WfD champions, are taken to address the identified skills constraints.

Functional Dimension 1: Strategic Framework

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G2: Fostering a Demand-Driven Approach to WfD	Engage employers in setting WfD priorities and in enhancing skills-upgrading for workers	Industry/employers have limited or no role in defining strategic WfD priorities; the government either provides no incentives to encourage skills upgrading by employers or conducts no reviews of such incentive programs.	Industry/employers help define WfD priorities on an ad-hoc basis and make limited contributions to address skills implications of major policy/investment decisions; the government provides some incentives for skills upgrading for formal and informal sector employers; if a levy-grant scheme exists its coverage is limited ; incentive programs are not systematically reviewed for impact.	Industry/employers help define WfD priorities on a routine basis and make some contributions in selected areas to address the skills implications of major policy/investment decisions; the government provides a range of incentives for skills upgrading for all employers; a levy-grant scheme with broad coverage of formal sector employers exists; incentive programs are systematically reviewed and adjusted ; an annual report on the levy-grant scheme is published with a time lag .	Industry/employers help define WfD priorities on a routine basis and make significant contributions in multiple areas to address the skills implications of major policy/investment decisions; the government provides a range of incentives for skills upgrading for all employers; a levy-grant scheme with comprehensive coverage of formal sector employers exists; incentive programs to encourage skills upgrading are systematically reviewed for impact on skills and productivity and are adjusted accordingly; an annual report on the levy-grant scheme is published in a timely fashion .

Functional Dimension 1: Strategic Framework

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G3: Strengthening Critical Coordination for Implementation	Formalize key WfD roles for coordinated action on strategic priorities	Government ministries and agencies responsible for WfD have overlapping mandates and no mechanisms exist for coordinating WfD strategies and programs; non-government WfD stakeholders have no legally-defined roles and responsibilities .	Government ministries and agencies responsible for WfD have overlapping mandates and rely on ad-hoc mechanisms for coordination; non-government WfD stakeholders have no legally-defined roles and responsibilities and coordinate with government through ad-hoc mechanisms; strategic WfD measures are accompanied by an implementation plan and budget with ad-hoc monitoring of progress.	Government ministries and agencies responsible for WfD have overlapping mandates in a few areas and rely on institutionalized mechanisms for coordination; a few non-government WfD stakeholders have legally-defined roles and responsibilities and coordinate with government through institutionalized mechanisms; strategic WfD measures are accompanied by an implementation plan and budget with routine monitoring of progress.	Government ministries and agencies responsible for WfD have well defined mandates with hardly any overlap and rely on institutionalized mechanisms for coordination; key non-government WfD stakeholders have legally-defined roles and responsibilities and coordinate with government through institutionalized mechanisms ; strategic WfD measures are accompanied by an implementation plan and budget with routine monitoring of progress and successful features are mainstreamed into the WfD system.