

PROGRAM RESULTS FRAMEWORK

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				2018	2019	2020	2021	2022
Outcome: A TVET system that provides graduates with better employment opportunities in GZAR's industries established								
1. Percentage of graduates who stayed in the first job for more than 6 months	Yes/DLI 1	49%	2016			52%		54%
2. Percentage of graduates who have dual certification	No	67%	2016			70%		72%
Output 1: Industry relevance of TVET enhanced								
3. Number of industries in which industry advisory plans to align TVET provision with industry needs implemented	Yes/DLI 2	No concrete steps and/or plans to align TVET provision with industry needs	2016		8	12	16	
4. Number of courses of study being offered using competency-based training approach at (a) secondary TVET schools and (b) tertiary TVET colleges	Yes/DLI 3	(a) Secondary: 0 (b) Tertiary: 0	2016		(a) 9 (b) 3	(a) 15 (b) 9		
5. Number of practical training facilities in priority industries established in cooperation with enterprises at (a) secondary TVET schools, (b) tertiary TVET colleges, and (c) application-oriented universities	Yes/DLI 4	(a) 0 (b) 0 (c) 0	2016	(a) 130 (b) 36	(a) 200 (b) 65 (c) 10	(a) 270 (b) 90 (c) 20		
6. Number of students who completed modern apprenticeship programs (disaggregated by sex and ethnicity [Zhuang and others])	No	0	2016		60 (female: 6)	120 (female: 12)		
7. Number of TVET groups certified as model TVET groups ("demonstration TVET groups")	No	0	2015	5	10	15		
Output 2: Quality of TVET improved								
8. Number of (a) secondary TVET schools and (b) tertiary TVET colleges meeting provincial standards for model TVET institutions ("demonstration TVET institutions")	Yes/DLI 5	No model TVET institutions	2015	Provincial standards for model TVET institutions approved		(a) 20 (b) 4	(a) 30 (b) 6	

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				2018	2019	2020	2021	2022
9. Student-teacher ratio at (a) secondary TVET schools and (b) tertiary TVET colleges	No	Student-teacher ratio (a) Secondary: 36.5:1 (b) Tertiary: 23:1	2015			(a) 20:1 (b) 18:1		
10. Percentage of teachers annually trained in pedagogy and subject in 2016-2020 (disaggregated by sex and ethnicity [Zhuang and others])	No	Not trained	2015	60% (60% female teachers)	80% (80% of female teachers)	100% (100% of female teachers)		
11. Percentage of full-time teachers at (a) secondary TVET schools and (b) tertiary TVET colleges who received practical and in-company training of at least 6 months between 2016 and 2020 (disaggregated by sex and ethnicity [Zhuang and others])	No	Not received	2015			(a) 60% (40% of female teachers) (b) 100% (100% of female teachers)		
12. Percentage of technical teachers certified with industry experience against the framework ("dual qualifications") at (a) secondary TVET schools and (b) tertiary TVET colleges (disaggregated by sex and ethnicity [Zhuang and others])	Yes/DLI 6	No framework for industry experience of technical teachers in place by end 2015	2015	Policy and assessment framework for industry experience of technical teachers adopted	(a) 55% (50% of female teachers) (b) 55% (50% of female teachers)	(a) 85% (80% of female teachers) (b) 85% (80% of female teachers)	(a) 100% (100% of female teachers) (b) 100% (100% of female teachers)	
13. Number of course of study clusters with e-learning resources	No	5	2015		7			
14. Number of entrepreneurship and self-employment promotion centers established in TVET institutions for supporting and stimulating self-employment and start-ups	No	37	2016					
15. Number of managers (headmasters and deputy headmasters) at (a) secondary TVET schools and (b) tertiary TVET colleges reporting improved knowledge in leadership and management (disaggregated by sex and ethnicity [Zhuang and others])	No	0	2015			(a) 500 (female: 50) (b) 100 (female: 10)		

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				2018	2019	2020	2021	2022
16. Number of (a) secondary TVET schools and (b) tertiary TVET colleges meeting provincial guidelines for monitoring and reporting	Yes/DLI 7	Provincial guidelines for improved monitoring and reporting not in place	2016	(a) 5 (b) 5		(a) 35 (b) 20		
Output 3: Inclusiveness of TVET increased								
17. Acceptance rates of (a) secondary TVET graduates by tertiary TVET colleges and (b) tertiary TVET colleges by application-oriented universities	No	(a) Secondary: 12.3% (b) Tertiary: 4.8%	2015					
18. Number of TVET students who received poverty-related subsidies (disaggregated by sex)	No	92,500 (female: 32%)	2016			90,000 (female: 35%)		
19. Number (person-time) of working age population who received continuing education (lifelong learning) at (a) secondary TVET schools, (b) technician schools, (c) tertiary TVET colleges per year (disaggregated by sex and ethnicity)	No	(a) 142,510 (b) 112,102 (c) 173,447 (female: 57,823, Zhuang and others: 49,093)	2016			430,000 (female: 58,000)		
20. Number of TVET bases for ethnic culture inheritance and innovation	No	30	2015	36	38	40		
Output 4: Role of TVET in regional economic development expanded								
21. Number of participants in partnership training and cross-border training programs between selected TVET institutions in GZAR and ASEAN TVET institutions and/or enterprises	Yes/DLI 8	Scope of regional cooperation partnership defined in consultation with relevant institutions in 2017	2018	Partnership agreements for long-term cooperation established between the selected TVET institutions in GZAR and ASEAN TVET institutions and/or enterprises	10% over 2017 baseline	10% over 2018 number		

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				2018	2019	2020	2021	2022
22. Number of students from ASEAN countries who received vocational education certificates from GZAR's TVET institutions (disaggregated by sex and country)	No	1,544	2016			1,600		

ASEAN = Association of Southeast Asian Nations, DLI = disbursement-linked indicator, GZAR = Guangxi Zhuang Autonomous Region, TVET = technical and vocational education and training.

Source: Asian Development Bank.