

International Training

**School Management for Technical and Vocational Education and
Training (TVET) Institutions in Indonesia, Laos and Vietnam**

U S E R I N S T R U C T I O N S

to the

I N T E R V I E W G U I D E L I N E T O T H E E F F E C T A N A L Y S I S O F T H E P R O G R A M

Preliminary remarks

Within 2013 several training sessions were conducted in the context of the program focusing multipliers as well as principals and young potentials as the two target groups.

In a first phase the multipliers were familiarized with the following two modules:

Module 1: Teaching Methodology

- Concepts of action oriented teaching and learning
- Conception of methods
- Methodological forms
- Complex education processes
- Social forms
- Action forms

Module 2: School Management

- School management
- Project management
- Organizational development
- HR management and development
- Quality management
- Cooperation and networks

Parallel to the multipliers' training the principals and young potentials were taught in the content of module 2 only.

In a second phase the multipliers worked on the preparation of their individual training units in order to implement a one day training afterwards independently.

Each multiplier chose an individual topic related to the different subjects of module 2 (see overview in the attachment) and

- prepared a curriculum/ schedule for the training day
- decided different methods to be applied in the implementation of the training
- arranged the existing presentations according to his/ her training curriculum
- developed new slides if needed
- developed working materials according to the chosen methods

Training units that haven't been finished within this phase should be finalized after the return to the individual training institutions.

In a third phase further trainings to the principals and young potentials were conducted. The most capable multipliers were involved in the training with the implementation own parts.

In detail the following trainings were implemented in 2013/ 2014:

2013		
March	Training Module 1 for Core Group A (tri-national group)	Bangkok
	Training Module 1 for Core Group B (Indonesian group)	Jakarta
April	Training Module 2 for Core Group A (tri-national group)	Bangkok
	Training Module 2 for Core Group B (Indonesian group)	Jakarta
	Training Module 2 for Principals and Young Potentials Indonesia 1	Jakarta
	Training Module 2 for Principals and Young Potentials Laos 1	Vientiane
	Training Module 2 for Principals and Young Potentials Vietnam 1	Hanoi
April/ May	Application and training development phase for Core Group A + B	Kassel
August	Training Module 2 for Principals and Young Potentials Laos 2	Vientiane
October	Training Module 2 for Principals and Young Potentials Indonesia 2	Jakarta
	Training Module 2 for Principals and Young Potentials Indonesia 3	Jakarta
2014		
March	Continuation course for multipliers from Laos and Vietnam, part 1	Hanoi
May	Continuation course for multipliers from Laos and Vietnam, part 2	Vientiane
June	In-depth training for Principals and Young Potentials Vietnam	Hanoi

In order to follow-up with the subject and for any purposeful further training development in the field of management for TVET institutions the program management as well as the bilateral GIZ TVET programs appreciated a tool to analyze and assess the outcome of the implemented training program.

Methodological approach

Due to the fact that the program *Management for TVET institutions in Indonesia, Laos and Vietnam* was implemented for the first time, verified data about the management of TVET institutions in the partner countries couldn't be derived from this or similar programs. Thus a quantitative research that refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques couldn't be applied.

As this analysis tool is considered to be applied for a first survey, a qualitative approach was chosen. Qualitative research asks broad questions and collects word data from participants. The researcher looks for themes and describes the information in themes and patterns exclusive to that set of participants. Qualitative methods produce information only on the particular cases studied, and any more general conclusions lead to hypotheses.

For the evaluation of the implemented program *Management for TVET institutions in Indonesia, Laos and Vietnam* the problem-centered interview was determined as the appropriated tool for analyzing any training effect. Therefore an interview guideline was developed and in the following you will find hints and remarks of its application.

Requirements to the interviewer

In order to have a better understanding of the survey's context as well as to be able to classify the answers from the interviewees the interviewer should meet the following criteria:

- Knowledge and experiences in the field of management and TVET in general
- Knowledge and experiences regarding the national TVET system, especially in terms of management
- Knowledge about the training program *Management for TVET institutions in Indonesia, Laos and Vietnam*, especially about the content.