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G4: Ensuring Efficiency and Equity in Funding	Provide stable funding for effective programs in initial, continuing and targeted vocational education and training	Government officials determine funding for IVET, CVET and ALMPs based on ad-hoc budgeting processes; there are no government supported programs for OJT in SMEs; ALMPs are implemented through limited arrangements.	Budgeting processes for IVET is routine but based largely on the previous year's budget ; recurrent funding for CVET (including OJT in SMEs) relies on formal processes involving only government officials ; funding for ALMPs is determined through an ad-hoc process involving only government officials and targets selected population groups through a variety of implementation arrangements.	Budgeting processes for IVET is routine and based on multiple criteria that are occasionally reviewed ; recurrent funding for CVET (including OJT in SMEs) relies on formal processes involving government officials with input from key stakeholders and annual reporting with a lag ; funding for ALMPs is determined through a systematic process involving government officials with key stakeholders and targets diverse population groups through a variety of implementation arrangements; programs are reviewed for impact with limited follow-up.	Budgeting processes for IVET is routine and based on comprehensive criteria that are routinely reviewed and adjusted ; recurrent funding for CVET (including OJT in SMEs) relies on formal processes involving government officials with input from key stakeholders and timely annual reporting ; funding for ALMPs is determined through a systematic process involving government officials with key stakeholders and targets diverse population groups through a variety of implementation arrangements; programs are reviewed for impact and adjusted accordingly.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G4: Ensuring Efficiency and Equity in Funding	Monitor and enhance equity in funding for training	There are no recent formal reviews of the impact of funding on the beneficiaries of training programs.	Recent reviews considered the impact of funding on training beneficiaries, focusing mostly on training-related outcomes (e.g. enrollment, completion); the reviews stimulated dialogue among some WfD stakeholders.	Recent reviews considered the impact of funding on training beneficiaries focusing on both training-related and labor market outcomes ; the reviews stimulated dialogue among WfD stakeholders and some recommendations were implemented.	Recent reviews considered the impact of funding on training beneficiaries focusing on a full range of training-related and labor market outcomes ; the reviews stimulated broad-based dialogue among WfD stakeholders and key recommendations were implemented.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G4: Ensuring Efficiency and Equity in Funding	Facilitate sustained partnerships between training institutions and employers	The government does not facilitate formal partnerships between training providers and employers.	The government facilitates formal partnerships between individual training providers and employers, generating some benefits for both parties.	The government facilitates formal partnerships between training providers and employers at the institutional as well as at the regional or national levels, generating a range of mutual benefits for both parties.	The government facilitates formal partnerships between training providers and employers at all levels (institutional, regional, national), generating a broad range of mutual benefits for both parties and for the system as a whole .

