

PROGRAM RESULTS FRAMEWORK

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				2014	2015	2016	2017	2018
Outcome: Increased employability of ASAP certificate holders								
DLI 1: Increased employability of female and male ASAP certificate holders ^a	Baseline available in 2016 (outcome disaggregated by sex and socioeconomic background of beneficiary)	2016				Baseline	Employability of female and male ASAP certificate holders improves by 5% relative to their respective baselines	Employability of female and male ASAP certificate holders improves by 10% relative to their respective baselines
Outputs								
Output 1: Market-relevant vocational training introduced in post-basic education								
1.1. Number of new or updated industry-accredited vocational courses offered (cumulative)	Yes	33	July 2014	33	43	50	55	60
1.2 Number of students enrolled in vocational courses during vacation	No	3,000	2013	3,500	13,500	28,500	43,500	60,000 (Female: 55%; disadvantaged students: 55%) ¹
Output 2: Access to quality vocational training enhanced								
2.1 (i) CSPs with modern training facilities, gender-friendly design, and easy access for physically impaired made operational	Yes	0	2013	Standard design for CSPs completed Process of selecting firm for preparing site-		(i) 14 CSPs	(i) 14 CSPs	(i) 7 CSPs

¹ Disadvantaged students include those who are below the poverty line and/or from a socioeconomically-backward segment according to government records.

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(ii) Number of SDCs renovated to specified standards		0	2013	specific designs initiated	(ii) 10 SDCs	(ii) 10 SDCs	(ii) 10 SDCs	
2.2 Proportion of CSPs for which O&M is outsourced to private partners (cumulative basis as a share of the number of CSPs established and operationalized)	No	None	2013			25%	30%	40%
Output 3: Increased awareness and private sector participation facilitated								
3.1 Number of students enrolled for ASAP level 1 courses (cumulative)	Yes	15,899 students (Female-56%; Disadvantaged - 55%)	July 2014	15,889	30,000	61,886	65,000	173,058 (Female: 60%, disadvantaged students – 60%)
3.2 Number of MOUs signed with schools and colleges (cumulative)	No	102 schools and colleges	2013	437	600	750	875	900
3.3 Number of private training providers engaged under ASAP (cumulative basis)	Yes	None	2012		12	15	18	20
3.4 Number of MOUs with SSCs, industry partners, and prospective employers established	No	12 MOUs	2013	15	19	24	28	30
Output 4: Improved program management and M&E								
4.1 Experienced program management (including CA, FM	No	4 finance staff and 1 procurement staff	2013	1 CA and 1 procurement specialist				

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specialist, and procurement specialists) staff engaged								
4.2 Number of SDEs empaneled	Yes	1,167 (67% females)	June 2014	1,200	1,500	1,750	2,000	
4.3 ASAP MIS (including financial MIS) to monitor implementation and gender and social inclusion targets operationalized	No	None	2013	ASAP MIS (including financial MIS) operationalized				
4.4 Quality assurance system established and operationalized	No	Quality Assurance Manual prepared	2013	VMS installed in select SDCs	25 quality assessors empaneled	40 quality assessors empaneled; firm for undertaking third-party validation engaged	60 quality assessors empaneled; VMS installed in select CSPs/SDCs; tracer studies and M&E surveys	Tracer studies and M&E surveys

ASAP = Additional Skill Acquisition Program, CA = chartered accountant, CSP = community skills park, DLI = disbursement-linked indicator, FM = financial management, M&E = monitoring and evaluation, MIS = management information system, MOU = memorandum of understanding, O&M = operation and maintenance, SDC = skill development center, SDE = skill development executive, SSC = sector skills council, VMS = video monitoring system.

^a Employability refers to a person's ability to gain and retain employment. It depends on a mix of factors: (i) a person's basic education; (ii) vocational skills relative to the needs of a particular job or market environment; (iii) awareness of and ability to access relevant job opportunities; and (iv) soft skills including interpersonal skills, work ethics, and fluency in the main business language. It is context-specific and affected by both supply and demand-side factors. Most Additional Skill Acquisition Program (ASAP) certificate holders will not look for jobs immediately because they may wish to complete their education. Under the accompanying capacity building technical assistance, an index of employability will be designed and tested. It will draw on multiple sources—feedback from firms where ASAP trainees undertake internships, employer surveys, and tracer studies to establish a baseline (by 2016). This will be tracked over time to assess and improve the effectiveness of ASAP's design and implementation so that the overall employability of its certificate holders improves. ASAP certificate holders, who wish to look for jobs soon after getting their certificates instead of continuing with higher education, will be tracked to assess whether or not they are able to get placed within a reasonable time.

Source: Asian Development Bank.