Target group/ The interviewee

The interview is developed to be directed to

- Former participants of the program *Management for TVET institutions in Indonesia, Laos and Vietnam* in order to get an insight what training content they apply to their daily work, to which extent they apply this content, whether there are initiatives to share/ multiply the acquired knowledge and experiences.
- Superiors of former participants in order to get an insight how the participant's working methods and/ or attitude might have changed, how they assess the influence and the value of the training.

An application of the interview to any other target groups, especially to persons from institutions that haven't attended the training is not recommended as questions relates to the training.

Remarks to the application of the interview guideline

- ➔ The interview guideline and these user instructions are for the interviewer only! The interviewee must not access to the contents.
- ➔ It is an interview guideline and has to be employed accordingly. It must not be used as a questionnaire that can be handed over to a person in order to be filled.
- ➔ In general all questions have to be asked in order to achieve a holistic impression of the management situation of the corresponding TVET institution.
- ➔ If interviewing the superior of a participant of the training program we assume that the participant has informed the superior before and/ or after the training about the content, outcome and conclusions. Thus the questions about the application of the training contents and the training's benefits focus on the superior's perception/ impression whether the attendance of the participant at the training is beneficial for the daily work because the participant changed his/ her working methods and/ or attitude, gave/ gives reasonable improvement proposals and/ or brought applicable solutions from the training.
- ➔ Within the guideline hints, notes and comments are included. Please read them carefully and consider them!
- ➔ If applicable all interviews should be made by the same interviewer in order to assure an equal level of evaluation and derivation.
If several interviewers are assigned a pre-discussion is requested in order to develop a common understanding of the tool, the process and the expected outcome as well as to agree upon common benchmarks or standards.

Remarks to the structure of the interview guideline

- Interviewee's data: The data collected about the interviewee is quite large. But as the educational background and working experiences influence and shape the personal perceptions this data help to gain a better understanding of the interviewee's answers and statements.
- About your TVET institution: The questions refer to four important fields of management:
- Leadership/ Strategy
Q 1.1, 1.2, 1.12 - 1.14, 1.18, 1.19
 - HR management/ HR development
Q 1.3 - 1.5, 1.20, 1.21
 - Quality management
Q 1.6 - 1.9
 - Cooperation & networking
Q 1.10, 1.11, 1.15 - 1.17, 1.22
- It's a compilation of questions and that – if they are answered honestly – can indicate strengths and weaknesses at the management of the corresponding TVET institution.
- About the training program: That complex of questions directly follows up the application and usage of the training contents. It only can be answered by the participant itself. **Please consider the corresponding note at the guideline!** It should indicate
- a) the participant's commitment to the topic (questions 2.1 till 2.6) and
 - b) the demand orientation of the training program (questions 2.7 till 2.10)
- Questions to the training contents: The chapters 3 to 6 focus on these sub-topics of the training program that should have the most impact and/ or relevance for being applied at TVET institutions. The structure is similar in all these chapters. It starts with questions to gain an understanding of the interviewee's perception towards the corresponding sub-topic and leads to the direct reflection of the training's benefit or shortage.
- General considerations: With the assessment of the first question in chapter 7 a cross-check to the statements in chapter 1 can be made and the validity of the answers can be derived. If the majority of questions in chapter 1 is answered with *No* and the assessment in chapter 7 says *good* or even *excellent*, the interviewer carefully has to double-check which statements are correct.
- Final remarks by the interviewer: The interviewer should note his overall impressions about the interview or if happened any special occurrences during or around the interview.

Remarks to the preparation of the program analysis

Before starting the program analysis we recommend a serious preparation. This includes not only the familiarization with the interview guideline and this instruction but also the familiarization with the implemented training program, its objectives and contents.

Furthermore attention to the development of indicators or benchmarks should be paid ahead of the program analysis in order to enable the interviewer to assess answers and explanations during the interview. Guiding questions during the process of developing could be for example: What do we consider as very good, as good or as poor in the school management context? Where do national programs emphasize on and how should the management of TVET schools support that? What are desired achievements in the field of managing TVET institutions? What are international standards or what is internationally accepted in the field of school management?