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G5: Assuring Relevant and Reliable Standards	Broaden the scope of competency standards as a basis for developing qualifications frameworks	Competency standards have not been defined ; policy dialogue on competency standards and/or the NQF is limited and occurs on an ad-hoc basis with limited engagement of stakeholders; training providers do not follow competency-based curricula.	Competency standards exist for a few occupations ; policy dialogue on competency standards and/or the NQF engages a few stakeholders and occurs on an ad-hoc basis ; some training providers offer programs utilizing competency-based curricula .	Competency standards exist for most occupations ; policy dialogue on competency standards and/or the NQF engages numerous stakeholders and occurs through institutionalized processes ; the NQF, if in place, covers a few occupations and a limited range of skill levels; some training providers offer programs utilizing competency-based curricula .	Competency standards exist for most occupations ; policy dialogue on competency standards and/or the NQF engages all key stakeholders and occurs through institutionalized processes ; the NQF, if in place, covers most occupations and a wide range of skill levels; training providers offer programs utilizing competency-based curricula aligned to the agreed standards.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G5: Assuring Relevant and Reliable Standards	Establish protocols for assuring the credibility of skills testing and certification	Skills testing for major occupations is mainly theory-based ; certificates awarded have little impact on employment and earnings and are only recognized by public sector employers .	Skills testing for major occupations is mainly theory-based ; competency-based testing is used to certify qualifications in a few skilled and semi-skilled occupations ; certificates awarded are recognized by public and some private sector employers and have little impact on employment and earnings.	Skills testing for major occupations assess both theoretical knowledge and practical skills ; competency-based testing follows standardized procedures and is widely used in most skilled and semi-skilled occupations ; certificates awarded are recognized by both public and private sector employers and may impact employment and earnings.	Skills testing for major occupations assess both theoretical knowledge and practical skills ; competency-based testing follows robust protocols for assuring credibility, including random audits, and is widely used in most skilled and semi-skilled occupations ; certificates awarded are valued by both public and private sector employers and consistently improve employment prospects and earnings.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G5: Assuring Relevant and Reliable Standards	Develop and enforce accreditation standards for maintaining the quality of training provision	No system is in place to establish accreditation standards.	A designated office in the ministry is responsible for defining accreditation standards; standards are not consistently publicized or enforced ; some incentives are offered to seek and retain accreditation and only private providers are required to do so.	An accreditation agency is responsible for defining accreditation standards with stakeholder input ; standards are reviewed on an ad-hoc basis and are publicized or enforced to some extent ; training providers are offered incentives and limited support to seek and retain accreditation and all training providers receiving public funding are required to do so.	An accreditation agency is responsible for defining accreditation standards through consultation with stakeholders ; standards are reviewed following established protocols and are publicized and enforced to a large extent ; training providers are offered incentives and support to seek and retain accreditation and all training providers are required to do so.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G6: Diversifying Pathways for Skills Acquisition	Promote educational progression and permeability through multiple pathways, including for TVET students	Students in technical and vocational education have limited or no options for further formal skills acquisition beyond the secondary level and the government takes no action to improve public perception of TVET.	Students in technical and vocational education can only progress to vocationally-oriented, non-university programs ; the government takes limited action to improve public perception of TVET, including efforts to diversify learning pathways.	Students in technical and vocational education can progress to vocationally-oriented programs, including at the university level ; the government takes some action to improve public perception of TVET, including efforts to diversify learning pathways, which are reviewed for impact on an ad-hoc basis.	Students in technical and vocational education can progress to academically or vocationally-oriented programs, including at the university level ; the government takes coherent action on multiple fronts to improve public perception of TVET, including efforts to diversify learning pathways, which are reviewed for impact on an routine basis and adjusted accordingly.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G6: Diversifying Pathways for Skills Acquisition	Facilitate life-long learning through articulation of skills certification and recognition of prior learning	Certificates for technical and vocational programs are not recognized in the NQF; qualifications certified by non-Education ministries are not recognized by formal programs under the Ministry of Education; recognition of prior learning receives limited attention.	Some certificates for technical and vocational programs are recognized in the NQF; few qualifications certified by non-Education ministries are recognized by formal programs under the Ministry of Education; policymakers pay some attention to the recognition of prior learning and provide the public with some information on the subject.	Most certificates for technical and vocational programs are recognized in the NQF; a large number of qualifications certified by non-Education ministries are recognized by formal programs under the Ministry of Education albeit without the granting of credits; policymakers pay some attention to the recognition of prior learning and provide the public with some information on the subject and there is a formal association of stakeholders dedicated to adult learning issues.	Most certificates for technical and vocational programs are recognized in the NQF; a large number of qualifications certified by non-Education ministries are recognized and granted credits by formal programs under the Ministry of Education; policymakers pay sustained attention to the recognition of prior learning and provide the public with comprehensive information on the subject and there is a national organization of stakeholders dedicated to adult learning issues.

