### Table 1: Conceptual framework for assessing good TVET practices

<table>
<thead>
<tr>
<th>GOOD TVET PRACTICE</th>
<th>Criteria</th>
<th>Description</th>
<th>Justification</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Impact</strong></td>
<td>a)</td>
<td>Clearly promotes TVET locally or regionally</td>
<td>A good practice ... - has clear and recorded impacts on TVET at local, national or regional level. - helps to solve an existing problem in local, national or regional TVET.</td>
<td>1) Educational outcomes: - Increase in the number/quality of trainees - More TVET training offered by employers - Increase of skills in ICT and lifelong learning</td>
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<td></td>
<td>b)</td>
<td>Enhances employability</td>
<td></td>
<td></td>
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<td></td>
<td>c)</td>
<td>Increases sustainable development</td>
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<tr>
<td><strong>2. Innovation and creativity</strong></td>
<td>a)</td>
<td>Introduces a new or adapted approach to TVET</td>
<td>Profound transformations are called for TVET. This needs innovative new practices. - Current TVET situations and practices are not efficient in responding effectively to future challenges. New and efficient practices are needed. - Establishing and sharing knowledge of good innovative practices promote the role and the status of TVET.</td>
<td>1) A practice that is applied for the first time in this TVET context, country or region</td>
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<tr>
<td></td>
<td>b)</td>
<td>Profound changes in a TVET practice or system</td>
<td></td>
<td>2) A practice that is either novel or adapted and new to the particular context or region</td>
</tr>
</tbody>
</table>
3. **Knowledge base**

| a) Valid information of the setting provided | - A successful practice or system needs to be based on trustworthy information.  
- Evidence of the practice and its impacts needs to be gathered and documented.  
- Practice that is informative has potential to be adapted and/or transferred to other TVET context. | 1) Background information, contexts, and justifications for establishing a good practice are reported.  
2) The aims, processes, and impacts are recorded. |
| b) Documentation of the implementation | |

4. **Stakeholder engagement**

| a) Ownership by stakeholders  
- Success of a TVET practice depends on committed involvement of key stakeholders  
- Cooperation between stakeholders and various partners enhances implementation and clarifies the roles played in an initiative. | 1) Participation of key stakeholders in, e.g.,  
- Decision making  
- Consultation  
- Funding  
- Dissemination  
2) Active cooperation between relevant stakeholders. |
| b) Cooperation between various players | |

5. **Monitoring and evaluation**

| a) Monitoring of process  
- Monitoring increases identification of barriers and success indicators and helps in transferring a practice to other contexts.  
- Systematic or informal assessment of the impacts is necessary for ensuring the relevance and success of a good practice.  
- Self-evaluation strengthens establishment of a practice. | 1) A practice is tested in real, local or national, TVET settings.  
2) Observations of activities are gathered during implementation of a practice.  
3) Qualitative or quantitative evaluation put into effect by surveys, interviews, etc. |
| b) Formal or informal assessment of results | |

6. **Efficiency**

| a) Efficient use of resources  
- A good practice is ‘good value for money.’  
- An efficient and cost-effective practice responds to future TVET needs.  
- Proficient management of activities promotes flexibility in and success of an initiative. | 1) Human and financial resources are mapped out and organized for efficiency.  
2) The input-output rate of costs is very good.  
3) Activities are clearly structured and well managed. |
| b) Good management | |