Often existing standards or guiding principles of the national TVET system can serve as such indicators or benchmarks as well.

In larger research activities it is common that a preparatory training/ workshop is implemented together with the developers of the research materials. Such meeting assures the common understanding of the research approach, the correct application of the research instrument and the corresponding derivations from the gained information.

Remarks to the implementation of the interview

Considering that time for interviewing is not unlimited the interviewer has to pay attention that the answers and explanations are related to the questions, that the discussion doesn't get off the topic and that answers and explanations are not too time-consuming.

If answers or explanations are not clear to the interviewer or not specific enough the interviewer should ask again or repeat with own words in order to avoid misunderstandings or different interpretations of the statements.

When finished the questions in chapter 7 the interviewer has to make a cross-check to the statements in chapter 1 in order to validate the answers. If the majority of questions in chapter 1 is answered with No and the assessment in chapter 7 says good or even excellent, the interviewer carefully has to double-check which statements are correct.

Evaluation of the interviews

Due to the qualitative approach on the effect analysis of the program, as described under the point *Methodological approach*, an automated evaluation is not applicable. The empirical social research refers to the interviewer's ability of critical evaluation. Therefore the assignment of just one interviewer is recommended in order to assure equality at evaluation and derivation.

The ability of critical evaluation that has to be applied especially in the sections with the open questions can be supported by defined criteria to be considered. As for the given analysis we have selected the following criteria:

- 1) Credibility of the answers and statements

Does the interviewer gain the impression that the answers match with the reality? Do the answers and statements express the honest opinion of the interviewee? Are there any contradictions at the answers and explanations?

- 2) Congruence of the answers and statements with the recognizable situation at the institution

Assuming that the interview is held at the institution of the interviewee the interviewer should consider whether the general impression and the observed conditions and activities at the TVET institution correspond with the answers and statements of the interview.

- 3) Level of subject-specific expertise of the answers and statements

Does the interviewer gain the impression the interviewee has solid expertise in the field concerned? Can the interviewee illustrate the statements given with examples from the institution?

At the assessment of the single chapters the following remarks are to consider:

Chapter 1

The structure of the interview guideline allows a fast overview regarding the assessment of the evaluated TVET institution. Within this section the closed questions – either Yes/ No or in Likert format – show a tendency of the status in the following fields:

- Leadership/ Strategy: Questions 1.1, 1.2, 1.12 - 1.14, 1.18, 1.19
- HR management/ HR development: Questions 1.3 - 1.5, 1.20, 1.21
- Quality management: Questions 1.6 - 1.9
- Cooperation & networking: Questions 1.10, 1.11, 1.15 - 1.17, 1.22

Chapters 2 and 3

Within these sections the questions are mainly in the Yes/ No format and thus provide a quick overview about the interviewee's perception.

As explanations are requested, in case of Yes as answer the interviewer has to consider the previous mentioned criteria accordingly.

Based on the interviewer's experiences as well as on benchmarks defined ahead of the analysis, the explanations have to be evaluated whether they describe advanced, basic or poor performances.

Chapters 4 to 6

Within these sections the questions are mainly open and thus requests explanations or descriptions. Therefore the interviewer has to consider the previous mentioned criteria accordingly.

Based on the interviewer's experiences as well as on benchmarks defined ahead of the analysis, the explanations have to be evaluated whether they describe advanced, basic or poor performances.

Finally the evaluation will provide

- an overview about the TVET institution of the interviewee
- a personal assessment of the interviewee towards the implemented training
- insights in the implementation of important management tasks at the interviewee's TVET institution and by the interviewee itself

Depending on the quality of statements and the recording by the interviewer derivations on the strengths and weaknesses in terms of school management at the specific institution can be made and conclusions on institution-specific improvement approaches can be drawn.

By comparing the several interviews similar weaknesses or problems can be identified. Based on that either further detailed evaluations can be initiated or training proposals according to the determined weaknesses can be designed and discussed with the target group.