Functional Dimension 2: System Oversight

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G6: Diversifying Pathways for Skills Acquisition	Provide support services for skills acquisition by workers, job-seekers and the disadvantaged	The government provides practically no support for further occupational and career development, or training programs for disadvantaged populations.	The government supports a limited menu of services for further occupational and career development, which are available through stand-alone local service units or centers; training programs targeted to disadvantaged populations receive ad-hoc support.	The government supports a limited menu of services for further occupational and career development, which are available through an integrated network of centers; training programs targeted to disadvantaged populations receive systematic support and are reviewed for impact on an ad-hoc basis.	The government supports a comprehensive menu of services for further occupational and career development, including online resources , which are available through an integrated network of centers; training programs targeted to disadvantaged populations receive systematic support with multi-year budgets and are routinely reviewed and adjusted accordingly.

Functional Dimension 3: Service Delivery

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G7: Enabling Diversity and Excellence in Training Provision	Encourage and regulate non-state provision of training	Training occurs through state provision only .	Non-state providers offer training, but few are registered and licensed; the government provides limited incentives to encourage non-state training provision and limited measures are in place to assure its quality; the government conducts occasional reviews of its policies on non-state training provision.	Non-state providers offer training and some are registered and licensed; the government provides a range of financial and non-financial incentives to encourage non-state training provision and takes systematic measures to assure its quality including some measures targeted to lagging institutions; the government conducts routine reviews of its policies on non-state training provision.	A diversity of non-state providers offer training and most are registered and licensed; the government provides comprehensive financial and non-financial incentives to encourage non-state training provision and takes systematic, robust measures, including regular reporting and random audits, to assure its quality; multiple measures are taken to address quality issues in lagging institutions; the government conducts routine reviews of its policies and adjusts them accordingly.

Functional Dimension 3: Service Delivery

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G7: Enabling Diversity and Excellence in Training Provision	Combine incentives and autonomy in the management of public training institutions	Public training institutions have limited or no autonomy and performance targets are not specified ; the government approves and closes programs on the basis of ad-hoc processes that are not well-informed .	Public training institutions have some autonomy ; some are governed by a management board, and are allowed to generate revenues; public training institutions are expected to achieve basic targets and are rewarded for doing so; the government uses ad-hoc processes informed by some assessment of implementation constraints (e.g. funding, capacity) to open and close programs.	Public training institutions have some autonomy including over some aspects of staffing; most are governed by a management board, and some are allowed to generate revenues; public training institutions are expected to and rewarded for achieving basic targets , with poor performing institutions receiving support ; the government uses systematic processes informed by some assessment of implementation constraints (e.g. funding, capacity) as well as formal analysis and stakeholder input to open and close programs.	Public training institutions have significant autonomy over admissions, operations and staffing; most are governed by a management board and generate revenues; public training institutions are incentivized to achieve a variety of targets through performance-based funding, public recognition and the closure of poor-performing programs ; the government uses systematic and time-bound processes informed by assessment of implementation constraints (e.g. funding, capacity) as well as formal analysis and stakeholder input to open and close programs.

Functional Dimension 3: Service Delivery

Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
Fostering Relevance in Public Training	Integrate industry and expert input into the design	Weak or no links exist between training institutions and industry and research institutions.	Informal links exist between training institutions and industry and research institutions; industry provides inputs on an informal basis into the design of program curricula and facility	Formal links exist between some training institutions and industry leading to collaboration in several areas; industry provides inputs through formal processes into the	Formal links exist between most training institutions and industry leading to significant collaboration in a wide range of areas; industry provides inputs through formal

	and delivery of public training programs		standards for publicly-funded training programs in some institutions.	design of program curricula and facility standards for publicly-funded training programs in some institutions; formal links exist between training and research institutions.	processes into the design of program curricula and facility standards for publicly-funded training programs in most institutions; formal links exist between training and research institutions leading to significant collaboration.
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Functional Dimension 3: Service Delivery					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
G8: Fostering Relevance in Public Training Programs	Recruit and support administrators and instructors for enhancing the market-relevance of public training programs	Heads and instructors of public training institutions are not recruited on the basis of explicit standards ; they have few or no opportunities for in-service training.	Heads and instructors of public training institutions are recruited on the basis of minimum academic qualifications and they have some, albeit limited , opportunities for in-service training.	Heads and instructors of public training institutions are recruited on the basis of minimum academic qualifications in addition to industry or teaching experience , and receive regular in-service training.	Heads of public training institutions are recruited on the basis of minimum academic qualifications in addition to industry or teaching experience and receive regular, highly diverse in-service training; instructors are recruited on the basis of minimum academic qualifications in addition to industry and teaching experience , and have opportunities for regular in-service training, including periodic industry attachments .

Functional Dimension 3: Service Delivery					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
ce-based Accou	Expand the availability	There are no specific data collection and reporting requirements , but training providers maintain their own	Training providers collect and report administrative data and there are significant gaps in	Training providers collect and report administrative and other data (e.g., job placement statistics,	Training providers collect and report administrative and other data (e.g., job placement statistics,

<p>and use of policy-relevant data for focusing providers' attention on training outcomes, efficiency and innovation</p>	<p>databases; the government does not conduct or sponsor skills-related surveys or impact evaluations and rarely uses data to monitor and improve system performance.</p>	<p>reporting by non-state providers; some public providers issue annual reports and the government occasionally sponsors or conducts skills-related surveys; the government does not consolidate data in a system-wide database and uses mostly administrative data to monitor and improve system performance; the government publishes information on graduate labor market outcomes for some training programs.</p>	<p>earnings of graduates) and there are some gaps in reporting by non-state providers; most public providers issue internal annual reports and the government routinely sponsors skills-related surveys; the government consolidates data in a system-wide database and uses administrative data and information from surveys to monitor and improve system performance; the government publishes information on graduate labor market outcomes for numerous training programs.</p>	<p>earnings of graduates) and there are few gaps in reporting by non-state providers; most public providers issue publicly available annual reports and the government routinely sponsors or conducts skills-related surveys and impact evaluations; the government consolidates data in a system-wide, up to date database and uses administrative data, information from surveys and impact evaluations to monitor and improve system performance; the government publishes information on graduate labor market outcomes for most training programs online.</p>
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Functional Dimension 1: Strategic Framework

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G1: Setting a Strategic Direction for WfD	Visible champions for WfD are either absent or take no specific action to advance strategic WfD priorities.	Some visible champions provide <i>ad-hoc</i> advocacy for WfD and have acted on few interventions to advance strategic WfD priorities; no arrangements exist to monitor and review implementation progress.	Government leaders exercise sustained advocacy for WfD with occasional, ad-hoc participation from non-government leaders ; their advocacy focuses on selected industries or economic sectors and manifests itself through a range of specific interventions; implementation progress is monitored, albeit through <i>ad-hoc</i> reviews.	Both government and non-government leaders exercise sustained advocacy for WfD, and rely on routine, institutionalized processes to collaborate on well-integrated interventions to advance a strategic, economy-wide WfD policy agenda; implementation progress is monitored and reviewed through routine, institutionalized processes.

Functional Dimension 1: Strategic Framework

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G2: Fostering a Demand-Led Approach to WfD	There is no assessment of the country's economic prospects and their implications for skills; industry and employers have a limited or no role in defining strategic WfD priorities and receive limited support from the government for skills upgrading.	Some ad-hoc assessments exist on the country's economic prospects and their implications for skills; some measures are taken to address critical skills constraints (e.g., incentives for skills upgrading by employers); the government makes limited efforts to engage employers as strategic partners in WfD.	Routine assessments based on multiple data sources exist on the country's economic prospects and their implications for skills; a wide range of measures with broad coverage are taken to address critical skills constraints; the government recognizes employers as strategic partners in WfD, formalizes their role, and provides support for skills upgrading through incentive schemes that are reviewed and adjusted .	A rich array of routine and robust assessments by multiple stakeholders exists on the country's economic prospects and their implications for skills; the information provides a basis for a wide range of measures with broad coverage that address critical skills constraints; the government recognizes employers as strategic partners in WfD, formalizes their role, and provides support for skills upgrading through incentives, including some form of a levy-grant scheme , that are systematically reviewed for impact and adjusted accordingly.

Functional Dimension 1: Strategic Framework

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G3: Strengthening Critical Coordination for Implementation	<p>Industry/employers have a limited or no role in defining strategic WfD priorities; the government either provides no incentives to encourage skills upgrading by employers or conducts no reviews of such incentive programs.</p>	<p>Industry/employers help define WfD priorities on an ad-hoc basis and make limited contributions to address skills implications of major policy/investment decisions; the government provides some incentives for skills upgrading for formal and informal sector employers; if a levy-grant scheme exists its coverage is limited; incentive programs are not systematically reviewed for impact.</p>	<p>Industry/employers help define WfD priorities on a routine basis and make some contributions in selected areas to address the skills implications of major policy/investment decisions; the government provides a range of incentives for skills upgrading for all employers; a levy-grant scheme with broad coverage of formal sector employers exists; incentive programs are systematically reviewed and adjusted; an annual report on the levy-grant scheme is published with a time lag.</p>	<p>Industry/employers help define WfD priorities on a routine basis and make significant contributions in multiple areas to address the skills implications of major policy/investment decisions; the government provides a range of incentives for skills upgrading for all employers; a levy-grant scheme with comprehensive coverage of formal sector employers exists; incentive programs to encourage skills upgrading are systematically reviewed for impact on skills and productivity and are adjusted accordingly; an annual report on the levy-grant scheme is published in a timely fashion.</p>

Functional Dimension 2: System Oversight

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G4: Ensuring Efficiency and Equity in Funding	<p>The government funds IVET, CVET and ALMPs (but not OJT in SMEs) based on <i>ad-hoc</i> budgeting processes, but takes no action to facilitate formal partnerships between training providers and employers; the impact of funding on the beneficiaries of training programs has not been recently reviewed.</p>	<p>The government funds IVET, CVET (including OJT in SMEs) and ALMPs; funding for IVET and CVET follows routine budgeting processes involving only government officials with allocations determined largely by the previous year's budget; funding for ALMPs is decided by government officials on an <i>ad-hoc</i> basis and targets select population groups through various channels; the government takes some action to facilitate formal partnerships between individual training providers and employers; recent reviews considered the impact of funding on only training-related indicators (e.g. enrollment, completion), which stimulated dialogue among some WfD stakeholders.</p>	<p>The government funds IVET, CVET (including OJT in SMEs) and ALMPs; funding for IVET is routine and based on multiple criteria, including evidence of program effectiveness; recurrent funding for CVET relies on formal processes with input from key stakeholders and annual reporting with a lag; funding for ALMPs is determined through a systematic process with input from key stakeholders; ALMPs target diverse population groups through various channels and are reviewed for impact but follow-up is limited; the government takes action to facilitate formal partnerships between training providers and employers at multiple levels (institutional and systemic); recent reviews considered the impact of funding on both training-related indicators and labor market outcomes; the reviews stimulated dialogue among WfD stakeholders and some recommendations were implemented.</p>	<p>The government funds IVET, CVET (including OJT in SMEs) and ALMPs; funding for IVET is routine and based on comprehensive criteria, including evidence of program effectiveness, that are routinely reviewed and adjusted; recurrent funding for CVET relies on formal processes with input from key stakeholders and timely annual reporting; funding for ALMPs is determined through a systematic process with input from key stakeholders; ALMPs target diverse population groups through various channels and are reviewed for impact and adjusted accordingly; the government takes action to facilitate formal partnerships between training providers and employers at all levels (institutional and systemic); recent reviews considered the impact of funding on a full range of training-related indicators and labor market outcomes; the reviews stimulated broad-based dialogue among WfD stakeholders and key recommendations were implemented.</p>

Functional Dimension 2: System Oversight

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G5: Assuring Relevant and Reliable Standards	<p>Policy dialogue on competency standards and/or the NQF occurs on an <i>ad-hoc</i> basis with limited engagement of key stakeholders; competency standards have not been defined; skills testing for major occupations is mainly theory-based and certificates awarded are recognized by public sector employers only and have little impact on employment and earnings; no system is in place to establish accreditation standards.</p>	<p>A few stakeholders engage in <i>ad-hoc</i> policy dialogue on competency standards and/or the NQF; competency standards exist for a few occupations and are used by some training providers in their programs; skills testing is competency-based for a few occupations but for the most part is mainly theory-based; certificates are recognized by public and some private sector employers but have little impact on employment and earnings; the accreditation of training providers is supervised by a dedicated office in the relevant ministry; private providers are required to be accredited, however accreditation standards are not consistently publicized or enforced; providers are offered some incentives to seek and retain accreditation.</p>	<p>Numerous stakeholders engage in policy dialogue on competency standards and/or the NQF through institutionalized processes; competency standards exist for most occupations and are used by some training providers in their programs; the NQF, if in place, covers some occupations and a range of skill levels; skills testing for most occupations follows standard procedures, is competency-based and assesses both theoretical knowledge and practical skills; certificates are recognized by both public and private sector employers and may impact employment and earnings; the accreditation of training providers is supervised by a dedicated agency in the relevant ministry; the agency is responsible for defining accreditation standards with stakeholder input; standards are reviewed on an <i>ad-hoc</i> basis and are publicized or enforced to some extent; all providers receiving public funding must be accredited; providers are offered incentives and limited support to seek and retain accreditation.</p>	<p>All key stakeholders engage in policy dialogue on competency standards and/or the NQF through institutionalized processes; competency standards exist for most occupations and are used by training providers in their programs; the NQF, if in place, covers most occupations and a wide range of skill levels; skills testing for most occupations follows standard procedures, is competency-based and assesses both theoretical knowledge and practical skills; robust protocols, including random audits, ensure the credibility of certification; certificates are valued by most employers and consistently improve employment prospects and earnings; the accreditation of training providers is supervised by a dedicated agency in the relevant ministry; the agency is responsible for defining accreditation standards in consultation with stakeholders; standards are reviewed following established protocols and are publicized and routinely enforced; all training providers are required as well as offered incentives and support to seek and retain accreditation.</p>

Functional Dimension 2: System Oversight

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G6: Diversifying Pathways for Skills Acquisition	<p>Students in technical and vocational education have few or no options for further formal skills acquisition beyond the secondary level and the government takes no action to improve public perception of TVET; certificates for technical and vocational programs are not recognized in the NQF; qualifications certified by non-Education ministries are not recognized by formal programs under the Ministry of Education; recognition of prior learning receives limited attention; the government provides practically no support for further occupational and career development, or training programs for disadvantaged populations.</p>	<p>Students in technical and vocational education can only progress to vocationally-oriented, non-university programs; the government takes limited action to improve public perception of TVET (e.g. diversifying learning pathways); some certificates for technical and vocational programs are recognized in the NQF; few qualifications certified by non-Education ministries are recognized by formal programs under the Ministry of Education; policymakers pay some attention to the recognition of prior learning and provide the public with some information on the subject; the government offers limited services for further occupational and career development through stand-alone local service centers that are not integrated into a system; training programs for disadvantaged populations receive <i>ad-hoc</i> support.</p>	<p>Students in technical and vocational education can progress to vocationally-oriented programs, including at the university level; the government takes some action to improve public perception of TVET (e.g. diversifying learning pathways and improving program quality) and reviews the impact of such efforts on an <i>ad-hoc</i> basis; most certificates for technical and vocational programs are recognized in the NQF; a large number of qualifications certified by non-Education ministries are recognized by formal programs under the Ministry of Education, albeit without the granting of credits; policymakers give some attention to the recognition of prior learning and provide the public with some information on the subject; a formal association of stakeholders provides dedicated attention to adult learning issues; the government offers limited services for further occupational and career development, which are available through an integrated network of centers; training programs for disadvantaged populations receive systematic support and are reviewed for impact on an <i>ad-hoc</i> basis.</p>	<p>Students in technical and vocational education can progress to academically or vocationally-oriented programs, including at the university level; the government takes coherent action on multiple fronts to improve public perception of TVET (e.g. diversifying learning pathways and improving program quality and relevance, with the support of a media campaign) and routinely reviews and adjusts such efforts to maximize their impact; most certificates for technical and vocational programs are recognized in the NQF; a large number of qualifications certified by non-Education ministries are recognized and granted credits by formal programs under the Ministry of Education; policymakers give sustained attention to the recognition of prior learning and provide the public with comprehensive information on the subject; a national organization of stakeholders provides dedicated attention to adult learning issues; the government offers a comprehensive menu of services for further occupational and career development, including online resources, which are available through an integrated network of centers; training programs for disadvantaged populations receive systematic support with multi-year budgets and are routinely reviewed for impact and adjusted accordingly.</p>

Functional Dimension 3: Service Delivery

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G7: Enabling Diversity and Excellence in Training Provision	There is no diversity of training provision as the system is largely comprised of public providers with limited or no autonomy ; training provision is not informed by formal assessment, stakeholder input or performance targets.	There is some diversity in training provision; non-state providers operate with limited government incentives and governance over registration, licensing and quality assurance; public training is provided by institutions with some autonomy and informed by some assessment of implementation constraints, stakeholder input and basic targets.	There is diversity in training provision; non-state training providers, some registered and licensed, operate within a range of government incentives, systematic quality assurance measures and routine reviews of government policies toward non-state training providers; public providers, mostly governed by management boards, have some autonomy; training provision is informed by formal analysis of implementation constraints, stakeholder input and basic targets; lagging providers receive support and exemplary institutions are rewarded .	There is broad diversity in training provision; non-state training providers, most registered and licensed, operate with comprehensive government incentives, systematic quality assurance measures and routine review and adjustment of government policies toward non-state training providers; public providers, mostly governed by management boards, have significant autonomy; decisions about training provision are time-bound and informed by formal assessment of implementation constraints; stakeholder input and use of a variety of measures to incentivize performance include support, rewards and performance-based funding.

Functional Dimension 3: Service Delivery

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G8: Fostering Relevance in Public Training Programs	There are few or no attempts to foster relevance in public training programs through encouraging links between training institutions, industry and research institutions or through setting standards for the recruitment and training of heads and instructors in training institutions.	Relevance of public training is enhanced through informal links between some training institutions, industry and research institutions, including input into the design of curricula and facility standards; heads and instructors are recruited on the basis of minimum academic standards and have limited opportunities for professional development.	Relevance of public training is enhanced through formal links between some training institutions, industry and research institutions, leading to collaboration in several areas including but not limited to the design of curricula and facility standards; heads and instructors are recruited on the basis of minimum academic and professional standards and have regular access to opportunities for professional development.	Relevance of public training is enhanced through formal links between most training institutions, industry and research institutions, leading to significant collaboration in a wide range of areas; heads and instructors are recruited on the basis of minimum academic and professional standards and have regular access to diverse opportunities for professional development, including industry attachments for instructors.

Functional Dimension 3: Service Delivery

Policy Goal	Level of Development			
	Latent	Emerging	Established	Advanced
G9: Enhancing Evidence-based Accountability for Results	<p>There are no specific data collection and reporting requirements, but training providers maintain their own databases; the government does not conduct or sponsor skills-related surveys or impact evaluations and rarely uses data to monitor and improve system performance.</p>	<p>Training providers collect and report administrative data and there are significant gaps in reporting by non-state providers; some public providers issue annual reports and the government occasionally sponsors or conducts skills-related surveys; the government does not consolidate data in a system-wide database and uses mostly administrative data to monitor and improve system performance; the government publishes information on graduate labor market outcomes for some training programs.</p>	<p>Training providers collect and report administrative and other data (e.g., job placement statistics, earnings of graduates) and there are some gaps in reporting by non-state providers; most public providers issue internal annual reports and the government routinely sponsors skills-related surveys; the government consolidates data in a system-wide database and uses administrative data and information from surveys to monitor and improve system performance; the government publishes information on graduate labor market outcomes for numerous training programs.</p>	<p>Training providers collect and report administrative and other data (e.g., job placement statistics, earnings of graduates) and there are few gaps in reporting by non-state providers; most public providers issue publicly available annual reports and the government routinely sponsors or conducts skills-related surveys and impact evaluations; the government consolidates data in a system-wide, up to date database and uses administrative data, information from surveys and impact evaluations to monitor and improve system performance; the government publishes information on graduate labor market outcomes for most training programs online.</p>